



COLORADO MESA  
UNIVERSITY

DEPARTMENT OF SOCIAL AND  
BEHAVIORAL SCIENCES



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BACHELOR'S OF SOCIAL WORK  
PRACTICUM MANUAL

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**COLORADO MESA  
UNIVERSITY**

**Bachelor of Social Work  
Practicum Manual  
(revised 2024)**

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## WELCOME PRACTICUM STUDENTS AND AGENCY SUPERVISORS

Welcome to Colorado Mesa University's Bachelor of Social Work (BSW) Practice Education Program. As the signature pedagogy of social work education, hands-on practicum learning in community settings shapes students' understanding of the social work profession, integrates theoretical knowledge from classrooms into practice, and prepares them for employment and graduate education. The practicum model brings together the student, the agency-based practicum supervisor, and BSW faculty in this unique educational opportunity.

The BSW program trains future social workers by focusing our curriculum and practice education experiences within a generalist practice framework. We ensure that students have opportunities to work in micro (individual and family), mezzo (groups and organizations), and macro (community and systems-level) contexts throughout their practicum.

Students receive support, mentoring, and guidance through weekly agency and faculty supervision and the practicum seminar class during both semesters of the academic year. Students are given resources, training, and skills to become ethically sound, culturally responsive, anti-racist, and anti-oppressive practitioners.

This comprehensive practicum manual has important information for students, faculty, and site supervisors about CMU courses, policies, ethics, and safety. Please read this handbook thoroughly as you prepare for your practicum experience, and feel free to reach out with questions or concerns about the BSW practicum at any time.

We look forward to a great year of collaboration, growth and learning!

Sincerely,

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## INTRODUCTION: PRACTICUM

The Social Work Program at Colorado Mesa University provides a learning environment for those who seek to acquire knowledge and skill to effectively create change for individuals, groups, and society in accordance with the philosophies, educational policies, and accreditation standards set forth by Council on Social Work Education (CSWE). Practice education is an essential component of the Colorado Mesa University BSW curriculum. Practicum allows students the opportunity to integrate social work theories, ethics, knowledge, and practice in developing professional competence and identity. The practicum is a culmination of the education, values, and skills that define the social work profession.

Social work's signature pedagogy is practice education, which offers students the opportunity to apply skills from the classroom environment in practice. Practicum is designed to guide students in developing their practice competencies in a structured environment with supervision.

Colorado Mesa University's BSW Program partners with multiple public, non-profit, and multidisciplinary agencies to offer a broad array of practicum experiences. These may include inpatient and outpatient services, end-of-life care, law enforcement, senior care, K-12 education, medical and behavioral health care, and other sectors, giving students opportunities to work with a variety of populations and settings. The diversity of community sites ensures students have practicum options that meet their needs and interests, while also exposing them to a wide variety of social work career paths.

Students are expected to complete 450 hours of training during their senior year practicum. The Bachelor of Social Work practicum is a binding contract through both semesters.

**Students cannot start or complete their hours early. The practicum hours must be obtained concurrently with the semester-long practicum seminar course.**

## OVERVIEW OF PRACTICUM IN SOCIAL WORK

### **Generalist Social Work Practice:**

The social work curriculum prepares graduates for entry-level generalist social work practice through the mastery of nine competencies. The BSW Program has adopted the definition of Generalist practice from the 2022 Council on Social Work Education (CSWE) Educational Policy Accreditation Standards (EPAS) and is designed to prepare students to be competent social workers through generalist practice:

### **2022 Educational Policy 3.1 - Generalist Practice**

The baccalaureate and master's programs in social work prepare students for professional practice at a generalist level. The descriptions of the nine social work competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students' observable behaviors indicative of competence at a generalist level of practice.

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental 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. (CSWE 2022, p. 17)

### **CSWE Educational Policy and Accreditation Standards**

Competencies are measurable practice behaviors that are comprised of social work knowledge, values, and skills. The goal of practice education is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

The practice education program addresses all the CSWE core competencies:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### **Signature Pedagogy**

### **The 2022 Educational Policy 3.3 states:**

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology. (CSWE, 2022, p. 20)

*\*CSWE uses the word “field” in its policies. The CMU social work program has chosen to replace field with “practice”, “practice education”, or “practicum to model antiracist language.”*

### **Social Work Ethical Behavior**

All social work students are expected to follow the National Association of Social Workers (NASW) Code of Ethics. Professional ethics are the core of social work and set forth our values, principles, and standards of practice. The NASW Code of Ethics, which guides the everyday professional conduct of social workers, includes four sections:

- 1) *Preamble*
  - Summarizes the social work profession's mission and core values
- 2) *Purpose of the NASW Code of Ethics*
  - Provides an overview of social work values and ethics as a profession
  - Provides a brief guide for dealing with ethical issues or dilemmas
- 3) *Ethical Principles*
  - Presents broad ethical principles, based on social work's core values that inform social work practice
- 4) *Ethical Standards*
  - Specific ethical standards to guide social workers' conduct
  - Provides a basis for adjudication



# **Colorado Mesa University Bachelor of Social Work Program Mission and Goals**

## **BSW Program Mission**

To educate students as generalist social work practitioners who embrace the mission and core values of the social work profession, including issues of diversity, service, the dignity and worth of all people, and social and economic justice.

