Land Acknowledgement Statement

As a land-grant institution, Utah State University and all in-state Campuses and Centers reside on the territories of the eight tribes of Utah, who have been living, working, and residing on this land from time immemorial. These tribes are the Confederated Tribes of the Goshute Indians, Navajo Nation, Ute Indian Tribe, Northwestern Band of Shoshone, Paiute Indian Tribe of Utah, San Juan Southern Paiute, Skull Valley Band of Goshute, and White Mesa Band of the Ute Mountain Ute. We acknowledge the historical context behind a painful history of genocide, forced removal and dispossession of tribal peoples’ lands on which USU exists. We acknowledge these land on which we gather carry the stories of these Nations and their struggles for survival and identity. We recognize Elders past and present as peoples who have cared for, and continue to care for, the land. In offering this land acknowledgment, we affirm Indigenous sovereignty, history, experiences, and resiliency of the Native people who are still here today.

BSW Leadership Team

Jessica Lucero, MSW, Ph.D.
Department Head, Logan Campus

C.J. Sorenson, MSW, LCSW
Field Program Director

Jayme Walters, MSW, Ph.D.
BSW Program Director, Logan Campus

Jen Evers, MSW, LCSW
BSW Program Coordinator, Statewide Campuses

Moises Diaz, MSW, CSW
Assistant Field Director, Logan

This handbook is a guide for USU BSW students. This is not a contract and does not supersede University regulations. This handbook may be changed at any time by the Social Work Department.
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August 1, 2022

Dear BSW Student,

Welcome to the Department of Social Work! We are delighted that you found your way to the field of social work and that you have chosen Utah State University’s Bachelor of Social Work program. Your admission into the program is something that should be commended, as our faculty committees recognized your capacity for social work practice and saw your passion for social work values.

Our BSW program at Utah State University has a longstanding commitment to social justice, strong ties with our local communities, and a history of meaningful, generalist practice. We anticipate that you will find opportunities for personal and professional growth that will empower you in coming years to affect change in your community through the quality field and classroom education you will receive in our program.

In addition to high-caliber mentorship that you will receive from our faculty, we also anticipate that you will benefit from the experiences and insight of other students in the classroom. The collaboration among students in our small cohorts is intentionally designed to augment your learning and strengthen your connections as an emerging practitioner.

The BSW Student Manual is designed to assist you in your success as a student. Please study it carefully as its contents will empower you to be prepared for field and classroom education. If you can’t find something you need in the manual, please connect with any of our BSW leadership team, we are always happy to serve you.

We look forward to working with you and seeing you flourish as you move forward in your future careers to improve practice and policy that promotes social justice, empowers individuals and communities, expands individual potential, and improves the quality of living through leadership development and community engagement. Thank you for bringing your energy, passion, and experience to join us as we learn together!

Sincerely,

Jess Lucero, PhD, MSW
Department Head & Associate Professor
Utah State University, Department of Social Work
# BSW Social Work Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree, Institution</th>
<th>Areas of Interest</th>
<th>Campus</th>
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<tbody>
<tr>
<td><strong>Joslin Batty, MSW, LCSW</strong></td>
<td>MSW, Utah State University</td>
<td>neurologic development and sequencing of applied treatment; pediatric treatment; intimate partner violence survivor services; intimate partner violence offender treatment; trauma informed parenting; child welfare; gender issues; social political issues</td>
<td>Uintah Basin Campus</td>
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<tr>
<td><strong>Charlie Bayles, MSW, LCSW</strong></td>
<td>MSW, Utah State University</td>
<td>Native American culture in social work; child welfare; childhood trauma; strengthening families; trauma informed parenting skills; acute, complex and vicarious trauma; foster care; adoption; strengthening fathers; neuropsychology/neurobiology of trauma and attachment; passing the ASWB National Exam</td>
<td>Blanding Campus</td>
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<tr>
<td><strong>Shannon Browne, MSW, J.D.</strong></td>
<td>MSW, Columbia University J.D., Ohio State University</td>
<td>clinical practice with individuals and groups; child welfare; forensic child welfare; social work ethics</td>
<td>Logan Campus</td>
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<tr>
<td><strong>Moises Diaz, MSW, CSW</strong></td>
<td>MSW, Eastern Washington University</td>
<td>social work in educational settings; cultural issues; self-care</td>
<td>Logan Campus</td>
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<tr>
<td><strong>Jenifer Evers, MSW, LCSW</strong></td>
<td>MSW, University of Montana</td>
<td>school social work; grief and loss; clinical practice; macro practice; attachment issues; adolescents; intimate partner violence/domestic violence; sex &amp; gender issues; compassion fatigue/secondary traumatic stress</td>
<td>Moab Campus</td>
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<tr>
<td><strong>Raini Heap, MSW, LCSW</strong></td>
<td>MSW, Utah State University</td>
<td>clinical social work; trauma; family therapy; women's empowerment; complexities of faith crisis/transition</td>
<td>Tooele Campus</td>
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<tr>
<td><strong>Vonda Jump, Ph.D.</strong></td>
<td>Ph.D., Utah State University</td>
<td>early parent-child relationships; vulnerable families; trauma.</td>
<td>Brigham City Campus</td>
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<tr>
<td><strong>Jess Lucero, MSW, Ph.D.</strong></td>
<td>MSW, University of Wyoming Ph.D., Wayne State University</td>
<td>neighborhood effects; communities; marriage and fertility; at-risk youth and families; childhood exposure to violence; family violence; teen violence; advanced quantitative research methods</td>
<td>Logan Campus</td>
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<td>Name</td>
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<td><strong>Terry Peak, MSW, Ph.D.</strong></td>
<td>Professor, Program Director 2003-2022</td>
<td>LGBTQ+ issues; health policy; men’s health issues; end of life care</td>
<td>Logan</td>
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<td></td>
<td>MSW, SUNY Albany Ph.D., SUNY Albany</td>
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<td>Campus</td>
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<tr>
<td></td>
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<td><strong>Areas of Interest:</strong> aging; LGBTQ+ issues; health policy; men’s health issues; end of life care</td>
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<tr>
<td><strong>Jeff Spears, Ph.D.</strong></td>
<td>Assistant Professor</td>
<td>gerontology; opioid research; ART therapy; faculty mentorship; blockchain technology</td>
<td>Price</td>
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<td></td>
<td>Ph.D., University of Utah</td>
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<td>Campus</td>
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<tr>
<td><strong>Julie Stevens, MSW, LCSW</strong></td>
<td>Clinical Assistant Professor</td>
<td>clinical practice; mental health with children and teens; crisis intervention</td>
<td>Ephraim</td>
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<td>MSW, University of Utah</td>
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<td>Campus</td>
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<td><strong>Derrrik Tollefson, MSW, LCSW, Ph.D.</strong></td>
<td>Professor, Former SSWA Department Head, Director of I-System Institute for Transdisciplinary Studies</td>
<td>child welfare; family violence; troubled youth; clinical practice; program evaluation</td>
<td>Logan</td>
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<td></td>
<td>MSW, University of Denver Ph.D., University of Utah</td>
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<tr>
<td><strong>Dorothy Wallis, MSW, LMSW</strong></td>
<td>Instructor</td>
<td>substance abuse and addiction; improving access to treatment; prevention science</td>
<td>Logan</td>
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<td></td>
<td>MSW, Columbia University</td>
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<td>Campus</td>
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<tr>
<td><strong>Jayme Walters, MSW, Ph.D.</strong></td>
<td>Assistant Professor, BSW Program Director Logan, Director of Transforming Communities Institute</td>
<td>community-engaged research; well-being of rural communities; nonprofit organizational capacity and management; fundraising and philanthropy; social work leadership; macro social work education and practice; well-being of social workers</td>
<td>Logan</td>
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<tr>
<td></td>
<td>MSW, University of Georgia Ph.D., University of Tennessee</td>
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<td>Campus</td>
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<tr>
<td><strong>Kevin G. Webb, MSW, LCSW</strong></td>
<td>Professional Practice Assistant Professor, Associate Director of I-System Institute for Transdisciplinary Studies, Associate Director of Title IV-E Child Welfare Traineeship Program</td>
<td>child welfare; family violence; clinical practice with families; parents and children; play therapy; sandplay therapy; trauma treatment; substance abuse and addiction; Mind-Body Bridging Therapy and other I-System Model applications</td>
<td>Logan</td>
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<tr>
<td></td>
<td>MSW, University of Utah</td>
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<td>Campus</td>
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<tr>
<td></td>
<td></td>
<td><strong>Areas of Interest:</strong> community-engaged research; well-being of rural communities; nonprofit organizational capacity and management; fundraising and philanthropy; social work leadership; macro social work education and practice; well-being of social workers</td>
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Section 1: Introduction & Overview

INTRODUCTION
Utah State University's main campus is located in Logan in northern Utah’s Cache Valley, 80 miles north of Salt Lake City. The university system also includes regional and satellite campuses located throughout the state.

USU’s Social Work Department offers both a baccalaureate degree (BA/BS) and a Master’s degree (MSW) in social work. Both programs are accredited by the Council on Social Work Education (CSWE) and meet requirements established by the State of Utah for licensure of social services workers (SSW). The Social Work department at USU was the first such social work program in the state of Utah and it has graduated students since 1937. A distinct BA/BS degree in social work has been awarded since 1953. The social work department successfully met all subsequent re-accreditation requirements.

OVERVIEW

USU Social Work Mission
The social work department’s guiding educational philosophy is based on two broad traditions: generalist social work practice and the land-grant university heritage. The social work department provides a learning environment for those who seek to acquire knowledge and skills to bring about meaningful social change in individuals, groups, communities, and society. The department provides grounding in generalist and advanced generalist social work knowledge, values, and skills such as critical thinking, clarification of personal values, awareness of diversity, professional use of self, and communication and interpersonal relationship skills. The department mission is to prepare social workers for generalist and advanced generalist practice in a diverse society and to equip students with the knowledge and skills essential to the enhancement of the quality of life for all persons.

Social Work Department Goals
There are two fundamental goals that guide the USU Social Work Department. They are derived from both the University and Department missions. They are:

1. To prepare students for employment as generalist social workers or for advanced education through instruction in a professional foundation curriculum and selected liberal arts education coursework.
2. To prepare leaders for responsible citizenship, a commitment to respect for all people, and the quest for social and economic justice, as informed by their application of generalist social work knowledge, values, and skills.

Generalist Framework & Philosophy
According to the Encyclopedia of Social Work, definitions of Generalist Practice focus on:
- a) the importance of multiple-level interventions
- b) a knowledge base carefully chosen from a range of theories and
- c) dealing with both private issues and social justice concerns (micro to macro practice).

The generalist model of social work practice focuses on the interface among systems and suggests the use of multiple interventions in working with clients at the individual, family, group, organizational, community or societal level. Generalist practice incorporates a knowledge, value and skills base that is transferable between and among these diverse contexts. A central theme is the person and environment framework. The following concepts are foundational:

Person-Environment Fit: The actual fit between individual/group needs, rights, goals, and capacities
and the physical and social environments within which they operate.

**The Strengths Perspective:** Identifying a system's strengths and using those to modify the environment; views client as expert in knowing his/her needs; the social worker as collaborator with client systems.

**Empowerment:** The process of increasing personal, interpersonal, or political power so client systems be empowered to improve their life situations.

**Promotion of Social and Economic Justice:** Fairness and equity in regard to basic civil and human rights, protections, resources and opportunities and social benefits; how resources are distributed, who has access to them, and how policies affect chosen interventions.

**The Helping Process:** A structured approach used to assist client systems in identifying needed change, developing strategies to make change and assisting their implementation, monitoring and evaluation throughout the process (adapted from Ambrosino, *Social Work & Social Welfare*).

A generalist approach requires that the social worker assess the situation with the client and decide which systems are the appropriate units of attention, or focus of work, for the change effort. The units of attention may include an individual, a family, a small group, an agency or organizations, a community, or the transactions among these. The generalist approach emphasizes knowledge that can be applied to a variety of systems. For example:

- Enhance the problem-solving, coping and developmental capacities of people.
- Link people with systems that provide resources, services and opportunities.
- Promote the effectiveness and humane operation of support systems.
- Develop and improve social policy.

The generalist social worker seeks knowledge about the environment and about interactions and transactions between client systems and environment. The social worker looks for strengths and resources in the client system, in the environment, and in the interactions and transactions between them. The social worker draws on skills and resources of other helping systems to provide the services needed to bring about change within the framework of social work values and ethics.

The generalist social worker is cognizant of the NASW *Code of Ethics*, as well as the processes of applying professional values to solve ethical dilemmas and employing critical thinking skills. The social worker is oriented to working in an organizational structure, using supervision appropriately and assuming a wide range of professional roles.

**Program Commitment**

The BSW program is based on a generalist conception of social work and a problem-solving, empowerment, and strengths model of practice. The social work curriculum stresses problem-solving at the interface of person and environment, which requires that students develop a repertoire of generalist practice skills. The program inculcates in students the knowledge, skills, and values necessary to promote human and community well-being utilizing a theoretical knowledge base. The program is committed to the quest for social and economic justice, and the enhancement of the quality of life for all persons, building a student’s education on a base that includes a liberal arts perspective vital to the development of a social worker.

The program prepares students for advanced standing in graduate professional programs and to provide a foundation for continuing education. To accomplish this, the program facilitates the development of the profession's knowledge, values, and skills; incorporates a well-rounded liberal arts education; application of written and oral communication skills, and the ability to think critically.

The program endeavors to maintain a campus environment that fosters a sense of community and social responsibility. To accomplish this, the program provides opportunities for community service activities, professional development, and opportunities for scientific inquiry through the student organizations, volunteer opportunities, and student clubs.

**Ethical Behavior**

We encourage our students to join the NASW and become involved in the NASW student program unit and the State of Utah NASW. The website for the National Association of Social Workers is
www.socialworkers.org and the website for the Utah Chapter is www.utnasw.org. The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with 132,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This code includes four sections. The first Section, “Preamble,” summarizes the social work profession’s mission and core values. The second section, “Purpose of the NASW Code of Ethics,” provides an overview of the Code’s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, “Ethical Principles,” presents broad ethical principles, based on social work’s core values that inform social work practice. The final section, “Ethical Standards,” includes specific ethical standards to guide social workers’ conduct and to provide a basis for adjudication. We expect our students to become familiar with the code of ethics and abide by guidelines during the practicum and in their professional career. Please visit: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Rights and Responsibilities of Students
During academic and field training, students are required to abide by the standards of conduct specified by the NASW Code of Ethics and the state of Utah Board of Social Work Examiners. Failure to do so may result in dismissal from the social work program.