## **BSW Program Goals**

1. To educate students as generalist social work practitioners; with knowledge and understanding of the ecological perspective, the strengths perspective, the empowerment approach, and solid problem solving and case management skills.
2. To assist students in viewing complex human and social issues from a multi-dimensional, multi-level approach involving micro-, mezzo-, and macro-level interventions.
3. To provide opportunities for the application of the social work mission and core values of service, the dignity and worth of all people, the importance of human relationships, integrity, competency, and social and economic justice.
4. To maintain high professional standards and knowledge of the NASW Code of Ethics.
5. To help students strengthen the relationship between theory and practice by engaging them in various experiential learning opportunities, leadership development, strong practice education opportunities, and involvement in social work activities.

## **CMU Student Learning Outcomes**

All CMU baccalaureate graduates are expected to demonstrate proficiency in specialized knowledge/applied learning, quantitative fluency, communication fluency, critical thinking, personal and social responsibility, and information literacy. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Demonstrate proficiency in utilizing the social work professions 9 core competencies and 20 practice behaviors through a senior-year practicum in a social service agency in our community (Specialized Knowledge/Applied Learning).
2. Demonstrate the ability to use practice informed research and practice the use of the scientific method to develop research informed practice in academic assignments and at practicum (Quantitative Fluency).
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through practicum, required classes, and oral presentations (Communication Fluency).
4. Demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge; and through analyzing models of assessment, prevention, intervention, and evaluation (Critical Thinking).
5. Engage with anti-racism, diversity, equity and inclusion (A DEI) in social work classes and practicum; Demonstrate ethical and professional behavior in classes, with peers, and in practicum by adhering to the NASW Code of Ethics (Personal and Social responsibility).
6. Demonstrate effective skills in evaluating information and applying the information to specific purposes; demonstrate ethical use of social media and technology in the classroom, in assignments, and in practicum (Information literacy).



# **Colorado Mesa University BSW Practice Education Mission and Goals**

## **Practicum Mission**

The mission of practice education is to foster social responsibility through the promotion of the core values of social work: service, justice, dignity and worth of the person, importance of human relationships, integrity and competence. Practicum provides an opportunity to practice generalist social work skills and apply social work knowledge, ethics, values, and critical thinking, while becoming an anti-racist, anti-oppressive, and critically reflexive practitioner.

## **Practicum Learning Goals**

- Students will demonstrate an understanding of generalist social work practice in the context of a social service agency and demonstrate effective services to clients.
- Students will be able to demonstrate the application of social work principles from a micro, mezzo, and macro perspective using an anti-racist and anti-oppressive framework for practice.
- Students will integrate social work academic materials with practicum experience, specifically in the areas of social and economic justice, human bio-psycho-social development, ecological perspectives, and systems theory, while upholding the social work values and ethics.

## **Upon completing this program, students will be able to:**

- Demonstrate proficiency in generalist social work practice in the context of a social service agency.
- Utilize core social work competencies from a micro, mezzo, and macro perspective.
- Apply critical thinking skills within the context of generalist practice in social work.
- Demonstrate social work values and professional ethics in a practice setting.
- Apply anti-oppressive, anti-racist, and ecological perspectives in a practice setting.
- Demonstrate appropriate use of supervision and consultation in social work practice.

## The Developmental Stages of an Internship (Practicum)

Sweitzer and King's developmental stages of an internship model describes how students progress through five predictable, cyclical stages (albeit not at the same rate or speed). Students may return to earlier stages when confronted with new or challenging situations. By understanding these stages, students and supervisors can anticipate challenges and confront concerns by engaging in self-evaluation and self-correction that facilitates professional growth and development.