The social work department has policies and procedures specifying student rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. Students are encouraged to be involved in student government and to organize in their own interests.

Students are encouraged to join the social work student association (SWSA); we recognize that participation is an important component of preparing responsible social workers. In addition to our social work organizations, both the College of Humanities and Social Sciences (CHaSS) and USU provide a range of student activities, clubs, and events in which students are encouraged to partake. For example, social work students represent the department on the CHaSS Council (our college governance structure) and in the University-wide student government organization (USUSA). And, since our social work students are committed to community service, they also volunteer in a wide range of organizations in the community.

Some community service activities are organized by the social work department and students are also involved individually in service activities through other organizations.

As members of the academic community at Utah State University, students share responsibility for USU’s growth and continued well-being, as well as for maintaining an environment which encourages free inquiry and expression. Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructors, and to complete all academic exercises with integrity. All interactions with faculty members, staff, and other students shall be conducted with courtesy and civility. These responsibilities are the foundation of the University’s Standards of Conduct. The University seeks to vest students with primary oversight of these responsibilities through their participation in hearings boards.

Students can reasonably expect the following rights:

1. The right to a learning environment free of harassment and unlawful discrimination.
2. The right to due process in all disciplinary proceedings, which means fundamental and procedural fairness in accordance with the provisions of The Code of Policies and Procedures for Students.
3. The right to inquire, including specifically the right to engage in reasonable academic discussion and dissent within the framework of course material, with due regard to factors such as class size and the limits on the instructor’s time for conferences.
4. The right, subject to time, place, and manner restrictions, to express personal opinions on campus, to support or oppose causes, to arrange public assemblies, and to hold rallies, demonstrations, and pickets which do not materially and substantially interfere with normal University activities or the rights of others. Institutional control of facilities shall not be used as a censorship device. Any institutional regulation regarding time, place, and manner of expression must be content-neutral,
must be narrowly tailored to serve a significant University interest, and must leave open ample alternative channels of communication.

5. The right to organize and the freedom of association.

6. The right to publish and the freedom from censorship.

7. The right to meaningful representation in the formulation of university policies which affect students.

8. The right to a proper academic evaluation through orderly procedures and announced criteria designed to prevent prejudice and capricious judgment.

9. The right to confidentiality of records and due limitation of disclosure of personally identifiable information.

For more information, see the USU Student Code at https://www.usu.edu/student-conduct/student-code/index

Selected University & General Program Policies

Nondiscrimination & Sexual Harassment Policy

All aspects of the social work program are conducted without discrimination on the basis of race, gender, age, religion, national origin, disability, veteran’s status, or sexual orientation. The Office of Equity at Utah State University is responsible for overseeing compliance of a wide variety of federal/state laws, Executive Orders, and University policies that address equal opportunity in employment and education. Ultimately, it seeks to institutionalize affirmative action and equal opportunity concepts in everyday operations and activities.

To accomplish this goal, it: (1) advises and assists the Utah State University community in ensuring an equal opportunity environment free of discrimination and sexual harassment and (2) assist with proactive efforts to create a gender and ethnically diverse community of students, faculty and staff, in order to redress imbalances and enrich the University experience.

USU POLICY NUMBER 303 ON AFFIRMATIVE ACTION/EQUAL OPPORTUNITY

Utah State University ensures equal opportunity in all aspects of employment, programs and activities and prohibits discrimination based on race, gender, age, religion, national origin, disability, veteran’s status, or sexual orientation. In addition, USU policy #339 specifically prohibits sexual harassment in the workplace. Also, USU policy #305 provides for discrimination complaint procedures. The Office of Equity provides information and educational programs regarding equal opportunity and affirmative action including sexual harassment preventive training and diversity training; assists in setting goals and timetables for hiring; monitors hiring procedures, implements the grievance procedures for discrimination; and oversees the University's affirmative action plan. For further information, please call (435) 797-1266.

Classroom Accommodation for Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435-797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Commitment to Universal Design for Learning (UDL) Principles

The USU Social Work Program is committed to the principle of Universal Learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Any student with needs should contact the USU Disability Resource Center (https://www.usu.edu/drc/) at the start of the semester, and they will forward any relevant information on to the appropriate instructor.
Classroom Civility/Appreciation of Diversity & Differences

USU promotes the free expression of ideas and endeavors to maintain a classroom environment that promotes learning. Please treat each other with courtesy. Please be considerate of others in class – do not text or answer cell phones during class. All cell phones should be turned off during class. If you are using a laptop to take notes, please use it only for this purpose. According to the University Student Code, the professor has the right to dismiss anyone who is disruptive to the learning environment.

Since social work classes typically include a variety of topics that potentially raise controversy or conflict, the following guidelines pertain to how sensitive topics will be discussed. We will assume that gaining new understanding is valuable and essential for all. Further, we will assume that people are always doing the best they can. In our classes we will share information, experiences, thoughts, and beliefs with other members of the class but never demean, devalue, or in any way put down people for what they share in class, for who they are, or what they may represent. Essentially what this means is that our classrooms will be safe settings for open discussion and we will demonstrate respect for each other at all times.

Academic/Professional Expectations & Honor Code

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. USU Policy 403 further defines academic freedom and professional responsibilities.

No Course Credit for Life Experience or Previous Work Experience

The social work program does not grant academic credit for life experience or previous work experience or for service activities. **There are no exceptions to this.**

Academic Integrity, the Honor System, & Plagiarism

The University expects that students and faculty alike maintain the highest standards of academic honesty. The *Code of Policies and Procedures for Students at Utah State University* (Student Conduct) addresses academic integrity and honesty and notes the following:

- **Academic Integrity:** You have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.

- **The Honor Pledge:** To enhance the learning environment at Utah State University and to develop student academic integrity, you agree to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity". Violations of the Academic Integrity Standard (academic violations) include, but are not limited to cheating, falsification, and plagiarism.

- **Plagiarism:** Plagiarism includes knowingly "representing by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Withdrawal Policy, Incomplete Grade Policy, & Dropping Courses

If a student does not attend a class during the first week of the term or by the 2nd class meeting, whichever comes first, the instructor may submit a request to have that student dropped from the course (this does not remove responsibility from the student to officially drop that course). Students who are dropped from courses will be notified by the Registrar’s Office through their preferred email account.
Courses may be dropped without notation on the permanent record through the first 20% of the class. If a course is dropped after the first 20% of the class, a "W" will be permanently affixed to the student record (check the General Catalog for exact dates). If there are extenuating circumstances, please refer to the policy regarding Complete Withdrawal from the University and the Incomplete (I) Grade policy in the General Catalog.

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and some involve travel. The University provides opportunities to participate in these programs on a voluntary basis, therefore, you should not participate in them if they do not care to assume the risks. You can ask the respective program leaders/sponsors about the possible risks a program may generate, and if you are not willing to assume the risks, you should not select that program/course. By voluntarily participating in classes, programs, and extracurricular activities, you do so at their own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at http://www.usu.edu/riskmgt/.

Mental Health & Stress Management

Mental health is critically important for the success of USU students. Students may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce the ability to participate in daily activities. Utah State University provides free services to assist with addressing these and other concerns. Information about the broad range of confidential mental health services available on campus is at Counseling and Psychological Services (CAPS).

You are also encouraged to download the “SafeUT App” to your smartphone. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

When it is judged that a student’s behavior has elevated to a disruptive or threatening level faculty, staff and/or students are encouraged to file a Student of Concern report which then is referred to USU’s Behavioral Intervention Team (BIT) and the Connect, Assist, Refer, Empower (CARE) Team. These two entities developed a comprehensive reporting system to share appropriate information so students can receive or stay connected to the academic support and student wellness services they need. Once the form is submitted, a CARE Manager may reach out to the student (determined on a case-by-case basis). Students are provided with appropriate resources and referrals and are offered additional follow-up. Some referrals may require additional attention; those referrals will be discussed with the BIT team and additional recommendations may be made. A Student of Concern report filed by a social work faculty member regarding a social work student will initiate a review of that student by the Student Review Committee as outlined above. Student of Concern reporting form:
https://cm.maxient.com/reportingform.php?UtahStateUniv&layout_id=4

Active Shooter Resources

Unfortunately, over the years there has been an increase in the number of active shootings on campuses. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus:
https://dps.usu.edu/emergency/runhidefight/homeland-security-resources

Communications via E-mail
E-mail is an official form of communication at USU. Students are responsible to keep their preferred email address updated in Banner, and to check their email frequently for information about their courses, and from the department.

Grievance Process

Students who have a grievance related to faculty evaluation of their academic performance are encouraged to resolve the problem informally by speaking with the faculty member concerned. If the grievance cannot be resolved informally, the student is encouraged to speak with the social work program coordinator at that campus. If a student wishes to formally appeal an academic action, the social work program conforms to the process as set forth in the Academic Appeals section of the Academic Policies and Procedures Manual, as follows:

When a student feels that he or she has been treated unfairly by a specific professor or by existing rules or regulations, there is a sequential process which should be followed to resolve the situation. (Problems may include disagreements regarding a course grade, intervening circumstances which prevent the student from following an assigned procedure, etc.) When a student experiences such difficulties, he or she should go first to the specific professor and discuss the situation. It may be possible to resolve the problem at this level. Should no agreement be reached, the student may then take the situation to the Student Review Committee. If no resolution is reached, the student may appeal to the Social Work department head. If no resolution is reached at that level, the student may then take the problem to the Dean of the College. From this point, an appeal would be made to the Hearing Officer, Provost or Vice President for Student Affairs (if this issue does not pertain to academics), and President of the University, respectively. Additional detailed information about filing complaints, appeals, due process, and protecting student rights is located within The Code of Policies and Procedures for Students at Utah State University section of the Academic Policies and Procedures Manual.

The social work department at USU maintains high, professional standards for students and faculty members. Because of the nature of professional social work practice, social work has different expectations of students than do nonprofessional programs. All social work students are expected to abide by the standards set by the NASW Code of Ethics. When a student’s performance does not meet expectations according to these established guidelines, a review may be called to bring the problem to the student’s attention and to develop a success plan. Usually, the issue is resolved and the student continues in the program with additional support and/or conditions established for the student’s continuance in the program. In some instances, depending on the nature of the problem, the student may be referred to the Office of the Vice President for Student Affairs or the student may be advised to change majors/degree programs and/or discontinue from the program.

Students have the right to appeal decisions made by the social work department, including scholastic dismissal. Students are assured freedom from reprisals for filing appeals. Students who wish to appeal decisions do so first with the department head and then through the appropriate channels of authority. Students who feel they have been unfairly treated (in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking—which are addressed by procedures separate and independent from the Student Code) may file a grievance through the channels and procedures described in the Student Code. See https://www.usu.edu/student-conduct/student-code/article7 for a detailed description of the grievance process regarding academic and nonacademic grievances and appeals. (The Code of Policies and Procedures for Students at Utah State University, Article VII. Grievances.)

When a student’s academic or professional performance is evaluated as deficient, the faculty member brings this concern to the attention of the appropriate campus program coordinator who will discuss the concerns with all parties involved including the field instructor, if the concerns involve field, and then make a written determination of the issue including recommendations for remediation or termination. Upon receipt of this written determination, the student will have 10 days to respond in writing. The procedures and criteria used by this committee and the student’s rights regarding this committee are described in the Student Manual and Field Practicum Manual. A Student Review Committee may be constructed to conduct a hearing if termination from the program is a possible outcome of academic or professional performance. More specifically, student reviews can also occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated elsewhere in the Student Manual.
• Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage. (NOTE: University guidelines must be followed.)
• Behavior is judged to be in violation of the current NASW Code of Ethics.
• Any threat or attempt to harm oneself or other person(s).
• Commission of a criminal act that is contrary to professional practice, occurring during the course of study or prior to admission to the Social Work BSW or MSW programs and becoming known after admission.
• Consistent pattern of unprofessional behavior.
• Failure to meet the standards necessary to remain in good standing in the Social Work BSW or MSW programs.

The student and the faculty member (or other party who initiated the action) are allowed to view all documents associated with the action, and to bring witnesses to the hearing. The parties have the right to be accompanied by an advisor, including legal counsel. If a student involved in disciplinary action is a current client of the Disability Resource Center then a representative of that entity would be invited to participate in the process.

The Student Review Committee’s findings and recommendations are presented to the Department Head who, based on the evidence, has the prerogative to accept or reject the Committee’s recommendations, or to return the decision to the Student Review Committee for reconsideration. If the student is not satisfied with the decision of the Department Head, he/she may make an appeal to the CHaSS Dean. If the student is not satisfied with the Dean’s decision, the student may make an appeal to the USU Appeals/Grievance Board. From this point, an appeal would be made to the Hearing Officer, Provost or Vice President for Student Affairs (if this issue does not pertain to academics), and President of the University, respectively. Additional detailed information about filing complaints, appeals, due process, and protecting student rights is located within The Code of Policies and Procedures for Students at Utah State University section of the Academic Policies and Procedures Manual.

Student Review Committee

If a Student Review Committee is needed, it would be comprised of the appropriate campus program coordinator or program director, appropriate campus faculty field liaison, and a faculty member requested by the student, if desired. The Committee makes recommendations regarding remediation or termination of a student in connection to referrals made to them regarding students’ professional performance including alleged violations of the NASW Code of Ethics. In addition, this committee will periodically review the progress of students placed on academic probation and recommend academic remediation or termination of a student as appropriate to the individual referral. The Student Review Committee may also elect to review the progress of students who receive any grade below a C in a course required for graduation. The Committee is also responsible for reviewing any student who reported by a social work faculty member as a Student of Concern (see Student of Concern section below). Subsequent to the committee determination, the department head will make a written determination of the issue. Upon receipt of this written determination, the student will have 10 days to respond in writing. If the student contests the determination, the student may follow the appeals process described above.

1. The Process
   a. After a formal referral has been made to the Student Review Committee, the Committee will schedule a time to meet and review the recommendation.
   b. The Student Review Committee will either make a determination or call for a hearing.

2. The Hearing
   a. If a hearing is warranted, the Student Review Committee will proceed through the following process.
      i. Direct testimony will be called for by all involved persons,
ii. After receiving relevant information presented by all concerned persons the Student Review Committee will make a recommendation to the Department Head.

b. Possible Outcomes

i. If the referral concerns a student’s academic progress, the Student Review Committee may:

• Develop a plan of remediation for corrective action to assist the student in successful completion of the program.
• Recommend a leave of absence to resolve issues that interfere with academic performance.
• Recommend that the student be retained on academic probation.
• Recommend that the student be terminated from the program.

ii. In cases of allegations of professional misconduct including violations of the NASW Code of Ethics, the Student Review Committee may:

• Find no grounds for the allegations, and recommend dismissal of the referral.
• Find the allegations to have substance and recommend probationary status with or without recommendations for corrective action.
• Find the allegations to have substance and recommend the student be terminated from the program.

Section 2: BSW Academic Program & Major Requirements, Academic/Course Information

ACADEMIC ADVISEMENT

At the beginning of each fall semester, all students should contact department and College advisors for assistance with course selection, program planning, and graduation requirements. Advisor email addresses are located at: https://www.usu.edu/advisors/

Peer Advising
Students with questions about the social work major are encouraged to meet with the social work peer advisor (usu.sw.peeradvisor@gmail.com). Peer advisors are students trained in undergraduate and major requirements for social work students. They assist students in developing graduation plans, in answering questions about specific courses to be taken in which semester, and in connecting them to available resources on campus. Because the courses in the social work department are sequential, peer advisors understand the importance of helping students stay on track for graduation. Students are encouraged to meet with a peer advisor prior to applying for advanced standing (in their sophomore year) and as often as needed.

Transfer Students
All transfer students should contact either a peer or College advisor in the year before they transfer to USU to make sure they are on track in taking the required prerequisites classes in order to transfer seamlessly. To contact the current peer advisor, please email usu.sw.peeraadvisor@gmail.com.
SOCIAL WORK MAJOR REQUIREMENTS

Minimum GPA for Admission and Graduation
Social Work Major GPA: 2.75, USU Overall GPA: 2.75.

University Studies Requirements
Degree Works, which can be found through Banner, outlines all general education, depth, and social work program requirements and has links to which classes fulfill general education requirements. 
Note: Approved University Studies courses and requirements are listed in the General Catalog. The most current listings are online: http://www.usu.edu/generalcatalog/

Additional Matriculation Requirements
Students must apply for Advanced Standing in the social work major by April 1 of their sophomore year. Application requirements include: a C or better (C+ in SW 1010) in all prerequisite social work courses and specific University Studies courses, an essay, and a passing score (70% or higher) on the Advanced Placement Test (APT). At the end of the junior year, social work majors apply for the field practicum, which requires a passing score (70% or higher) on the Generalist Practice Test (GPT) and a B- or better in all practice classes (SW 3050, 4100, 4150, 4160). 

Minimum Grade Accepted:
C+ in SW 1010, B- in SW 3050, 4100, 4150, and 4160; C in remaining major courses.

If students have not met class prerequisites, social work faculty reserve the right to dismiss them from that class. Furthermore, seating priority in all social work classes is given to social work majors.

Transfer of Credits
Students who wish to transfer credit from a CSWE-accredited social work program or from a school with which USU has an articulation agreement must submit a transfer credit application to the USU Admissions office. Classes that are 10+ years old cannot ordinarily substitute for a required class. Students cannot substitute life experience/work experience/service for academic credit. Transfer students must provide contact information for an academic reference.

Social Work Major
Students may declare Social Work as their major at any time. All course offerings in social work are open to all USU students, with the exception of the junior year practice courses (SW 3050, 4100, 4150, and 4160) and the senior year field practicum courses (SW 4870/5870), both of which require admission to advanced standing. Social work students take courses in sequence in order to have the professional foundation knowledge required for each class. Maintenance of a high grade point average is important as students progress through the major and continue on to graduate school.

Advanced Standing Procedures
In order to be considered for advanced standing in the major, students must submit an application by April 1 of their sophomore year. https://chass.usu.edu/social-work/tracks/undergrad_application_info/sw-application-information

At the end of spring semester, when the criteria for advanced standing have been met, eligible students will be ranked according to their grade point average, personal statements, performance on the APT, and faculty evaluation and admitted to advanced standing based on that ranking. At this point students may move
forward to the junior year practice courses.
To be considered for advanced standing, students must meet the following minimum criteria:

1. Completion of the following courses with a C or better: ANTH 1010 (BSS), BIOL 1010/USU 1350 (BLS), ENGL 1010 (CL1) and 2010 (CL2), HDFS 1500, (BSS), PSY 1010 (BSS), SOC 1010 (BSS), and SW 2100 and 2400.
2. Completion of SW 1010 with a grade of C+ or better.
3. Junior status (61-90 credits) upon application.
4. Maintenance of a minimum overall GPA of 2.75 and a minimum GPA of 2.75 in social work classes.
5. No Pass-D-Fail grades in courses required for the major.

Students applying for advanced standing will be evaluated on the following:

1. Social Work GPA of 2.75 or higher and minimum overall GPA of 2.75.
2. Personal statement/self-assessment of commitment to social work values and participation in community-oriented activities, a discussion of career goals, interests, and aspirations congruent with NASW values and purposes.
3. Quality of written material.
4. A satisfactory score (70% or higher) on the APT.
5. Faculty evaluation of professional use of self in the classroom as indicated by class participation and attendance, and in program-associated activities.

Since social work is a professional program, students should have the capacity to work with vulnerable populations thus, the program reserves the right to seek additional information, such as references from employers and others. Students should also be aware that if there are any personal data, such as that included on the application for state licensure, which may indicate a potential threat to the public safety and welfare, a student may be denied advanced standing status and/or field placement.

Students turned down for advanced standing will be assisted in finding a more suitable major or may reapply during the following year.

Criteria for Admission to Advanced Standing
To ensure that the most well-prepared students are admitted to advanced standing, the program has developed an application rating system to help with admissions. The rating system reflects our preference for admitting students with strong interest in liberal arts, academic potential, community service backgrounds, capacity for critical thinking, and a commitment to the values of the social work profession. Admissions decisions are not based solely on GPA or any other single criterion but rather on the review of all the application materials as they reflect the applicant’s commitment to social work practice and academic excellence, commitment to the values and ethics of the social work profession, and potential as social work practitioner and leader.

Notifying Applicants of Their Admission Decision
Students formally apply to be in “Advanced Standing” in the major at the end of their sophomore year (see website for instructions), and cannot move forward to the junior-level practice classes if not in advanced standing. It takes about two weeks after classes end to update all grades and decisions are made as soon as possible after that date. Students will be notified by email and provided with instructions for how to register for junior year practice classes. Students not accepted and are also notified immediately by email, and that email includes possible options for future admission depending on the barrier (e.g., consider the social work minor, try to improve GPA and reapply next year).

Link to Advanced Standing Application
https://chass.usu.edu/social-work/tracks/undergrad_application_info/sw-application-information
Leave of Absence

After admission to Advanced Standing, students may request a leave of absence and must contact the department in March of the year preceding the requested reinstatement. To maintain advanced standing status and eligibility for graduation as a social work major, a student (1) must obtain a B- or better in SW 3050, 4100, 4150, and 4160, (2) must have completed SW 1010 with a C+ or better, (3) must maintain a minimum overall GPA of 2.75 or better and a minimum 2.75 GPA in the social work major, (4) must receive a grade of C or better in all other courses required for the major, (5) must not repeat more than once any course required for the major, and (6) must not receive a Pass-D-Fail grade for any course required for the major.

Required Courses

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>SW 1010</strong> Introduction to Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td><strong>ANTH 1010 (BSS)</strong> Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td><strong>BIOL 1010 (BLS)</strong> Biology and the Citizen OR <strong>USU 1350 (BLS)</strong> Integrated Life Science</td>
<td>3</td>
</tr>
<tr>
<td><strong>ENGL 1010 (CL1)</strong> Introduction to Writing: Academic Prose</td>
<td>3</td>
</tr>
<tr>
<td><strong>HDFS 1500 (BSS)</strong> Human Development Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td><strong>PSY 1010 (BSS)</strong> General Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>SOC 1010 (BSS)</strong> Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td><strong>STAT 1040/1045 (QL)</strong> Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td><em>Students must complete STAT 1040/1045 with a C- or better for SOC 3120.</em></td>
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<tr>
<th>Second Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>ENGL 2010 (CL2)</strong> Intermediate Writing: Research Writing in a Persuasive Mode</td>
<td>3</td>
</tr>
<tr>
<td><strong>SW 2100 OR SW 5901/CESS 5901</strong> Human Behavior in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td><strong>SW 2400</strong> Social Work with Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>One elective enrichment course</td>
<td>3</td>
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</tbody>
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<tr>
<th>Third Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SW 3050</strong> Practice I (F)</td>
<td>3</td>
</tr>
<tr>
<td><strong>SW 4100</strong> Social Work Research (F)</td>
<td>3</td>
</tr>
<tr>
<td><strong>SW 4150</strong> Practice II (Sp)</td>
<td>3</td>
</tr>
<tr>
<td><strong>SW 4160</strong> Practice III (Sp)</td>
<td>3</td>
</tr>
<tr>
<td><strong>SOC 3120 (QL)</strong> Social Stat I (F,Sp,Su)</td>
<td>3</td>
</tr>
<tr>
<td>Two elective enrichment courses</td>
<td>6</td>
</tr>
</tbody>
</table>

*Prior to taking SW3050, students must apply for and be accepted to advanced standing

**C- or better in STAT1040/1045 plus 6 credits in SW and/or SOC courses are prerequisites.

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>SW 4870</strong> Beginning Field Practicum (F)</td>
<td>6</td>
</tr>
<tr>
<td><strong>SW 5350 (CI)</strong> Social Policy and Social Justice (F)</td>
<td>3</td>
</tr>
<tr>
<td><strong>SW 5870</strong> Advanced Field Practicum (Sp)</td>
<td>6</td>
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</tbody>
</table>

Elective Courses

Social work majors need 9 credits of electives at the 3000+ level to graduate. At least two electives need to be in social work and one upper-division elective (3000 level or above) may be outside social work.

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>SW 3250</strong> Social Work &amp; Substance Abuse</td>
</tr>
<tr>
<td><strong>SW 3350</strong> Child Welfare</td>
</tr>
<tr>
<td><strong>SW 3360</strong> Adolescents: Theories, Problems, and Issues</td>
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<tr>
<td><strong>SW 3400</strong> Law, Ethics, and Social Work</td>
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<tr>
<td><strong>SW 3450</strong> School Social Work</td>
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<tr>
<td><strong>SW 3550</strong> Aging in the 21st Century: How to Age Well</td>
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<tr>
<td><strong>SW 3650</strong> Mental Health</td>
</tr>
<tr>
<td><strong>SW 3750</strong> Community Health and Social Work</td>
</tr>
</tbody>
</table>
### Course Descriptions

**ENG 1010 Introduction to Writing: Academic Prose**: Students learn skills and strategies for becoming successful academic readers, writers, and speakers: how to read and write critically, generate and develop ideas, work through multiple drafts, collaborate with peers, present ideas orally, and use computers as writing tools.

**ENG 2010 Intermediate Writing: Research Writing in a Persuasive Mode**: Writing of reasoned academic argument supported with appropriately documented sources. Focuses on library and Internet research, evaluating and citing sources, oral presentations based on research, and collaboration.

**STAT 1040 Introduction to Statistics / STAT 1045 Introduction to Statistics with Algebra**: Descriptive and inferential statistical methods. Emphasis on conceptual understanding and statistical thinking. Examples presented from many different areas. / Intro to statistics with an emphasis on conceptual understanding and statistical reasoning. Foundation algebra, types of studies, summarizing data, probability, hypothesis testing.

**SOC 1010 Introductory Sociology**: Examination of social behavior of humans and social institutions. Theories and methods for studying society and social issues, along with insights from related disciplines.

**PSY 1010 General Psychology**: Familiarizes students with basic concepts of psychology. Psychology explores scientific study of thoughts and behaviors. Students develop an understanding about behavior and apply strategies for self-improvement.

**ANTH 1010 Cultural Anthropology**: Role of cultural concepts within discipline of anthropology. Relationship of cultural concepts to survival adaptation, society and social life, ideology and symbolism, and cultural change and diversity. Applications to contemporary world problems.

**HDFS 1500 Human Development Across the Lifespan**: Overview of human development across the lifespan, from conception to death.

**BIOL 1010 Biology and the Citizen / USU 1350 Integrated Life Science**: Principles and methods of biology and how they impact the daily life and environment of the individual. / Interdisciplinary course focusing on basic concepts of life science. Demonstrates role of modeling, prediction, and observation in the process of scientific discovery, which occurs within an historical and social context.

**SW 1010 Introduction to Social Welfare**: This foundation course facilitates development of an approach to thinking about social welfare. It explores the broad common bases of social work professional values, knowledge, skills, social policies, and programs.

**SW 2100/SW 5901/CESS 5901 Human Behavior in the Social Environment**: This course covers the interrelatedness of social, cultural, and environmental factors that combine with biological and psychological components to mold human behavior. It also covers the relevance of these factors to generalist social work practice.

**SW 2400 Social Work with Diverse Populations**: This course examines characteristics of various populations, including patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression. Emphasis is placed on empowerment of groups and individuals, as well as the accumulation of multicultural competence.

**Admission to advanced standing in social work is a prerequisite to the following classes:**

**SW 3050 Practice I (individuals)**: Introduction of generalist social work framework as an integrative tool, with special attention shown to strengths and empowerment perspective. Individuals as targets for change.

**SW 4100 Social Work Research**: This course encompasses a survey of qualitative scientific methods of research in social work. Articulation of research with practice and policy is also covered.

**SW 4150 Practice II (groups)**: Introduction to generalist social work practice at the micro level. Emphasizes
study of skills from a strengths and empowerment perspective with individuals, families, and small groups. Special attention is paid to ethical issues and working with a diverse population.

**SW 4160 Practice III (communities):** Introduction to generalist social work practice at the macro level. Emphasizes study of skills from a strengths and empowerment perspective with groups, organization, and community systems. Special attention is paid to ethical issues and working with diverse populations.

**SOC 3120 Social Statistics:** Descriptive and inferential statistical methods used by social scientists. It emphasizes conceptual understanding, practical application, and effective communication of statistical processes and findings. Students work with hypothetical and real-world social data, using hand and computer-based calculations to produce statistical estimates.

**SW 4870 Beginning Field Practicum:** Practical experience in a social service agency. Seminar integrates field work experiences and academic knowledge. Emphasizes use of self and integration of knowledge, values, skills, and methods of practice, with special emphasis given to the code of ethics.

**SW 5350 Social Policy and Social Justice:** This course introduces policy making in social welfare. It covers principles of social and economic justice used to analyze selected social policies and programs within a historical and contemporary context. Attention is given to differential impact of policies on at-risk populations.