Stage	Associated concerns	Response strategies
<i>Anticipation</i>	<ul style="list-style-type: none"> <li>• Positive expectations</li> <li>• Acceptance</li> <li>• Anxiety about self, supervisor, co-workers, practicum site, clients, community, life context</li> </ul>	<ul style="list-style-type: none"> <li>• Examine and critique assumptions</li> <li>• Develop key relationships</li> <li>• Acknowledge concerns</li> <li>• Clarify role and purpose</li> <li>• Make an informed commitment</li> <li>• Develop a learning contract</li> </ul>
<i>Disillusionment</i>	<ul style="list-style-type: none"> <li>• Unexpected emotions (frustration, anger, confusion, panic)</li> <li>• Adequacy of skills</li> <li>• Breadth of demands</li> <li>• Relationship with clients</li> <li>• Values of organization</li> <li>• Disappointment with supervisor/co-workers</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge and clarify feelings</li> <li>• Acknowledge gap between expectations and reality</li> <li>• Normalize feelings and behaviors</li> <li>• Acknowledge and clarify specific issues</li> </ul>
<i>Confrontation</i>	<ul style="list-style-type: none"> <li>• Achieve independence</li> <li>• Gain confidence</li> <li>• Experience effectiveness</li> <li>• Changes in opportunities</li> <li>• Interpersonal issues</li> <li>• Intrapersonal blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Reassess goals and expectations</li> <li>• Reassess support systems</li> <li>• Reassess role and purpose</li> <li>• Develop specific strategies</li> </ul>
<i>Competence</i>	<ul style="list-style-type: none"> <li>• High accomplishment</li> <li>• Investment in work</li> <li>• Quality supervision</li> <li>• Understanding of ethical issues</li> <li>• Worthwhile tasks</li> <li>• Home/self/career issues</li> </ul>	<ul style="list-style-type: none"> <li>• Share concerns openly</li> <li>• Develop coping strategies</li> </ul>
<i>Culmination</i>	<ul style="list-style-type: none"> <li>• Termination with clients</li> <li>• Transfer of case management</li> <li>• Redefine key relationships</li> <li>• Collegial gatherings</li> <li>• Ending studies</li> <li>• Post-internship plans</li> </ul>	<ul style="list-style-type: none"> <li>• Set final supervisor meeting</li> <li>• Identify feelings</li> <li>• Engage in introspective/reflective writing</li> </ul> <p>(Adapted from H.F. Switzer, H. F., &amp; King, M. A. (2009). <i>The Successful Internship: Personal, Professional, and Civic Development</i> (3<sup>rd</sup> ed.). Brooks/Cole, Cengage Learning.)</p>

## PRACTICUM ROLES AND RESPONSIBILITIES

The Colorado Mesa University BSW Program seeks to implement the accrediting standards established by the Council on Social Work Education (CSWE). This is accomplished by setting clear roles and responsibilities of the Director of Practice Education, Practicum Liaison, the Agency, the Supervisor, the Student, and the Advisory Board. The division of responsibility in practicum requires a high degree of cooperation among all participants to provide the student with a professional and educational experience of the highest quality. Primary responsibility for implementing the CSWE standards is assigned to the Director of Practice Education.

### **Responsibilities of the Director of Practice Education**

1. Administer the practice education program.
2. Recruit, approve and train practicum agencies and site supervisors.
3. Prepare students for practicum placement.
4. Oversee practicum program structures, procedures, policies, and evaluation processes to align with the CSWE Educational Policy and Accreditation Standards.
5. Act as an advisor and mentor to faculty, practicum liaisons, agency supervisors, and students related to experiential learning in practice education.
6. Act as a mediator by assisting in the resolution of problems between student and agency supervisors and/or other agency personnel.
7. Essential leader for social work practice education, as this position links the community, students, the social work program, and Colorado Mesa University.
8. Facilitate practicum orientation, agency supervisor training, and additional educational opportunities for agency supervisors.
9. Handle day-to-day function of the practice education program.
10. Provide advice, insight, and guidance to students during their placement process.
11. Evaluate practice education supervisors, placements, and agencies to ensure compliance with CSWE.
12. Collect assessment information and evaluate data on program effectiveness.
13. Facilitate integration of learning through Practicum Seminar I and II.

### **Responsibilities of the Practicum Liaison** *(If applicable: the practicum liaison is a BSW faculty member who supports the practicum education process.)*

1. Act as an advisor and mentor to agency supervisors, and students related to experiential learning in practice education.
2. Act as a mediator by assisting in the resolution of problems between student and agency supervisors and/or other agency personnel.
3. Essential leader for social work practice education, as this position links the community, the students, the social work program, and Colorado Mesa University.
4. Assist in the practicum orientation, agency supervisor training, and additional educational opportunities for task/agency supervisors.
5. Provide social work supervision to sites with qualified supervisors (with a non-social work degree).