**SW 5870 Advanced Field Practicum:** Supervised social work practice and projects. Provides opportunities for advanced social work students to apply classroom learning in a field setting. Minimum of 240 hours in a social service agency required.

**Elective courses**

**SW 3250 Social Work & Substance Abuse:** Students are introduced to knowledge about drugs and substance abuse. Substances are defined broadly including caffeine, nicotine, over-the-counter and prescription medication, alcohol, and drugs usually associated with misuse and dependency. Students discuss screening and assessment, and appropriate interventions.

**SW 3350 Child Welfare:** Student explore the impact of poverty and violence on children. Students also examine the changing American family and various systems that impact children, including the Child Welfare System and the Juvenile Justice System.

**SW 3360 Adolescents: Theories, Problems and Issues:** This course focuses on major social problems confronting youth today: teenage pregnancy, substance abuse, unemployment, education, and mental health. It includes investigation of theories explaining these problems and society's efforts to resolve these problems.

**SW 3400 Law, Ethics, and Social Work:** This course examines state and federal legislation that impacts the social work profession. It also examines the National Association of Social Workers (NASW) Code of Ethics and the intersection and conflict between state and federal legislation and the code.

**SW 3450 School Social Work:** The course provides an overview of social work practice in an educational setting.

**SW 3550 Aging in the 21st Century: How to Age Well:** This course is an overview of the field of aging and its connection to the practice of social work.

**SW 3650 Mental Health:** This course covers services offered for the prevention and treatment of mental illness and the feasibility of social action programs on a community level.

**SW 3750 Community Health & Social Work:** This course provides an introduction to the social determinants of health, cultural humility and ethics, neighborhoods and health, food environment and nutrition, chronic conditions, and epidemiology and infectious diseases and how these intersect with social work practice.

**SW 3850 Spirituality & Social Work:** This course provides a framework of knowledge, values, skills, and experiences for spiritually sensitive social work practice.

**SW 4010 Spanish for Social Service Workers:** This course is designed to provide students with specialized Spanish language development, cultural competency instruction, and enhanced communication skills for working with Spanish-speaking populations in social service-related fields.

**SW 4540 Nonprofit Management for Social Workers:** This course examines the history of nonprofits and the aptness of these organizations to providing social work employment. It also covers applied knowledge and skills related to managing nonprofits, such as strategic planning, human resources, fundraising, and marketing.
SW 4580 Grief and Loss in Social Work Practice: This course examines the universal human experiences of grief and loss. Students explore different types of loss across the lifespan as well as meaningful ways to support those experiencing them.

SW 4900 Topical Issue Seminar: This advanced seminar is designed as a forum for students from varied social science disciplines. Seminars may include issues involved in social work values and ethics, diversity, promotion of social and economic justice, and/or populations-at-risk.

SW 4920 Trauma and Resilience: This course explores the impact of trauma as well as human resilience despite adverse experiences.

SW 4925 Resilience and Human Flourishing: In this course, students learn the science of resilience and develop skills to increase resilience during and after stressful life events, to enhance performance in academic, workplace, and other demanding contexts, and to improve productivity and well-being.

SW 4950 Directed Readings: Independent readings under supervision of a social work faculty member around various topics of social work: practice, policy, HBSE, research, populations-at-risk, values and ethics, social and economic justice, and diversity. Permission of the instructor is required

FINANCIAL AID AND SCHOLARSHIPS

Financial Aid
The University’s Financial Aid Office is the primary source for financial aid information. In Logan, the Financial Aid Office is located on the first floor of the TSC. In Price, Financial Aid services are located at the One Stop Student Services. In Blanding, Financial Aid services are located in the HSL Building. Students may be eligible for guaranteed student loans, state public education grants, university grants and/or work study funds. In order to find out if students are eligible, they must complete a financial aid application form, called the FAFSA. This form can be accessed online at https://studentaid.gov/h/apply-for-aid/fafsa. Students may use the computers in the financial aid office if necessary. Contact the financial aid office for deadline information or questions regarding the FAFSA. 435-797-0173 or www.usu.edu/finaid/

Scholarships
Scholarships are available for social work majors in their junior year once they are admitted to advanced standing. Students apply spring semester of their junior year. Students should search for an apply to scholarships by using this link: https://www.usu.edu/scholarships/application

The Social Work specific scholarships include:
  o Evelyn Hodges and Theodore R.E. Lewis Scholarship
  o Frances Handwerger Memorial Scholarship
  o LuAnn M. Hamilton Memorial Scholarship
  o Therapy in Motion
  o Jennifer Lyman Strange Scholarship
  o Mehdi Heravi Social Work Scholarship
  o Social Work Trust Scholarship
  o Janes Aggie Family Endowment
  o Stephanie Osborne Endowed Scholarship
  o Diane Calloway-Graham Endowment

• The College of Humanities and Social Sciences Scholarship Office
Some scholarships are awarded through CHaSS. Scholarship information can be found at https://chass.usu.edu/scholarships

• University Scholarships
Information concerning scholarships provided by the university can be found at: www.usu.edu/admissions/scholarships/
Section 3: Preparing for Field Placement

The field placement experience offers students an opportunity for learning about social problems, social welfare, organizations, diverse client groups, communities and resources, and issues that are psychosocial in nature. This occurs in an agency-based setting with supervision by an approved and credentialed social work field instructor. The field placement is an opportunity for students to add breadth and depth to their previous experience and also a time to explore a new area or field of study.

Definitions

Like most professions, social work is well-known for its acronyms, jargon, and professional “slang”. Regarding field education, the following definitions should be of assistance:

- **Agency/Field Agency/Practicum Agency**: These terms are often used interchangeably, but all refer to the community-based agency, organization, or institution in which the student is assigned to complete their practicum hours.
- **Agency Field Instructor**: The agency-based instructor on site – the individual assigned by the agency to directly approve student activities and responsibilities, provide ongoing formal and informal supervision to the student, guide the student’s professional growth and development, and evaluate student progress. This is generally shortened to “Field Instructor”.
- **Council on Social Work Education (CSWE)**: The national association representing social work education in the United States. CSWE’s Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.
- **Faculty Field Liaison**: The Social Work faculty or staff member assigned to serve as the primary connection between the agency, the student, and the school. The Faculty Field Liaison arranges and monitors student placements and is accessible to students and Field Agencies offering oversight and consultation in all aspects of the field placement process.
- **Field Practicum Director**: Individual responsible for oversight and management of field operations for both Logan and all Statewide campuses. The Field Practicum Director is ultimately responsible for approving all field placement opportunities and assuring program compliance with CSWE Standards.
- **National Association of Social Workers (NASW)**: Founded in 1955, the National Association of Social Workers is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.
- **Field Practicum**: A required course of study designed especially for the preparation of social work practitioners that involves the supervised practical application of previously studied theory and methodologies. Often used synonymously with “field education”, for all practical purposes, the terms refer to the same concept.

Field Education: The Signature Pedagogy

A **signature pedagogy** is defined by Lee Shulman (2005) as “the types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions” (p. 52). In the field of social work, the signature pedagogy is field education. Signature pedagogy represents the central form of instruction and learning wherein the practicum socializes students to perform the role of practitioner. The intent of the field education component of the curriculum is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is the basic precept of social work education that the two interrelated components of the curriculum-classroom and field—are of equal
importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

**CSWE Educational Policy & Accreditation Standards**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of social work knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. These standards are set by the Council on Social Work Education (CSWE) Educational Policy and Educational Standards (2015). MSW practice incorporates all the core competencies.

The Social Work program seeks to accomplish its mission through a curriculum that enables students to develop professional competencies, which represent the program’s goals. The table below indicates how the core competencies are assessed in this class. The CSWE core competencies addressed in foundation classes are:

### Field Education Philosophy

| Competency 1: Demonstrate Ethical and Professional Behavior | Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities |
| Competency 2: Engage Diversity and Difference in Practice | Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice | Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities |
| Competency 4: Engage in Practice-informed Research and Research-informed Practice | Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities |
| Competency 5: Engage in Policy Practice |

The Social Work Department at Utah State University is accredited with the Council on Social Work Education (CSWE). CSWE accrediting standards and the philosophy of field education are reflected in the field education learning goals based on both foundation and advanced core competencies and practice behaviors. Field experience is a component of the social work curriculum which is experiential in nature. The ultimate purpose of a profession is practice and the purpose of professional education is to effectively teach generalist competencies and practice behaviors.

"Learning through doing” is the essence of field education. There are three kinds of learning to be accomplished:

1. **Learning to know**: mastery of knowledge.
2. **Learning to understand**: the student confronts directly the reality of working in an agency and use of self.
3. **Learning to do**: performance in the field directed toward the development of core competencies and practice behaviors which assures demonstrated capacity for professional intervention as a generalist social worker.
Field Education Requirements & Placement Options

Practicum Application Process

- Students attend an orientation early the Spring semester of the year preceding field practicum placement. Information is distributed in the junior year practice classes regarding the practicum, the application process and practicum opportunities.
- The practicum orientation event is an opportunity for students to visit with a variety of social service agencies and to chat with students currently placed at those agencies. Most practicum agencies and supervisors will be present. Each student will interview with several agencies based on the student’s interests.
- Students will submit an application for admission to the field practicum that indicates their placement preferences as well as their qualifications and interests.
- Students then meet one-on-one with the assistant practicum director to review their applications.
- Each student is assigned pre-placement interviews with agencies, after which the program makes the final determination regarding the field practicum placement.
- Students begin their placement at the beginning of fall semester and complete it at the end of spring semester. All placements are taken concurrent with course work during the fall and spring semesters of the senior year.

Criteria for Admission to the Field Practicum

1. Senior status (92-120 credits completed). Only those students who are candidates for the baccalaureate degree in social work may be admitted to the field practicum.
2. A grade of B- or better in SW 3050, 4100, 4150, and 4160.
3. No Pass-D-Fail grades received in courses required for the major.
4. Demonstration of appropriate professional, moral, and ethical character, and must abide by the NASW Code of Ethics.
5. Maintenance of an overall minimum GPA of 2.75 and a 2.75 minimum GPA in the social work major.
6. A satisfactory score (70% or higher) on the GPT.

Students should also be aware that if there are any personal data, such as that included on the application for state licensure, which indicates a potential threat to the public safety and welfare, and might affect a student’s ability to pass a background check, a student may be denied continuation in the program. Students entering the practicum cannot ordinarily begin their placement earlier than the start of fall semester; this practice falls outside of the social work program’s responsibility and any accrued hours will not count toward required practicum hours.

Criteria for Continuing Field Placement

In order for a student to be considered remain eligible for placement in a Field Education setting, the student must demonstrate:

- a commitment to the social work profession and social work values;
- willingness to work with diverse populations and to show respect for differences;
- maintenance of a GPA of 3.0;
- the ability to communicate effectively with others in professional settings, both orally and in writing;
- the ability to think critically and conceptually;
- maturity and sound judgment;
- potential for self-awareness;
• motivation to successfully complete the program and to become a competent social work professional;
• the ability to meet field and class requirements in a timely manner;
• the ability to engage with clients or client systems in a respectful and appropriate manner;
• professional presentation of self, including language and demeanor; and
• professional presentation which considers variation in dress expectations of different agency settings.

There are certain circumstances which will result in a student not being placed in field and not being allowed to enroll in the corresponding practice courses. A student may be referred for a Student Success Plan (see subsequent section) under some of these circumstances. These include if a student:

• Entering into field does not complete their field work paperwork by the due date;
• Does not respond to correspondence from their Faculty Practicum Coordinator related to the placement process (Note: the Social Work Department’s policy is for to communicate with students via their preferred Banner email address);
• Is not able to meet the field placement time requirements as described above;
• Based on interviews, is rejected for a field placement by at least two agencies;
• Does not accept a qualified placement following an interview and/or refuses three agencies that meet their educational objectives and the school’s expectations; or
• Is in poor academic standing and unlikely to successfully complete their MSW degree.

Required Field Education Hours
Students must complete 480 clock hours of supervised field practicum in conjunction with integrative seminar coursework. Field work generally takes place on weekdays (Monday – Friday) primarily between the hours of 8:00 am and 8:00 pm, depending on context of the agency. It is extremely rare that field agency placements take place exclusively during evening or weekend hours, so students should not expect this schedule. The student is required to align their schedule with the Agency Field Instructor’s schedule and agency needs. At all times there must be a supervisor on site when the student is physically present at the agency.

Academic Courses and Field Education Placement to be Completely Concurrently:

• SW 4870: Beginning Field Practicum
• SW 5870: Advanced Field Practicum

Course Information

Field practicum provides a supervised educational and practical social work experience with specified learning objectives in a human-service organization. Field practicum emphasizes the application of social work ethics, values, theory, skills, and practice evaluation to social work with individuals, families, and groups in the context of the generalist problem-solving approach. Students experience the “full spectrum of direct services” while also gaining experience in “complex indirect practice situations at the bureaucratic, organizational, and community levels” in order to prepare them for “autonomous practice, supervisory levels, and administrative roles in organizations” (Schatz et al., 1990, pp 48-51).

The practicum experience is enhanced through professional integrative seminars. The integrative seminar provides students with an opportunity to tie the field practice experience to the academic program. It also facilitates the transition to the professional role of a generalist social work practitioner and examines the application of social work practice with an emphasis on values, knowledge, and skills. Students meet on a regular basis in the integrative seminar for the duration of their field placement. Students keep learning journals and complete a variety of written assignments that reinforce learning goals related to the practicum.
The overall purpose of each seminar is to provide students with the opportunity to share experiences, work toward increased competency, prepare students for professional employment, and receive additional knowledge, which complements and supplements their academic and professional experience.

Placements Involving Student Place of Employment
In order to be responsive to students who need to continue in full-time human service employment, the Social Work department permits employment-related placement opportunities for those who meet the appropriate criteria. An employment-related placement is defined as a field education arrangement in which the student completes their practicum placement experience in the agency in which they are currently employed.

• The student and the Agency are responsible for meeting the following criteria in order to obtain approval of an employment-related placement from their Faculty Field Liaison or Field Practicum Director
• The Agency Field Instructor (AFI) must meet all appropriate program requirements and must have the formal qualifications as designated by Social Work department practicum policy (see Social Work Field Practicum Manual). The designated AFI must provide educational supervision for a minimum of one hour per week. Additionally, except in rare circumstances associated with rural field placements, the AFI will not also be responsible for supervising the student's employment-related activities. In those rare cases where the employee's supervisor must also act as the agency field instructor the Social Work Department will provide tandem supervision to ensure that student assignments and field education supervision differ from those associated with the student's employment.
  • The Agency must meet all the appropriate criteria associated with the field experience, as stated in the Social Work Field Practicum Manual.
  • Field education in a student’s place of employment must conform to all the standards and policies as specified in the Field Practicum Manual. Additionally, the following guidelines must be adhered to:
    o Field education/practicum roles, tasks, and activities must be separate and distinct from routine employment roles, tasks, and activities. Field education should be providing a unique and different learning opportunity from employment.
    o Field education/practicum hours must be separate and distinct from employment hours. Students must complete all required field education hours in addition to their regularly scheduled work hours.
• A student who desires an employment-related field experience option should approach Agency personnel and their appropriate program practicum coordinator for initial approval and permission to pursue the employment-related option. All regular field education policies and requirements apply including the formal learning agreement and evaluations.

The Field Practicum Director and Faculty Field Liaisons work closely with agencies to ensure these policies are followed.

Examples of Field Placement Opportunities

Community partnerships are managed by faculty – please do not contact agencies directly without communication from your field coordinator. PLEASE NOTE: NEW PRACTICUM SITES ARE DEVELOPED FREQUENTLY -- THIS IS AN EVOLVING LIST.

CHILD AND FAMILY SERVICES
  Families First (Utah Youth Village)
  Guardian ad Litem
  Quality Youth Services

Division of Child and Family Services
Background Checks & Immunizations
The USU Social Work Department does not itself require background checks on students or proof of immunizations (Covid-19 or otherwise), however, many Field Agency placement sites may require these elements. Therefore, students planning for a Field Education placement should be prepared for this possibility. If such is required, the student is financially responsible for the cost of completing any required screenings.

Criminal Background Checks
Background check screenings may include checking state and federal criminal records and sex offender registries. If your background screening shows that you have a criminal record (CR) or that you are registered as a sex offender (RSO), you may not be able to secure a field practicum.

The USU Social Work Department is committed to assisting students find a field placement for all enrolled students. A CR/RSO will most likely limit a student’s ability to secure a field placement. Students who are
unable to secure a field placement will not be able to earn a BSW degree. While some agencies have accepted BSW interns with a CR/RSO in the past, there is no guarantee that a particular student can be placed at an agency that has previously accepted students with a CR/RSO. A CR/RSO may preclude a person with an BSW degree from becoming licensed in the State of Utah. For more information the student should contact the Utah Division of Occupational and Professional Licensing (DOPL) at: https://dopl.utah.gov/soc/

Immunization Record

Depending on the Agency context, you may need to demonstrate through written documentation that you are current with your immunizations or you may not be able to secure a field placement with the Agency in question.

Other Screenings/Checks

In addition to the above possibilities, some Agency placements require the successful completion of other types of screenings. The most common of those is drug screening. If a student tests positive for drug use, they may not be able to secure a field practicum or may be removed from field practicum. Other types of screenings include fingerprinting and Motor Vehicle Records checks. It is also possible that an Agency may require a student to redo a screening that they may have already successfully completed in the past before being placed. Occasionally, the costs associated with these additional screenings are covered by the Agency, but most of the time the student will be responsible for the cost of such screenings.

Each Agency has its own requirements that must be met before accepting a student for a field practicum placement. The student is responsible for meeting all of that Agency’s requirements. The Social Work Department is not responsible for securing Field Education placements for students who are unable to meet a Facility’s field education placement requirements. No Agency Field practicum placement will be confirmed until all field education placement requirements have been met.

Field Education Placement Roles & Responsibilities

The Field Practicum Director & Faculty Field Liaisons

The primary responsibility of the Field Practicum Director is to take leadership in orchestrating the overall learning experience of the practicum student by ensuring the development of effective program structures, procedures, operating policies, and evaluation processes for the practicum component of the curriculum. The Field Practicum Director acts as an advisor and mentor to faculty and students providing guidance in planning for the field experience including identification of learning needs and goals based on the objectives of the field education program. The Field Practicum Director also acts as a mediator by assisting in the resolution of problems between student and the practicum instructor or other agency personnel. Overall, the Field Practicum Director is an established leader in social work education that represents an essential link to the community, the students, and the social work department.

The functions of the Field Education faculty (Field Practicum Director and Faculty Field Liaisons) include the following:

- **Practicum Placement**: Selects field agencies, reviews the qualifications and expertise of Agency Field Instructors and matches them with students learning needs; introduces students to Field Education Agency opportunities; finalizes the field education placement,
- **Linkage**: Interprets school policies, procedures, and expectations to Field Agencies and Agency Field Instructors; assesses the fit between school curriculum and the educational experiences provided by the agency.
- **Evaluation**: Evaluates students, Agency Field Instructors, and field agencies; assigns students grades; makes recommendations for ongoing placement in field agencies, and uses outcome evaluation data to make continual improvements to the field education program.
• **Administration**: Ensures a quality structure for the integrative seminar, procedures, operating policies, and evaluation processes for the ongoing effectiveness of the field education component of the curriculum.

In addition to those functions described above, the faculty field liaisons serve in a variety of supportive and administrative roles, including (but not limited to) the following:

- **Advising**: Aiding students in planning for Field Education placement, which includes identification of learning needs, as well as long-term goals and educational experiences designed to meet those needs.
- **Mentoring**: Guiding and consulting with students in their professional development.
- **Monitoring**: Engaging in on-going assessments of Agency Field placements and Instructors, as well as students' learning experiences to ensure the students' learning objectives and the Social Work Program's expectations are met.
- **Consulting**: Assisting the Agency Field Instructors in developing supervisory skills, techniques, and identification of learning styles. Providing course outlines and other materials needed to supervise students. Developing and providing training seminars during each academic year.
- **Teaching**: Assisting students with integration of course work and field work and serving as a role model to the student.
- **Mediating**: Assisting in resolving problems between student and the Agency Field Instructor or other agency personnel.
- **Advocating**: Providing relevant information, when necessary, to evaluate the students' field and academic performance and to make recommendations regarding the students’ future educational and employment opportunities; as well as to protect the student against unreasonable agency expectations or demands.

**Responsibilities of the Practicum Community Advisory Committee**

The Practicum Community Advisory Committee is composed of social service personnel, including agency field instructors and a representative from the student social work organization who are interested in supporting the social work program. The committee meets once a year, the purpose of the meeting is to keep the social work faculty in touch with the community, including staying informed about: (1) current educational needs of social work students including the knowledge and skills needed for students to perform successfully in their internship, (2) The outlook for BSW level social workers in the local social services job market, and (3) local agency needs for field education student placements.

**Mutual Agreements Among the School, the Field Agency, and Student**

This *Field Education Manual* serves to document the agreement among all the participants – the Utah State University Department of Social Work (the school); the Field Agency; and the student – regarding field education placement expectations and responsibilities. The school seeks to develop and maintain relationships with agencies that will assure a field education placement of high quality for social work students and foster the acquisition of core and practice competencies as detailed in an earlier section. Close cooperation based on mutual trust and clarity about expectations is essential for effective collaboration between the school and its affiliated agencies. Readiness to share and review the teaching and learning relationship is a requisite for strengthening the field education experiences of students. The following sections summarize the expectations of each participant.

**Expectations of the School**

The school will establish an affiliation with a Field Agency on the basis of mutual exploration of the agency's fit with the school’s educational mission, including the appropriateness of the agency setting, projected assignments, and a designated Agency Field Instructor for students. The school maintains the following broad responsibilities in its relationship with Field Agencies:

- The school will discuss available students with the agency at the beginning of each academic year;
• The school will keep the agency informed of the academic calendar, curriculum developments, and special events for Agency Field Instructors;
• The school will designate a Faculty Field Liaison to guide the educational development of the student, provide consultation to the Agency Field Instructor, and assign a grade for the student’s performance in the practicum;
• The school will provide orientation and consultation to Agency Field Instructors at no cost to the agency or the Field Instructor;
• The school will provide ongoing communication to orient and inform Agency Field Instructors on various aspects of the curriculum including the teaching of core/practice behaviors; and
• The school will invite Agency Field Instructors to participate in meetings held by the school to offer information about new developments in the field to the faculty and others involved in field education.

In addition to these broad responsibilities, the USU social work department is responsible for the following processes and functions in the relationship between the School, the Field Agency, and the student:

Selecting Practicum Agencies
The school has the responsibility for selecting agencies based on the agency’s ability to support the school’s educational objectives. Agencies are also selected because they extend the range of learning opportunities available to students. The school is concerned with providing an appropriate and rich agency environment for its students. The school considers the following criteria when selecting placements:

• The agency, whether it is public or private, has a commitment to serving a diverse clientele, with particular attention to vulnerable groups;
• The agency adheres to the values, ethics, and standards for cultural competence for the profession;
• The agency is providing services in an area of practice that is consistent with the school’s mission;
• The agency designates a person or persons qualified to serve in the capacity of Field Instructor and supports field instructors in fulfilling their educational role (see Expectations of Field Instructors below);
• The agency commits to provide the physical space and resources conducive to student learning and professional practice;
• The agency is located within reasonable travel time from a student’s place of residence; and
• The agency commits to fostering a learning and working environment where all students and members of the academic community can achieve their highest potential, free from any kind of discrimination, including sexual harassment of any kind.

Assigning Students to Field Education Placements
The school maintains clear and comprehensive procedures for placing social work program students in agency settings for the field practicum. Students should not arrange their own placements, since the school has a strong network of affiliations with approved agencies, however, student input about agencies is always welcome, and suggested agencies will be carefully evaluated by the Field Practicum Director.

General Policies
Factors considered in a student’s placement are primarily goodness of fit for the student’s learning and continuing to foster clear communication and collaboration with agency partners.

The role of the school in our field-based relationships and student placement planning is to partner with agencies to together serve our communities while training the next generation of social workers. To that end, the Field Education faculty are always looking for new community partners while strengthening existing relationships.

Expectations of the Field Agency
In order to provide for the educational needs of the student in the field education placement, the school expects that the agency and its administrators will accept and support arrangements for the field education
experience made between the school and the agency's designated individual. Broad expectations of agencies include the following:

- The agency maintains policies and procedures that are consistent with those of the school including non-discrimination and sexual misconduct policies (https://www.usu.edu/policies/339/; https://www.usu.edu/policies/303/);
- The agency maintains policies, procedures, and practices in accord with the NASW Code of Ethics and NASW Standards and Indicators of Cultural Competence, available via direct links above;
- The agency provides a program that has a clear purpose, sufficient stability, and a structure that enables it to carry out its mission and conveys this to the student;
- The agency is committed to evaluation of its practice and helps students to develop practice-informed research skills;
- The agency is committed to developing the competence of its staff and improving its services through means such as staff development, self-evaluation, and the establishment of professional personnel practices and policies;
- The agency agrees to treat all information about students as confidential, including evaluations;
- The agency provides a range of assignments on an on-going basis that are consistent with the objectives of the school, including practice opportunities that should enable students to acquire core and advanced practice behaviors;
- The agency clearly informs students of its safety protocols and procedures, and procedures to follow in the event of an emergency, including the disclosure of any client reports of danger to self or others, or any instances of abuse;
- The agency provides privacy and physical supports for a student to carry out their professional role and responsibilities including office and storage space, access to a telephone, and reimbursement for expenses incurred in the performance of assignments;
- The agency will select qualified staff to serve as field instructors (see Selecting Field Instructors immediately below) and provide them with adequate time to carry out educational functions (see Expectations of Field Instructors below);
- In the event of student performance which does not achieve the standard for competence in the practicum, the school expects full participation of the agency in educational assessment and in the mechanisms established for review of problems in academic standing (see Handling Field Performance Issues below); and
- The agency recognizes the importance of timely submission of a written practicum evaluation prepared by the field instructor for both the ongoing educational experience of the student and as a major reference for the field advisor assigned by the school in determining a grade for the practicum.

Selecting Field Instructors
The field instructor is based at the agency and serves as the primary supervisor to the student intern throughout their field education placement. The field instructor is therefore crucial to the success of the placement, and is significant in the development of professionally competent graduates. Careful consideration must be given to field instructor selection. Field supervisors should have a desire and ability to teach students, including the capacities for conceptualization and articulation of knowledge and assessment of competency; self-awareness and discipline to function as a professional role model; and adherence to the values, ethics, and standards for cultural competence of the profession and NASW Code of Ethics.

Social work students reinforce the social work perspective in both their field education and classroom learning. This perspective is fortified through the student’s Agency Field Instructor and Faculty Practicum Coordinator, as well as their intellectual community of social work peers and classmates.

Expectations of Agency Field Instructors
Field instructors are expected to demonstrate and adhere to the following:
• Familiarity with the educational philosophy of the USU Social Work Program;
• Knowledge and skill in the student’s practice methods, and additional practice methods as relevant; and the ability to teach and assess the core and/or advanced competencies associated with practice in the method area(s);
• Readiness and ability to supervise a student’s practice throughout the duration of the practicum;
• Preparation for the student’s entry into the agency; advance selection and development of the student’s practice assignments, including the first assignment;
• Provides orientation of the student to the agency’s policies and services – especially emergency and safety procedures – and the student’s responsibilities within the agency;
• Engages the student in a learning process and establishment of clear expectations for the student’s participation in the process including the development of appropriate on-going assignments designed to acquire core practice behaviors;
• Provides weekly supervisory conferences of at least one hour. Concepts of adult learning should inform supervision;
• Develops a Learning Contract in the first three weeks of the semester, based on an educational assessment of the student. The Plan should include goals, teaching method, and range of learning opportunities for the student;
• Participation in an ongoing evaluative process with the student which includes formal oral assessments at mid-semester and the online Field Practicum Evaluation at the end of each semester;
• Collaboration with the assigned Field Faculty Liaisons to enhance the student’s educational experience in the field education placement; and
• Acknowledgement of the student’s status as an intern and identification of the student as such to agency personnel and clients.