### **Responsibilities of the Agency**

1. Provide a description of agency function, services provided, clients served, learning opportunities available to students, and available supervisor(s).
2. Structure the workload of employees selected as agency supervisors to allow time to provide supervision and support to the practicum student.
3. Develop and create a conducive learning environment for social work students.

4. Provide suitable space, desk, telephone, and any other essential materials for the student to effectively practice social work.
5. Provide experiential learning opportunities that support the student in developing social work competencies and practice behaviors, as defined by CSWE.
6. Inform the student of any specific requirements they must complete prior to beginning their practicum (e.g. CPR training, TB test, background checks, etc.).
7. Conduct any background checks that may be required prior to the student's start date.
8. Follow agency policies, HIPAA, and FERPA requirements for protection and confidentiality of client and student information.

### **Responsibilities of the Agency Supervisor and Task Supervisor**

1. Complete the supervisor training offered by the BSW program and participate in continuing education offered to supervisors.
2. Provide the equivalent of 1 hour per week of direct supervision.
3. Work with the student within the time frame of approximately 15 hours/week for both semesters.
4. Conduct interviews with prospective students and recommend appropriate placements within the agency to the Director of Practice Education.
5. Conduct an orientation of the agency at the start of practicum.
6. Approve and monitor student's time spent within the agency on a weekly basis.
7. Meet with the Director Practice Education and the student to evaluate students' progress through at least one in-person site visit each semester, plus a follow-up check-in (in person or virtual) during the second half of the fall semester to address any Fall semester questions or challenges and plan for Spring.
8. Evaluate student progress and conduct a formal evaluation at the end of each semester
9. Contact Director of Practice Education with any needs, questions, or concerns
10. To provide feedback to the Director of Practice Education regarding the operation of the practicum, supervisor needs, student needs and any policy or service changes that might affect practicum.

### **Responsibilities of the Student**

1. Perform in an ethical, responsible, and professional manner by keeping commitments to Colorado Mesa University, your assigned agency, and clients.
2. Notify the agency supervisor and Director of Practice Education of any changes in schedule, absences, or tardiness at your practicum.
3. Act in accordance with the NASW Code of Ethics, Colorado Mesa University BSW program expectations, agency policy and procedures, and all applicable laws.
4. Complete all practicum and practicum seminar work on time.
5. Complete all practicum requirements, including learning contracts, supervision forms, time sheets, and evaluations, in a timely manner each semester.
6. Maintain confidentiality of clients and agency.
7. Seek consultation from agency supervisor, BSW Faculty, and Director of Practice Education as needed.

### **Responsibilities of the BSW Advisory Board**

The Colorado Mesa University, BSW Advisory Board is composed of professionals who support Colorado Mesa University's BSW Program. The committee meets once per semester, with the purpose of keeping the social work faculty in touch with community needs and social work issues. The committee should:

1. Assist with the knowledge and skills needed for successful practicum placements.

2. Assist in identifying local agency that would be appropriate practicum sites.
3. Assist in understanding the local employment market for BSW students.
4. Assist in preparing students for advanced degrees within the social work profession.
5. Provide feedback to the BSW Program regarding practicum expectations and community needs.
6. Agency Supervisors will be asked to participate in this board to ensure best practices in the classroom meet the best practice needs/standards in current practice.

### **Supervision in Practice Education**

Supervision is a key element in the educational experience. The Director of Practice Education and/or Practicum Liaison and the agency supervisor/task supervisors are required to provide professional social work supervision to ensure student success and professional development throughout their practicum experience.

Supervision by the agency supervisor/task supervisor will provide clear goals and structure, relevance, and real-life experiences to assist in the 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. A supervisory relationship built on trust, confidentiality, support, constructive feedback, safety, respect, and self-care.
2. Clear direction related to the student's work responsibilities, to help them develop as a competent social worker and professional.
3. Support to help the student understand the scope of their specific jobs and their relationship to multidisciplinary teams.
4. Sharing of knowledge and skills specific to the client population, to ensure students are developing the necessary abilities to deliver competent and ethical social work services.
5. Education to support understanding of social work philosophy, gain self-awareness, and refine social work knowledge and skills.
6. Encouragement of self-efficacy and development of identifying as a social worker.
7. Integration of theory and practice as it relates to the CSWE competencies and practice behaviors.

### **How to benefit from Supervision (as a student)**

- Be open to learning new things
- Ask questions to ensure a full understanding of why something is happening
- Actively participate in your learning throughout your practicum
- Try new interventions and practice behaviors, as discussed and approved in supervision
- Focus on learning about client dynamics and new intervention strategies
- Supervisors are role models, adopt some of their methods but develop your own style
- Continually evaluate and assess the experience, what can I learn from this?
- Effectively communicate your needs in a clear, specific, and persistent way
- Be assertive (not aggressive) and inquire about what you would like to learn

## PRACTICUM COURSE OVERVIEW

Students are expected to complete 450 hours of practicum in the BSW program during their senior year. This requirement is 12 credit hours across the fall and spring semesters. The BSW practicum is a binding contract through both semesters. It is anticipated that students will remain in the same agency for both fall and spring semesters. Students cannot start or complete their hours early.

The social work practicum courses, SOWK 397 and SOWK 497, are completed at the agency. Social work practicum seminar courses, SOWK 394 and 494 are in a classroom and focuses on combining practice, theory and core competencies in a lecture/discussion setting.

### **Practicum Courses:**

- Fall Semester: SOWK 397, Social Work Practicum I (5 credits)
- Fall Semester: SOWK 394, Social Work Practicum Seminar I (1 credit)
  
- Spring Semester: SOWK 497, Social Work Practicum II (5 credits)
- Spring Semester: SOWK 494, Social Work Practicum Seminar II (1 credit)

### **Social Work Practicum (SOWK 397 and 497)**

Students complete 450 hours during the two-semester practicum, spending an average of 15 hours/week in the practicum agency.

During your placement, you are expected to follow all employee expectations, and policies and procedures. Additionally, you are required to follow all CMU code of conduct expectations, BSW policies and procedures, NASW code of ethics, and all state and federal laws. The Agency Supervisor / Task Supervisor will provide an agency orientation at the beginning of the practicum placement. During the practicum experience, educational opportunities MAY include a combination of conferences, consultations, agency staff meetings, in-service training, and assigned readings as determined by each placement supervisor.

### **Practicum Seminar (SOWK 394 and 494)**

The practicum is enhanced through professional seminars, which integrate the practice education experience with the academic program. The seminar helps transition to the professional role as a generalist social work practitioner through application of social work practice emphasizing values, knowledge, skills, and competencies. Students are required to complete competency-based learning contracts and reflective assignments focused on their agency placement. The overall purpose of the integrative seminar is to provide students the opportunity to share experiences, work toward increased competency, prepare for professional employment, and receive additional knowledge that complements and supplements their academic and professional experience.

### **Students register for the following courses during the practicum year:**

- Fall Semester:
  - SOWK 394 Social Work Practicum I



- SOWK 397 Social Work Seminar I
- SOWK 385 Social Work Interventions Methods III
- Any additional electives
- Spring Semester:
  - SOWK 494 Social Work Practicum II
  - SOWK 497 Social Work Seminar II
  - SOWK 460 Social Welfare Policy
  - Any additional electives

## PRACTICUM PLACEMENT PROCESS

Colorado Mesa University BSW students are actively involved in selecting the agency in which they will complete their practicum. Final placement matches are made throughout the spring semester before the senior year placement. All final decisions and approvals are in collaboration with and at the discretion of the Director of Practice Education, and the BSW Program Director based on appropriateness, application of ethical processes, best practices, and student opportunity to develop independent practice skills in a safe and secure environment. Although the Director of Practice Education attempts to place each student with their one of their top priority agencies, specific practicum placements cannot be guaranteed.

### **Practicum Placement Process**

- Students complete the online practicum application early in the second semester of the BSW program.
- Students complete an interview with the Director of Practice Education to discuss interests, abilities, and concerns, expectations for practicum, and other considerations that affect choice of agency.
- The Director of Practice Education consults with the prioritized agency and introduces student and agency supervisor via email.
- Student schedules a placement interview with an approved agency supervisor at an approved site.
- Once accepted for a practicum placement, the student initiates the CMU Internship Agreement through CMU Career Services.
- The student, agency supervisor, and Director of Practice Education must each sign the internship agreement.
- After review and approval by the Director of Practice Education and the SBS Department Head, student uploads all required paperwork into Handshake.
- Students must contact Agency Supervisor during the first week of August to arrange the practicum start date, to coincide with the first week of the CMU semester, and their ongoing schedule.

## PRACTICUM POLICY AND PROCEDURES

As practice education is the signature pedagogy of social work it is important to identify agencies that understand the core values of social work and promote the social work mission. The practice education program reserves the right to prohibit a student from starting or completing their practicum at an agency where dual roles are identified, the agency philosophy is inconsistent with social work values, or other conflicts may exist.

### **Criteria: Selection of Practicum Agency**

Agency selection involves identifying, choosing, and preparing agencies to work with Colorado Mesa University BSW students to meet their educational requirements and provide effective practicum experiences. In order to be in compliance with Council on Social Work Education (CSWE) accreditation standards, agencies must meet the following qualifications:

- **Agency Mission**

Agency selection is based on the function of the agency, which must be congruent with the social work profession's purpose, mission, and values. The agency is expected to have a willingness to cooperate with the BSW program, understand the social work practicum expectations, and have a commitment to the educational objectives of the program.