Expectations of the Student
In order to complete the field education placement experience productively, professionally, ethically, and in a manner consonant with school and agency standards of excellence, USU students are expected to adhere to the following throughout their internship:
• Adherence to the values, ethics, and standards embodied in the NASW Code of Ethics and NASW Standards and Indicators of Cultural Competence, available via direct links above;
• Active and responsible participation in an ongoing learning process, both in the classroom and in the field education placement. In the classroom, this includes attendance, classroom and Canvas participation, timely and successful completion of all assignments and tests. In the field placement, this includes the preparation of an agenda; the timely presentation of required recordings, logs or journals; availability for learning, as evidenced by attention to time and attendance; and adherence to the professional standards and policies required by the agency;
• Professional comportment in the classroom and the practicum at all times, including clear, open, and respectful communication;
• Readiness to become a self-reflective learner, and to evaluate the role and use of self in the learning opportunities afforded both in the classroom and the agency;
• Accountable to the school and the agency for achieving learning goals, objectives, and core and advanced practice behaviors in the field education placement;
• Adherence to the policies and procedures of the school and the agency, consistent with the ethics, values, and standards of the profession;
• Accountable to the school and the agency for completing the required practicum;
• Participation in the academic and field advisement processes, including attendance at regular meetings and presentation of materials as requested;
• Preparation of a supervision agenda that includes questions/topics for discussion in field instruction conferences. Agenda points should pertain to engagement, assessment, intervention, evaluation of practice, information about resources, and general practice concerns or learning needs. The supervision agenda is primarily student-generated, but field instructors may contribute additional topics for discussion;
• Maintenance of professional confidentiality in all of the student’s activities. Agency material being used for class assignments should be disguised. Audio and video tapes of practice can be used for teaching in the classroom only with written permission of clients and the agency.

NOTE: It is the policy of the school, and a professionally ethical principle, that students identify themselves as students or interns in their work with clients and agency representatives. If an agency is requesting otherwise, it is the student’s responsibility to contact the Director of Field Education immediately.

Confidentiality
Strict adherence to confidentiality is essential to ethical social work practice. The confidential nature of all information about clients and community members must be respected, whether provided orally, in writing (such as a medical or agency record), or in an agency’s electronic data/information system. If placed in a hospital, medical setting, or other similarly regulated setting, students must comply with all applicable federal, state and local laws and regulations governing the confidentiality of patient information and medical records, including but not limited to HIPAA regulations. Access to recordings and the content in recordings needs to be considered in relation to protecting clients’ privacy. All information which could compromise the client’s privacy must be disguised thoroughly in recordings that will be viewed outside the agency e.g., by the field advisor or the classroom teacher. Under no circumstances should the name of a client appear on a recording that will leave the agency, be reviewed by the field advisor, or be used in a classroom assignment.

Section 4: Field Placement & Beyond

Student Orientation & Safety
Your first day at your new Field Education Agency is an exhilarating and sometimes bewildering experience. The USU Social Work Program recommends that agencies take an intentional and systematic approach to new student intern orientation, as outlined below. Each Field Agency undoubtedly has its own process which the student should follow. The following recommendations are provided to assist students in knowing what to expect as well as what potential questions to ask for any areas not covered in the agency’s student orientation. Agencies should inform students about policies and procedures regarding (if applicable):

• lunch and other breaks from routine;
• holidays, snow days, and emergency closings;
• use of phone, copier, fax machine, etc.;
• use of personal cell phone, other technology, and social media;
• mileage reimbursement – policy & forms;
• dress code;
• schedule of trainings & meetings;
• expense reimbursement forms;
• parking;
• safety issues (see Safety and Security Procedures);
• emergency procedures;
• policies on keys, IDs, pagers, books (The School assumes no responsibility for purchasing or replacing such items);
• mandated reporting practices;
• confidentiality and HIPAA requirements; and
• suggestions for developing effective, professional relations with clients and staff

Safety and Security Procedures
The USU Social Work department has the following policies regarding safety measures for social work students in their field education placement sites:

1. Utah State University offers Professional Liability Insurance coverage for students in field placements.
2. Placements should only be made in agencies that have sound safety policies and procedures.
3. Agency Field instructors should help the student balance safety with professional responsibilities and obligations.
4. Professional and field site-specific safety training should be part of each student’s agency orientation.
5. Faculty Field Liaisons should discuss student safety in their agency site visits.
6. If a situation should occur where a student experiences a safety breach (e.g., is threatened, injured, or harassed), it is the responsibility of the Field Instructor and student to immediately notify the Faculty Field Liaisons and Field Practicum Director. Written documentation should be submitted to the Faculty Field Liaison and Field Practicum Director by the student and Agency Field Instructor. The school will be in contact with the Agency and the situation evaluated. If appropriate, a plan will be put in place to address the safety issue(s).
7. Students with safety concerns related to their field placement must be supported and a plan put in place to address their concerns.
8. A student may be offered an alternative placement if safety concerns in their placement site persist.

Procedures to support student safety in the Field Education placement include:

1. During the field placement process, agency personnel share their safety policies and procedures with the Faculty Field Liaison who is arranging the placement. Any concerns are discussed, if relevant.
2. Safety is discussed by the Field Instructor and student as part of the orientation to the placement, including procedures for reporting incidents where the student feels physically threatened or unsafe while in the agency or while conducting agency business.
3. Field Instructors are encouraged to assign the student to conduct a safety inventory of their placement site at the beginning of their placement and discuss it in supervision.
4. Students are advised in the orientation and in their initial Field Seminar that they should let their Field Instructor know if they have safety concerns related to their field placement. If the student does not feel supported in the placement concerning safety concerns, they should communicate this to their Faculty Field Liaison. A plan will be put in place with the student to address any safety concerns. The Field Practicum Director will be kept apprised of the situation.
5. Students only see clients when there are other staff present in the Agency.
6. Students have access to their supervisor or another supervisory level staff member designated by the agency whenever they are engaged in field placement activities.
7. Students have the right and responsibility to refuse any field assignment in which they feel physically at risk.

The USU Social Work Department is concerned for the safety of all students during their field placement experiences. While serious threats to students’ safety is rare, there is a growing need for care and vigilance
when carrying out social work responsibilities in agencies and in communities, taking seriously the potential risks. Social work interns cannot be completely insulated from the realities of professional life. However, students may lack the experience and skills that help more seasoned practitioners assess danger and take appropriate precautions. It is not possible to eliminate risk but there are specific strategies one can utilize to reduce threats to personal safety.

**Basic Principles of Personal Safety Risk Management Strategies for SW Interns:**

1. Assessing and managing personal safety risks are essential social work skills (essential life skills). These include: becoming aware of the indicators of risk and developing a purposeful and thoughtful strategy to reduce or avoid the risk.
2. Remember you are ultimately responsible for your own personal safety. Pay attention to your instincts. They can be an important guide to danger.
3. Agency Field Instructors should provide an orientation for interns to personal safety procedures in their field education practicum agencies. If students have not received this information, they should request it.
4. Policies and procedures will vary in different agency settings. Policies may include: requiring home visits to be done in pairs; requiring interview rooms to remain open during some or all sessions; or a specific set of procedures which should be followed if a staff member determines they are in a potentially dangerous situation.
5. Develop a safety plan with your supervisor for possible situations where you may feel threatened. This may involve such strategies as selecting a code word or other tactics to alert staff if you ever feel threatened to elicit staff support and response.
6. Interns should always inform their field instructor and Faculty Field Liaison of incidents where their personal safety is threatened.
7. Social workers frequently work with clients who have histories of violence, aggression, mental illness and substance abuse. When interacting with clients, interns should practice core social work skills including demonstrating positive regard and respect for client’s right to self-determination of their goals, using clear communication patterns, using observational skills to assess cues from the client and to be aware of their environment at all times.
8. Be alert to all parties in your immediate environment.
9. When faced with a verbal confrontation, keep your voice calm. Do not engage in an argument.
10. Carry yourself in a confident manner. Be purposeful in your actions.
11. Be friendly, however do not disclose a great deal of information about yourself or family.
12. If you are threatened with violence, disengage immediately until you can get assistance from your supervisor or local police.
13. Dress in a manner conducive to your professional practicum activities. Wear clothes that will allow you to move quickly or run if necessary. Do not wear jewelry that draws attention.
14. At all times consider safety. Use your observational skills to practice safely. Ask a client if they would like some "time out" to compose themselves or cool down; offer to reschedule the appointment in a calm and "blame-free" manner.
15. Know when to terminate a session. Do not become so focused on the task that you ignore warning signs of a potentially dangerous situation. Ask to reschedule the appointment.
16. Your supervisor or someone in the agency should know where you are. Before going on home visits, give specific information about your destination and approximate time of arrival and departure. If you are concerned about seeing a particular client, ask for assistance or take another worker with you, or cancel or reschedule the appointment.

**Criteria to support student safety in the Field Education placement site include:**
1. Agencies have protocols to address any work situation that entails risk, such as, but not limited to: home visits, services outside the agency in isolated or high crime areas, services to clients who may become angry or violent, are using drugs or intoxicated, and services that are politically sensitive and could result in threats of violence. Each agency is responsible for determining its own situations where student safety may be placed in jeopardy.

2. Agency safety training should include information about the following, as relevant:
   - Agency's safety and sexual harassment policies;
   - Required or suggested safety training for agency workers;
   - Any safety measures that can be taken in the office setting (arrangement of office/any emergency phone or button that can be used in case of an emerging incident in the office);
   - Risks specific to home visits;
   - Risks specific to transporting clients;
   - Need to advise supervisor when making client contacts outside of office, including location, plan, and estimated time of beginning and end of the client contact; and
   - Method to report any incidents of client violence

3. Supervision is focused on enhancing student knowledge of methods to prevent client violence, such as:
   - Managing feelings that can arise when working with victims and perpetrators of violence;
   - Examining the student’s value system around violence - What are the student’s assumptions regarding victims and perpetrators?
   - Enhancing the student’s ability to manage their own anger;
   - Understanding of student’s rights (for example, the right to refuse to make a home visit);
   - Understanding the prevalence of different forms and types of violence;
   - Understanding the cycle of violence;
   - Understanding the use and misuse of power and the dynamics to various types of violence; and
   - Understanding how violence may affect victims (i.e., reactions to potential violence)

4. Student supervision must be consistent (at least once a week) and adequate enough to allow time for the Field Instructor to be assured of the student’s competence regarding safety, to apprise the student of potential risk, to deal with agency policy addressing safety and to attempt to address the student’s feelings about any risk that may be present. In some cases, such as if a safety incident arises, additional supervision (beyond the 1 hour-per-week requirement) will be needed to accomplish this.

Field Instruction

Agency Field Instructors are role models by which students develop their identification with the profession. Thus, the field setting becomes a socialization experience for students where they can learn about their own feelings and attitudes and have an opportunity to identify with the real world.

Agency Field Instructors play a key role in educating advanced generalist social workers. The role of teacher is of utmost importance. Field work teaching is a tutorial situation between supervisor and student. Learning in the tutorial situation is direct, immediate, and personal. Learning for the student takes place through reading, observation, and writing, participation, and supervisory conferences. It also takes place through activities such as attending staff meetings, conferences, counseling with clients, and involvement in
services to clients.

**Supervision**

Supervision is a key element in the student’s educational experience. The Field Education Team and the Agency Field Instructor are involved in ongoing professional social work supervision to make sure the student’s internship experience coincides with their course of study.

Supervision is the **key** to the success of the program. Supervision by the field instructor and the faculty liaison should provide the student with clear goals and structure, relevance, and actual experiences for development of core competencies and practice behaviors.

Supervision should be approached in a positive manner with an ability to empathize with students. At a minimum, supervision should be provided for one hour once a week. The following should be provided in the supervision meeting:

1. Provide direction for students in planning their learning contract as related to their work responsibilities, which will help them develop advanced generalist competencies.
2. Supervision should provide a forum for giving and receiving feedback which will enhance and motivate student learning and development (see below “The Developmental Stage of an Internship”).
3. Supervision should help students to understand not only the scope of their specific job but also its relationship to other jobs.
4. Sharing of knowledge and skills specific to the client population being serviced by the agency to assure that all students are equipped with the necessary skills to deliver competent and ethical social work services.
5. The supervisory relationship is built on trust, confidentiality, support, and empathic experiences as well as constructive feedback, safety, respect, and self-care.
6. Supervision encompasses evaluating the level of functioning in the work assignment, educating students to better understand social work philosophy, gain self-awareness, and refine knowledge and skills, and provide support for success and the encouragement of self-efficacy.

The field education experience can be expressed in a quote by T. S. Eliot, "we shall not cease from exploration and the end of all our exploring will be to arrive where we started and know the place for the first time."

**What to Expect During your Agency Field Education Placement**

Adapted from H. Fredrick Sweitzer and Mary A. Kind (2008), the USU Social Work Department conceptualizes the internship as a journey that can be characterized as developmental stages. This framework provides a working model that acknowledges the dynamics and concerns students encounter at certain stages during their experience in the field. Students may experience these stages in a predictable manner and order, but not necessarily at the same rate of speed. Understanding the five stages helps students and field instructors anticipate challenges and develop response strategies that are appropriate to unique learning experiences. This model also helps students engage in self-evaluation and understanding-building that facilitates professional growth and development.

**The Developmental Stages of an Internship**

**Stage 1: Anticipation**

**Associated Concerns:** Dealing with expectations and anxieties in reference to self (role, appropriate disclosure, self in authority role), supervisor (style, expectations, perception and acceptance, assessment), coworkers (organizational structure, standards of behavior, acceptance), agency (philosophy, norms, values, workload, hiring potential), clients (acceptance and perception, needs and presenting problems), life context (responsibilities, support system).

**Response Strategies:** Realistic, clear, specific goals; clarify and assess expectations; make an informed commitment.
Stage 2: Disillusionment

Associated Concerns: Unexpected emotions, frustration, anger confusion, panic, adequacy of skills, breadth of demands relationship with clients, operating values of organization, disappointment with supervisor/coworkers.

Response Strategies: Acknowledge gap between expectations and reality; normalize feelings and behaviors; acknowledge and clarify specific issues; acknowledge and clarify feelings.

Stage 3: Confrontation

Associated Concerns: Achieve independence, gain confidence, experience effectiveness, changes in opportunities, interpersonal issues, intrapersonal blocks.

Response Strategies: Reassess goals and expectations; reassess support systems; develop specific strategies.

Stage 4: Competence

Associated Concerns: High accomplishment, investment in work, quality supervision, ethical issues, worthwhile tasks, home/self/career issues.

Response Strategies: Share concerns openly; develop coping strategies.

Stage 5: Culmination

Associated Concerns: Termination with clients; case management issues; redefine relationships with supervisor, coworkers, faculty, and peers; ending studies; future plans.

Response Strategies: Identify feelings; recognize unfinished business; Meet with supervisor; gather with colleagues; write final reflection.

Understanding of the five stages helps students and field supervisors to anticipate challenges and develop response strategies that are appropriate to unique learning experiences. This model helps students to engage in self-evaluation and understanding that facilitate professional growth and development.