- **Generalist Approach**

The BSW program selects agencies that are based on a generalist conceptualization and problem-solving approach to practice. Social work education stresses problem solving at the interface of person and environment, which requires that students develop competencies and practice behaviors with individuals, families, groups, organizations, and communities.

- **Agency Supervisor/Task Supervisor**

The agency should have trained social workers, or otherwise qualified supervisors, as members of the staff. Agencies must be committed to the education of social work students by affording staff resources and time for practicum instruction. One member of the staff, who meets the criteria for Agency Supervisor, will be designated to provide supervision for the student. Supervision should be provided at the work site by a competent, experienced, and motivated social worker or qualified supervisor. The agency must allow the agency supervisor/task supervisor time in their schedule to support the practicum student, attend meetings, and effectively work with Colorado Mesa University.

### **Criteria: Selection of Practicum Agency Supervisors/Task Supervisors**

The agency supervisor is an integral part of the practicum experience and must meet specific criteria to fully engage the student with the social work core competencies, values, norms, and practices of the social work profession. Qualifications of agency supervisors are based upon professional education, commitment to the values of the social work profession, competence in practice, and interest in supporting student education. Supervisors must be allowed time from their agency to properly supervise all social work practicum students.

To meet the challenge of educating social work students and to comply with the CSWE Accreditation Standards, the agency supervisor must have one of the following formal qualifications to supervise baccalaureate students:

- Master Social Work (MSW) from a CSWE-accredited program and a minimum of two years, post-social work degree practice experience in social work.
- Bachelor of Social Work (BSW) from a CSWE-accredited program and a minimum of two years, post-social work degree practice experience in social work.

Supervisors not holding a CSWE-accredited degree will be called Task Supervisors. The Director of Practice Education or Practicum Liaison will provide ongoing supervision, education, and information to assist them in understanding the social work core competencies and practice behaviors. The Director of Practice Education or Practicum Liaison will reinforce the social work perspective through yearly agency supervisor training, practicum manual policies and procedures, face-to-face site visits, and emails, as well as academic materials, peer-reviewed journal articles related to their populations, theories, media, webinars, community trainings, and ongoing consultation as needed. Furthermore, BSW faculty members will provide social work supervision to students with a task supervisor to ensure proper social work supervision. The task supervisor will provide task supervision and ongoing support.

The Agency Supervisor/Task Supervisor must demonstrate:

- Competency in their professional role
- Commitment to the Colorado Mesa University BSW program
- Commitment to the roles and responsibilities of practicum instruction
- An understanding of the social work perspective
- A willingness to learn and to share practice and educational wisdom
- Commitment to learning and teaching
- Willingness to provide ongoing supervision and consultation with students
- Participation in the required Agency Supervisor Orientation on ongoing educational opportunities
- Act in an advisory capacity to the BSW program.

### **Ethical Competence in Practicum**

The NASW Code of Ethics is the cornerstone for determining and guiding ethical behavior of social workers and students and is a requirement for the program.

The following are examples of student behaviors that must be demonstrated at all times while in social work courses and during practicum:

- Emotional intelligence and professional responsibility
- Professionalism consistent with social work values and ethics
- Sobriety (no use of drugs, alcohol, or mind-altering medications)
- Adherence to the NASW Code of Ethics
- Commitment to social work professional values, ethics, and philosophy
- Consistent professional boundaries

The following behaviors are some examples (not an exhaustive list) of behaviors that constitute a violation of the NASW Code of Ethics and could result in dismissal from practicum and the BSW program:

- Engaging in sexual activities with clients.
- Participation in dishonesty, fraud, deceit, or misrepresentation of self, agency, or CMU.
- Exploitation of clients for personal advantage.
- A *conviction* for a felony offense while in the program.
- Intentional harm to a client or violation of professional boundaries

### **Areas of Concern: Professional boundary violations**

Below are examples of professional boundary violations that may delay the practicum process and/or result in dismissal from the BSW Program. This is not an exhaustive list and does not cover all violation possibilities. If you are ever concerned about a behavior or how to deal with a conflict, please contact the agency supervisor and/or Director of Practice Education immediately.

- Practicing outside the scope of social work and/or practicum student role.
- Violating professional boundaries by engaging in dual relationships with clients.
- Continuance of relationship with a client after termination of service.
- Providing clients with personal telephone number.
- Using information obtained from clients for career gains.
- Engaging in sexual activities with clients or former clients.
- Exploiting professional relationships for personal gain.
- Noncompliance with agency policies and procedures.
- Violation of confidentiality or privileged information expectations.
- Misrepresenting self as other than a social work student in practicum.
- Breaching ethical and professional standards of behavior.
- Providing practicum services to a friend or family member.
- Providing services and/or interventions in exchange for direct compensation.
- Failure to respect human dignity and diversity.
- Gross negligence in the practice as a social worker.

The Director of Practice Education and the BSW Program Director will review the student's behavior and determine if the situation will disqualify the student from the BSW program. The policies outlined in the social work student handbook will be implemented and followed. If the violation impacts the student's ability to continue at Colorado Mesa University, the Vice President of Student Services will be notified, and the General University Policies under the Student Code of Conduct will be implemented. Please see the General University Policies: <http://www.coloradomesa.edu/student-services/maverick-guide.html>

### **Areas of concern: Mental health and Addiction**

On-going active major mental health and/or substance abuse problems will substantially interfere with learning and professional performances. Current problems and/or violations in these areas may result in a referral to additional services, delay of placement and/or recommendation for BSW program disqualification. The student is encouraged to consult with the Director of Practice Education, Agency/Task Supervisor if this is an area of concern.

If a student needs to obtain stabilization and take a leave of absence from the program, they must consult with the Director of Practice Education and the BSW Program Director so appropriate support and professional communication can ensure successful transitions.

### **Practicum Monitoring of Student**

To effectively monitor student performance in the practicum, the following processes and procedures will be implemented:

- The Director of Practice Education or Practicum Liaison will conduct in-person site visits at least once per semester, with additional site visits as needed and/or requested. The Agency/Task Supervisor, student, and Director of Practice Education and/or Practicum Liaison will review practice behaviors, core competencies, application of theory into practice, and continued development.
- The Director Practice Education or Practicum Liaison will contact Agency/Task Supervisor mid semester to check on the students' progress and identify if there are any needs.
- Ongoing consultation is available to the Agency/Task Supervisor to assist with student needs.
- Ongoing supervision will be provided to the student through practicum seminar courses and on-campus group supervision with BSW faculty.
- Ongoing weekly supervision will be provided to the student by the Agency/Task Supervisor (supervision provided by a secondary supervisor does not meet this requirement – the Agency/Task Supervisor must meet with the practicum student weekly).
- Monitoring of student's time sheets to ensure the student is up to date with practicum hours.
- Completion of the end-of-semester performance evaluations in Handshake (Student Self-Efficacy Assessment and Agency Supervisor Assessment).

### **Assessment of Student**

Assessment is an ongoing process throughout practicum that begins with the student's placement interview with the Director of Practice Education and throughout their practicum experience.

A minimum of two onsite visits plus an end-of-fall-semester check-in are conducted each year for assessment purposes. These onsite meetings review student activities and experiences, challenges, progress on learning goals, ability to apply core competencies and practice behaviors to those goals, ability to apply theories to practice, concerns, and plans for the remainder of the semester. Students are expected to evaluate themselves in preparation for these meetings and to contribute actively to the discussion. Agency/Task Supervisors are encouraged to be candid in their assessment of the student to promote professional development and growth.

Students also participate in a weekly practicum seminar where they will be discussing and applying the core competencies, practice behaviors, and theories to practice. Assignments include regular written reflections on their practicum experiences. Additionally, students participate in weekly supervision with BSW faculty on campus.

At the end of the semester, both the student and agency supervisor complete a student performance assessment through Handshake. The Student Self-Efficacy Assessment and Agency Supervisor Assessment review the core competencies and associated practice behaviors as applied in practice. The student will also reflect on their areas of success and areas for growth.

### **Assessment of Agency and Practicum Experience**

Students will assess and evaluate the agency, Director of Practice Education, and overall practice education program at the end of each semester to provide constructive feedback regarding their practicum experience.

**Placement: Employment-based**

It is not recommended that Bachelor Social Work students engage in full-time employment during their practicum. This is to ensure that students have sufficient time to meet the demands and expectations of practicum and seminar, in addition to any other academic requirements. Practicum is intended to provide the opportunity for students to learn about another aspect of social work, experience new opportunities, and get outside of their comfort zone by engaging with a new organization, new policies and procedures, and new supervisors. Therefore, only in rare circumstances will students be approved to complete their practicum within the organization in which they are already employed.