Field Education Seminar

The field education experience is enhanced through professional integrative seminars that are led by the Faculty Field Liaisons and provide the opportunity for students to share their experiences, work toward increased competency, and receive additional knowledge that complements and supplements their academic and professional experience. The seminar also encourages students to prepare for professional employment. Students keep learning journals and complete a variety of reflective written assignments that reinforce specific learning objectives including:

1. Gain an appreciation for the range of roles in generalist practice.
2. Understand and accept professional supervision.
3. Maintain appropriate boundaries in supervision and in practice.

Generalist Practice Seminar Focus

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking to practice. Generalist practitioners incorporate cultural competence in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context.
on professional practice. Generalist practice incorporates the core competencies of field education.

Getting the Most from the Field Education Experience

**Thought:** “The cost of excellence is extra time, discipline, and hard work. The alternative is mediocrity.”

The USU Social Work Department believes that students are responsible, along with the program and agency to help create a meaningful and positive practicum experience. We believe that making the most of your practicum experience entails initiative on your part in the following areas:

- Self-Understanding
- Reflection
- Creating Meaning in Your Education
- Profiting from Supervision
- Learning to be Assertive

**Self-Understanding.** You need to understand yourself because no two students have the same experience, even if they are working at the same agency. Each internship experience is the result of a complex interaction between the individuals and groups that make up the placement site and each individual intern. It is our uniqueness that influences how we react to others and how they react to us (Refer to “The Developmental Stages of an Internship”). Each intern goes through developmental stages (Anticipation, Disillusionment, Confrontation, Competence, and Culmination) at their own pace and in their own way. Understanding your own development and experiences that happen to you during your internship as well as your particular style in handling the issues you face is an important part of professional growth. You must resolve your concerns or issues through supervision and problem-solving in order to move forward in your experience and continue to learn and grow.

**Reflection.** Reflection is fundamental to being an effective social worker. In order to turn your experience into learning you need to stop, recall events, analyze and process them. Reflection is what connects and integrates the service and is a powerful key to your success, your growth, your learning, and even your transformation. Developing the habit of productive reflection takes patience, practice, and discipline. Reflection is most productive when we set aside quiet time to think. The integrative seminar provides opportunities for reflective dialogue, support, the development of important relationships, and a variety of new learning experiences. The main purpose of the seminar is competency development, support, feedback, coordination, and obtaining important information.

**Creating Meaning in Your Education.** Recognize that many of the traits that you have as a student will no doubt carry over into your behavior as a worker. For example, if you have great difficulty in showing up for classes regularly you are likely to carry this habit into your intern setting. The reality of an educational program is that grades, requirements, courses, and evaluation matter. Evaluation follows you throughout your career and provides you with feedback necessary for growth. Remember that helping is more than technique; it is an art that is an expression of who you are. Practical experiences in an agency help you learn about “the system” and how best to survive in it. Following are some suggestions on how to get the most value out of your field experience:

1. Seek a variety of experiences in your agency. You may learn what you don’t want to do as well as what you like to do.
2. Take advantage of training opportunities so you can stay on the cutting edge of new developments and practices.
3. Let yourself fit into the agency, instead of trying to make it fit you. Be open to learning from the staff and the clients.
4. Strive to be flexible.
5. If there are certain aspects of your placement that you do not particularly like, don’t write it off as a waste of time. Think of ways to make your experience more meaningful, rather than just telling yourself that you’ll put in your time and get your credit. Create learning opportunities for yourself.
6. Make connections in the community. Networking will lead to a range of job opportunities in the future.
7. Be open to trying new things. Think and act in a self-directed way by involving yourself in a variety of activities.
8. Be prepared to adjust your expectations. Don’t expect agency supervisors to give you responsibility for providing services to clients before they have a chance to know you.
9. Treat your placement like a job. Demonstrate responsibility, be on time, and strive to do your best.
10. Learn as much as you can about the structure of your agency and how to appropriately function within it.

Profiting from Supervision

1. Be open to learning. Be active in your learning. Focus on learning about client dynamics and learn strategies for intervening with specific problems. Also focus on your dynamics as a helper and as a person as well as on your behavior in relationship to your client.
2. Supervisors are role models. Learn to adopt some of their methods but don’t copy their style; develop your own style. Evaluate what works for you and what doesn’t. A good question to ask is, “What fits my belief system, both personal and theoretical?”
3. It helps to realize that supervisors are people too. They get bogged down with their own responsibilities and burdens. As client loads grow and pressures increase, they may not initiate the regular supervision sessions that they have promised.
4. Let them know when you need help. Communicate your needs in a clear, specific, and persistent way and you are likely to have your needs met.

Learning to be Assertive. Define how you want to spend your time in an agency, and get the supervision you need; don’t wait passively to be told what to do. At least think about what you would like to learn and what skills you would like to acquire. Your Learning Contract (see immediately below) should guide you in meeting agency expectations and creating learning experiences for yourself.

As faculty, we encourage you to achieve excellence in your practicum. Go the extra mile, make your practicum a priority (make any adjustments in your life so you can balance your senior year in a more effective way), be on time, behave professionally, develop positive rapport with all agency staff, and take every opportunity you have to learn social work. Excellence takes time, discipline and hard work but the alternative is mediocrity.

The Learning Contract

Students will receive instruction on completion of the Learning Contract during the first few weeks of the integrative field seminar and are expected to complete an electronic draft no later than the end of their fifth week of field placement. This document should reflect the student’s goals for the field placement experience, the agency’s expectations, and the BSW Program’s requirements. The Learning Contract will be drafted by the student in collaboration with the Agency Field Instructor, and reviewed by the Faculty Field Liaison. The student, the Agency Field Instructor, and the Faculty Field Liaison must sign (electronically) the completed Learning Contract. The Learning Contract will become the basis for the evaluation process, both on an ongoing basis and at the end of each semester. Copies of the student’s Learning Contracts are retained in the student’s permanent record to assist faculty in describing the student’s field experience in recommendations and letters of reference. (Please see the end of this manual for a copy of the Learning Contract.)

Ongoing & Episodic Monitoring and Evaluation of Field Education

Evaluation is a semester-long process that actively involves the student, the Agency Field Instructor, and the Faculty Field Liaisons. The Faculty Field Liaisons monitor the student’s placement through regular seminar discussion and individual communication with the student and Agency Field Instructor, as well as with concurrent review of the student’s practicum timesheets, process recordings, and other written work. The
Faculty Field Liaisons also provide the field instructor with several means of making contact throughout the internship and encourage regular communication and collaboration.

Field Education Monitoring Process
Mechanisms that exist for the monitoring of student performance in the field include the following processes and procedures:
1. In-person site visits in which the Faculty Field Liaisons visit with the student and the Agency Field Instructor in the agency itself. These site visits occur at least once per semester, and more often as indicated or requested.
2. In addition to site visits ongoing consultation via phone and e-mail.
3. Field Education faculty/student program supervision meetings.
4. Professional Integrative Seminar, learning journals and other written assignments.
5. Mid-semester evaluations of Learning Contract.
6. Monitoring of students’ monthly time sheets and agency supervision sheets.
7. End of the semester supervisor performance evaluations.

Evaluation of Student Performance
Performance evaluation is an ongoing process throughout the field education experience that begins with the student’s first encounter with the Faculty Field Liaisons in the placement interview, continues through a mid-year evaluation, and culminates in a final evaluation at the end of the placement. Ongoing evaluation of the student’s progress is a built-in aspect of supervision. Students are expected to develop the ability to evaluate their own practice throughout the field education experience. Students are also encouraged and provided an opportunity to evaluate the agency, Agency Field Instructor, Faculty Field Coordinators, and the Field experience itself. There are three types of evaluation that take place throughout the entire Field Education experience:

- **Ongoing Student Evaluation:** Ongoing evaluation of the student’s progress is a built-in aspect of supervision and should regularly be discussed. Students are also expected to develop the ability to evaluate their own practice throughout the practicum experience.

- **Written Student Evaluation:** At the end of each semester, Agency Field Instructors are asked to summarize their thoughts about the progress of students by completing structured evaluation forms that correlate with the expected development of core competencies and practice skills. If there is disagreement between student and Agency Field Instructor concerning the outcomes of evaluation, the Faculty Field Liaison, student, and Agency Field Instructor will meet to address these concerns. The Faculty Field Liaison will make the final decision on a student’s grade.

- **Oral Student Evaluation:** In addition to the structured forms and agency supervision meetings, the Faculty Field Liaisons will periodically meet with the student and their Agency Field Instructor to review learning contracts and student progress. Students are expected to evaluate themselves in preparation for these three-way meetings and to contribute actively in the discussion. Agency Field Instructors are encouraged to be candid and direct in their evaluation.

Components of Performance Evaluation
Students are evaluated on the ongoing development of CSWE core competencies and practice behaviors, rated on a scale from “Highly Competent” to “Not Yet Competent, Needs Improvement”. Students are also evaluated on professional use of self, which includes (but is not limited to) a variety of factors as follows:

- **Dress and Grooming:** Conforming to agency standards and expectations;
- **Attendance:** Consistently being where you have committed to be; report on time; stay late on occasion; come in on off days because you want to; be willing to stay late for related crises.
- **Behavior and Attitude:** Be professional in your interaction and communication skills.
• **Identity with social work as a profession:** Understand what it means to be a social worker within your specific agency.

• **Use of time:** Well organized, efficient, capable in priority-setting, fast worker, and productive.

• **Adherence to basic principles of social work practice:** Abide by the NASW Code of Ethics; maintain confidentiality; show respect for clients; use a basically nonjudgmental approach; and so on.

• **Going the extra mile:** Asking for extra or non-required readings as well as special experiences during placement.

• **Paperwork:** Reports should be legible, accurate, on time, and so on.

### Identification & Resolution of Difficulties that Arise in the Field

Successful academic education and field practicum experiences are critical indicators of readiness to assume professional responsibilities as a generalist social worker. Since field instruction is the essential pedagogy of the social work curriculum students must earn a satisfactory grade in both the professional integrative seminar and the field agency. Students must demonstrate ongoing development of core competencies and practice behaviors, professional conduct, interpersonal skill sets, and ethical behavior consistent with the values and ethics of the profession. Issues related to professional competence will be considered as factors in field grading and continuation. The Agency Field Instructor, Faculty Field Liaison, and the Field Practicum Director will bring any deficiency in academic or non-academic performance – including behavior problems in the field – to the student’s attention as soon as it has been observed. The student, with assistance of these professionals, will have an opportunity to initiate timely corrective steps if needed.

Some examples of behaviors that may constitute professional concerns include but are not limited to: failure to engage appropriately in tasks associated with field education, lack of capacity to accept constructive feedback in supervision, failure to adhere to attendance standards and work requirements, failure to adhere to basic principles of social work practice and the NASW *Code of Ethics*, and discontinuation by two agencies for reasons related to appropriateness or readiness.

The student is responsible for notifying both the Agency Field Instructor and the Faculty Field Liaison in a timely manner of any placement or performance concerns.

Students should refer to the following procedures regarding resolution of problems during the Field Education experience.

<table>
<thead>
<tr>
<th>Responsible Party</th>
<th>Explanation of Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work Department</td>
<td>Responsible to ensure that all parties involved identify issues and concerns and collaborate to achieve a rapid resolution.</td>
</tr>
<tr>
<td>Agency Field Instructor</td>
<td>Responsible for ongoing observations of student performance with clients, staff interactions, and paperwork. Immediate contact with the program is encouraged in order to address and resolve concerns in a timely manner. Ongoing candid and constructive feedback during supervision is recommended</td>
</tr>
<tr>
<td>Faculty Field Liaison</td>
<td>Responsible to monitor student progress through field seminar, individual faculty conferences, reviewing evaluations, and in the context of field site visits or other contacts.</td>
</tr>
<tr>
<td>Student</td>
<td>Responsible for notifying both the Agency Field Instructor and Faculty Practicum Coordinator in a timely manner about any practicum related concerns.</td>
</tr>
</tbody>
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### Routine Process for Ongoing Communication & Problem-Solving

Problem-solving steps to address student competency and practice behavior areas in need of improvement are modeled after the intervention techniques commonly taught in social work education.
<table>
<thead>
<tr>
<th>Situation</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field instructor has concerns but assesses that these are resolvable and a workable solution can be reached.</td>
<td>Field instructor and Faculty Field Liaison will meet with the student to express concerns.</td>
<td>Field instructor will provide the program with written documentation identifying the areas of concern.</td>
<td>A plan to address the areas of concern will be written in a behavioral contract and implemented.</td>
</tr>
<tr>
<td>A student is concerned with goodness-of-fit in the assigned agency and/or with learning needs being met.</td>
<td>Student meets with the Faculty Field Liaison to express concerns and seek a workable solution.</td>
<td>The student and Faculty Field Liaison will meet with the Field Instructor to discuss concerns and find workable solutions.</td>
<td>If need be, the program will consider a change in the assigned field agency and document the need.</td>
</tr>
<tr>
<td>Field instructor determines that there are concerns but the issues surrounding the circumstances are not resolvable at that point in time.</td>
<td>Field instructor and Faculty Field Liaison will meet to discuss the issues surrounding the circumstances that are not considered resolvable.</td>
<td>Field instructor will provide the program with written documentation identifying the areas of concern.</td>
<td>When meetings to resolve the concerns have been unsuccessful the program will move towards a termination process from the agency and consider a change of placement.</td>
</tr>
<tr>
<td>Faculty Field Liaison determines there are either both academic or non-academic concerns at any point in the educational or field practicum process based on readiness factors.</td>
<td>The program will meet with the student to discuss identified areas of concern, provide written documentation, and determine if there is a workable solution.</td>
<td>The program determines there is not a workable solution at present and advises the student of appropriate options.</td>
<td>The program reserves the right to deny continuation in the program if all of the appropriate steps of the problem-solving process have been followed.</td>
</tr>
</tbody>
</table>

**Changes in Field Education Placement**

Field internships are chosen after an interactive and thoughtful process that includes the student, the agency, and the Faculty Field Liaison. Once students are placed at their agencies, it is expected that they will complete the entire academic year at that site. Disruption of a field internship is not taken lightly and changes will only be considered under serious circumstances (see below). The process for changing the field sites includes students writing a reflection statement concerning their rationale for leaving this internship and what events led to this request. If the decision is made to change the internship site, a formal termination plan will be completed with the student and agency field instructor. A final evaluation of the student will be completed by the agency along with and a verification of internship hours. The following criteria are used for consideration of internship change:

- The student has moved to a new location that is more than a 30-mile drive from the internship site.
- Transportation issues arise that make it difficult for the student to travel to the agency.
- The student experiences a family/personal crisis that make working with the current setting and clientele unmanageable.
- If a student identifies irreconcilable conflicts with the field instructor that they perceive as hindering a productive student-mentor relationship, the field practicum faculty liaison will evaluate the situation case-by-case.
- Agency concerns such as reorganization that significantly disrupts the student’s learning. A concern might be that the agency has relocated, there is no one qualified to serve as the practicum instructor, not enough appropriate learning experiences, inability to provide a safe environment, or the agency’s mission/policies conflict with professional and/or programs guidelines.
Probation/Dismissal Policies for Students in Field Education

Since Social Work field placements are considered an essential component of the social work student's academic preparation for social work practice, all reasons for being placed on probation or for being dismissed from the program, including unsatisfactory performance in the field, are considered to be academic reasons. Student behaviors that may result in probation and/or dismissal from the field and/or the program, and the student's rights during the processes of ameliorating problems, establishing probationary conditions, and dismissal, are described as follows:

**Examples of student behaviors that may result in probationary status in field:**

- A pattern of resistance to field site assignments and policies, inssofar as those assignments and policies do not conflict with ethical standards for professional social work.
- Failure to comply with the agreed-upon schedule for the field placement except in the case of illness, emergency, or the death of someone in student's personal support system. In those exceptions, students must notify the field site and faculty liaison as soon as possible of the need for absence.
- Failure to notify the field instructor and, if appropriate, scheduled clients, within a reasonable time prior to any unscheduled absence.
- A pattern of arriving late and/or leaving early from the field placement.
- Failure to attend supervision on a weekly basis and/or failure to use supervision to discuss field-related issues.
- Use of field placement time for work that is not field-related and/or not agreed upon with the field instructor.
- Failure to demonstrate active engagement in the learning process.
- Other patterns of behavior that are of mutual concern to the field instructor and Faculty Field Liaison.

**Examples of student behaviors that may result in dismissal from the field:**

- Serious or repeated violation of social work ethics as outlined in the NASW Code of Ethics.
- Breaking a law in an agency-related matter or conviction of a felony during the field education year. (If it is discovered while the student is in the field that the student has failed to disclose a prior criminal conviction or open criminal case at the time of application or a conviction that occurs during the placement, this may also be considered grounds for dismissal.)
- Evidence of chemical dependence or substance abuse while enrolled in the social work program.
- A serious breach of a field agency's policy.
- Falsifying time sheets or other field placement records or reports.
- A consistently resistant or hostile attitude toward learning or supervision.
- An unwillingness or inability to carry out appropriate assignments in the field placement.
- Behavior that is emotionally or physically dangerous to agency clients, staff, or other students.
- Failure to achieve a passing grade in the Field Education placement.

If a student is discontinued from the field or does not receive a satisfactory grade or report, all documentation will be completed by the appropriate parties, distributed to the student, and placed in the student file. This report shall include a recommendation regarding future placement options based on the concerns leading to the termination or failure, which include continuation at a different agency or re-applying to the practicum in the future. The Field Program Director and/or Faculty Field Liaison will advise the student of available options.
Foundation Learning Contract and Evaluation

Placement Information

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Campus Name</th>
<th>Agency Name</th>
<th>Agency Field Instructor Name</th>
<th>Faculty Coordinator Name</th>
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The learning contract is the foundation for the supervision relationship and as such should be explicitly discussed and reviewed during formal supervision meetings at the agency; during your program supervision meetings each semester; as a part of your reflective journaling; and during discussions in the integrative professional seminar.

Listed below are the 9 competencies and associated practice behaviors that should be incorporated into the Learning Contract. Students need to think about agency specific tasks that are assigned directly by the agency and how those fit into increasing competencies and their associated practice behaviors. Students should review the competency and practice behaviors, and in collaboration with their Agency Field Instructor, choose or create at least one (1) activity for each competency that will demonstrate engagement with the associated practice behaviors.

Instructions for completing this form:
Learning Agreement Instructions

**Student**: At the beginning of the semester, select the activities that you will engage in to master each competency. **Click the SAVE DRAFT button at the bottom of the form periodically to save your work. Click the Student Learning Agreement Submit button when you are finished.**

**Agency Field Instructor**: Review the student’s learning activities for each competency. **After reviewing, make any comments and then click the Field Instructor Learning Agreement Submit button at the bottom of the form.**

**Faculty Coordinator**: Review the student’s learning activities for each competency and the Field Instructor’s comments. Add your own comments, and **click the Faculty Coordinator Learning Agreement submit button at the bottom of the form.**

Evaluation Instructions

**Agency Field Instructor**: Rate your intern in comparison to a beginning-level generalist social worker. **Fall Semester Rating**: Record your rating in the blue column in each table. Please also provide comments in the blue comment box below each competency rating table. **Spring Semester Rating**: Use the green column in each table. Please also provide comments in the green comment box below each competency rating table. **Click the SAVE DRAFT button at the bottom of the form periodically to save your work. Click the Field Instructor Submit button at the bottom of the form to forward the form to your student.**

**Student**: Review your evaluation, and **click the Student Fall Semester Submit button at the bottom of the form. (Click Student Spring Semester Submit after reviewing the Final Evaluation at the end of your placement.)**

**Faculty Coordinator**: Review the evaluation, and **click the Faculty Coordinator Fall Semester Submit button at the bottom of the form. (Click Faculty Coordinator Spring Semester Submit after reviewing the Final Evaluation at the end of the placement.)**

Rating Scale
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<tr>
<th>Rating</th>
<th>Rating Description</th>
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<tr>
<td>3</td>
<td><strong>Highly Competent</strong> - Student demonstrates exemplary understanding and application of the practice behaviors associated with the competency. The knowledge base, skills, or actions related to the competency are ahead of what would be typically observed or expected of students at this stage of professional development. The student requires minimal mentoring in this area of practice.</td>
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<td>2</td>
<td><strong>Competent</strong> - Student is ready for practice in this area with ongoing supervision and support. They demonstrate a foundational understanding and application of the practice behaviors associated with the competency as well as continual progression in their development as a practitioner. They show self-awareness, seek supervision, and exhibit appropriate confidence in this competency area.</td>
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<td>1</td>
<td><strong>Not Yet Competent</strong> - Student is developing competence with assistance and some coaching. They require some prompting in the practice behaviors associated with this competency. The student demonstrates some skill and will benefit from continual practice and assistance. There may be some concerns about development in this competency and it should be a focused area for improvement.</td>
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**Competency 1: Demonstrate Ethical and Professional Behavior**

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
Practice Skills/Behaviors

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Task examples that could develop this competency are listed below. Please check all that apply.

☐ I will identify 2 ways client values differ from my own and reflect how or why that might affect how I engage with clients and discuss during supervision and/or reflective journaling.
☐ I will identify 2 ethical issues for reflection that may impact my practice and discuss them through supervision and/or reflective journaling.
☐ I will identify 2 ethical dilemmas and note what part of the Code of Ethics applies during supervision.
☐ I will research one ethical decision-making framework, apply it to a case, and share results with my supervisor.
☐ I will interview a co-worker to determine how he/she handles ethical dilemmas and reflect on this with my supervisor.
☐ I will consult once a month with my supervisor about how social media can be misused with clients.
☐ I will come prepared with my agency supervision conference form outlining an agenda for discussion for all supervisory meetings.
☐ I will ask for supervisory feedback on my professional demeanor during my monthly supervisory meetings and apply any feedback received.
Please write in any other tasks the student will engage in under this competency

**Evaluation:** Rate the student on this competency and provide comments to support your rating.

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**Spring Semester/Final Comments** (To save your comments at any time, scroll down to the bottom of the form, and click the Save Draft button.)

**Competency 2: Engage Diversity and Difference in Practice**

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
Practice Skills/Behaviors

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Task examples that could develop this competency are listed below. Please check all that apply.

☐ Review two forms of literature (journal articles, books, etc.) on areas of difference and diversity related to client population(s) served by agency. Share findings with agency supervisor and/or discuss in practicum seminar by mid-term each semester.

☐ Document in writing evidence of actively recognizing clients as experts in their own lives, and seeking client perspective with regard to issues of diversity and difference. Share in practicum seminar discussions each semester.

☐ In formal supervision meetings, identify and process ways clients experience difference and implications for providing services.

☐ In monthly supervision, identify personal biases and preconceptions related to areas of difference and process how to manage discrepancies between personal and professional values and beliefs.

☐ Identify and describe how the population served is impacted by exclusions and how it is oppressed, marginalized, alienated or what examples of privileges and power it has.

Please write in any other tasks the student will engage in under this competency.

Evaluation: Rate the student on this competency and provide comments to support your rating.
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**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
**Practice Skills/Behaviors**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

**Task examples that could develop this competency are listed below. Please check all that apply.**

- Review literature on oppression, discrimination, as well as social, economic, and environmental justice. Bring examples to faculty supervisor for mid-term meeting discussion.
- In monthly supervision, identify how clients experience and are impacted by injustice on micro, mezzo, and macro levels.
- In writing, review a case history and identify critical points where institutional/system barriers interrupted the client’s current wellbeing, increased his/her vulnerability, and impaired their ability to achieve full potential. Review and clarify identified issues at agency staff meeting.
- Identify an existing agency barrier impacting clients, and develop an intervention plan to remove or mitigate the obstacle. By year’s end, develop sufficient competency to proactively address impediments to client service and include this process in your philosophy paper for the integrative professional seminar.

**Please write in any other tasks the student will engage in under this competency**

**Evaluation:** Rate the student on this competency and provide comments to support your rating.

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### Competency 4: Engage in Practice-Informed Research and Research-informed Practice

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.

**Practice Skills/Behaviors**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

**Task examples that could develop this competency are listed below. Please check all that apply.**

- Research and document evidence-based practice models that are relevant to the population served by the agency. For example, review the literature on group work with adolescents who abuse alcohol or another applicable client population.
- In supervision, discuss with field supervisor research findings and practice implications related to evidence-based practice models, such as group work interventions for adolescents who abuse alcohol or another applicable client population.
- Plan and implement an evidenced-based practice model, such as facilitating a psycho-educational group with adolescents who abuse alcohol or another applicable client population.
- Design and implement an evaluative strategy for determining intervention effectiveness, and document results.

**Please write in any other tasks the student will engage in under this competency**
**Evaluation:** Rate the student on this competency and provide comments to support your rating.

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**Competency 5: Engage in Policy Practice**

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
**Practice Skills/Behaviors**
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Task examples that could develop this competency are listed below. Please check all that apply.**

- In supervision, identify ways clients experience oppression and discrimination when it comes to accessing resources at your agency or on a local, state, or federal level; and discuss your findings during supervision.
- I will visit three allied agencies to learn about fundraising resources and share what I learned in supervision or in the practicum seminar.
- Become familiar with current political events by identifying current policy issues. In supervision, discuss the effects of these issues on clients and service delivery systems.
- Review literature related to social, economic, and environmental justice policy and its impact on clients served by your agency and present the information in staff meeting or other appropriate settings.
- Engage with community-based systems to improve client access. For example, work with the school system/administration to provide services to a previously denied client.

Please write in any additional tasks the student will engage in with this competency.

**Evaluation:** Rate the student on this competency and provide comments to support your rating.

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**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
**Practice Skills/Behaviors**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Task examples that could develop this competency are listed below. Please check all that apply.**

- ☐ Research at last 3 past records to discover how client needs were met by the social worker.
- ☐ Observe 2 professional engaging with clients at my agency and discuss what I learned during supervision.
- ☐ Select one interpersonal skill and set a goal with measurable strategies including evaluation during the year to become more effective in engaging clients.
- ☐ Keep a reflective journal of how I use my interpersonal skills to engage clients and share with agency or faculty supervisor or in the practicum seminar.

**Please write in any other tasks the student will engage in under this competency**

**Evaluation:** Rate the student on this competency and provide comments to support your rating.

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Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Learning Agreement: Select or create the activities you will engage in to develop this competency.
Practice Behaviors

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Task examples that could develop this competency are listed below. Please check all that apply.

☐ Complete an eco-map with one of my clients and share what you learned in supervision or practicum seminar.
☐ Review the "Search Institute" website for assessment protocols used with families, adolescents, or children.
☐ Review the resiliency.com website for assessment protocols or other related sites.
☐ Complete a client assessment and discuss the outcome and get feedback on areas of improvement
☐ Educate myself about the agency assessment process by reading the client files and noting how the worker assessed client needs; developed goals and objectives; and selected intervention strategies. Discuss your findings in supervision or practicum seminar.
☐ Conduct a needs assessment (either for a group of clients, a certain department/team via survey or focus group).

Please write in any additional tasks the student will engage in with this competency.

Evaluation: Rate the student on this competency and provide comments to support your rating.
### Fall Semester Rating
- 3 Highly Competent
- 2 Competent
- 1 Not Yet Competent

### Spring Semester/Final Rating
- 3 Highly Competent
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**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
Practice Skills/Behaviors
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Task examples that could develop this competency are listed below. Please check all that apply.

- Discuss how to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- I will evaluate various interventions across all levels of practice (micro, mezzo, macro) in considering the best response to meet client needs and share my findings during staff meetings and/or in practicum seminar.
- I will discuss client progress on treatment goals and agency termination protocols during my ongoing supervision in the agency.
- Identify evidence-informed interventions used by the internship site and discuss how these will be used to achieve client goals.
- Discuss benefits of interdisciplinary, inter-professional, and inter-organizational collaboration in supervision and team meetings.

Please write in any other tasks the student will engage in under this competency

Evaluation: Rate the student on this competency and provide comments to support your rating.
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**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

**Learning Agreement:** Select or create the activities you will engage in to develop this competency.
**Practice Skills/Behaviors**
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Task examples that could develop this competency are listed below. Please check all that apply.**

- Practice self-reflection and self-correction through use of supervision, process recording, role playing or journaling.
- I will discuss with my supervisor how client interventions can change as client’s situations shift.
- Discuss theories that apply to student practice and how to connect theory to practice.
- Discuss in supervision how I will be evaluating client outcomes.
- Explore and discuss the use of qualitative and quantitative methods for evaluating outcomes and practice effectiveness.
- I will offer suggestions to my supervisor as to how the agency could better reach populations or develop more sustainable services.
- Conduct a single-subject design evaluation procedure and implement with a client.

Please write in any additional tasks the student will engage in with this competency.

**Evaluation:** Rate the student on this competency and provide comments to support your rating.

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**Learning Agreement Submit Buttons**

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**Agency Field Instructor Learning Agreement Comments**

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**Faculty Coordinator Learning Agreement Comments**

Has not been actioned

**Fall Semester Evaluation Submit Buttons**

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**Agency Field Instructor Fall Semester Comments**

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**Student Fall Semester Comments**

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