The following circumstances must be present to consider an employment-based option. Both student and agency are responsible for meeting the following criteria to gain approval of an employment-based practicum:

- Evidence that the student would incur significant financial hardship if not allowed an employment-based practicum placement.
- Documentation that appropriate new learning opportunities and experiences are available within the current employment setting and will meet the practicum requirements
- Practicum credit is only provided for work outside of the student's usual employment work assignments

It is strongly recommended that the student have a different employment supervisor from their practicum or internship site supervisor. This is to provide a different perspective and gain new knowledge. Due to being in a rural community, if this is not an option the employment-based agency form will clearly identify roles of the employment supervisor and roles and expectations of the practice education supervisor to assist with clarity, understanding, and guidelines to ensure success.

A student who desires an employment-related practicum experience option should discuss with the Director of Practice Education prior to seeking out the employment-related option. Upon approval, the student must complete an employment plan with appropriate agency signatures to ensure the above criteria are met. All regular practicum education policies and requirements still apply.

**Background Checks and Other Requirements**

Background checks are required by most agencies. All students need to complete any required forms, according to agency policy, before beginning their practicum. During the student interview process, it is important to find out all requirements for paperwork including medical testing, background checks, required immunizations, and any other potential requirements you may need to start the practicum. Conducting background checks is the responsibility of the agency and the student. If an agency is not able to pay for these additional requirements, then payment is the responsibility of the student.

**Sexual Harassment Policy**

Agencies working in cooperation with the BSW Program should recognize and utilize the Colorado Mesa University policy, in addition to the agency policy, to deal with sexual harassment, assault or stalking. Sexual harassment, assault or stalking of any employee, student, or recipient of the services of Colorado Mesa University is strictly forbidden.

Please see policies on sexual harassment, sexual assault and stalking in the Maverick Guide:

<https://www.coloradomesa.edu/student-services/maverick-guide.html>

- **Sexual Harassment, Sexual Assault, Stalking Notice of Non-Discrimination**

Colorado Mesa University is committed to providing a living environment in which students and employees can live, work, and study free from sexual harassment, sexual assault, sexual intimidation, sexual exploitation, domestic violence, dating violence, and stalking.

Colorado Mesa University does not discriminate on the basis of sex in its education programs and activities, as required by Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1688) and its implementing regulations (34 C.F.R. Part 106). This prohibition extends to students and staff. Inquiries concerning the application of Title IX may be referred to Colorado Mesa University's Title IX Coordinator, or to the U.S. Department of Education's Office of Civil Rights, or both.

### **Anti-Discrimination Policy: Compliance Statement**

<https://www.coloradomesa.edu/student-services/title-ix/compliance-statement.html>

Colorado Mesa University does not discriminate on the basis of sex in its education programs and activities, as required by Title IX of the Education Amendments of 1972. Inquiries concerning the application of Title IX may be referred to Colorado Mesa University's Title IX Coordinator, or the the U.S. Department of Education's Office of Civil Rights.

It is the policy of Colorado Mesa University to maintain an academic and work environment free of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation for students, faculty, and employees. Such conduct is contrary to the standards of the University community and common decency. It diminishes individual dignity, impedes equal employment and educational opportunities and equal access to freedom of academic inquiry, and creates barriers to fulfilling the University's scholarly, research, educational, and service missions. Such conduct will not be tolerated at the University.

Discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation also are illegal; they are prohibited in the employment context by Title VII of the 1964 Civil Rights Act, in the education context by Title IX of the Educational Amendments of 1972, and, in both employment and education contexts, by Colorado's anti-discrimination laws, including, but not limited to, C.R.S. §24-34-401, et seq. Such conduct also can violate federal and state criminal laws.

Colorado Mesa University does not discriminate on the basis of race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, and pregnancy. The University complies with the Civil Rights Act of 1964, as amended, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, The Pregnancy Discrimination Act of 1978, Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity of employment and admission shall be extended to all persons. The University shall



promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans.

Values and Non-Discrimination Statement:

<https://www.coloradomesa.edu/student-services/title-ix/values-and-non-discrimination-statements.html>

### **Disability Services and Support**

A student with a disability is protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1974 and may request accommodations through Educational Access Services at Colorado Mesa University. The student should work closely with the Director of Practice Education, Agency Supervisor, and the Coordinator of Educational Access Services to discuss how accommodations will be implemented and managed.

## **Educational Access Services for Students with Disabilities**

Educational Access Services (EAS) recognizes disability as an aspect of diversity and an integral part of society. We collaborate with students, faculty, staff, and community members to create an accessible higher education community. EAS provides academic accommodations and promotes universal design principles, enabling students with disabilities the opportunity to fully participate in all aspects of the educational environment as successful and independent learners. Services can include, but are not limited to, volunteer note takers, testing accommodations, and textbooks in alternate formats. Students must initiate a request for accommodations by contacting the EAS office. <https://www.coloradomesa.edu/educational-access/index.html>

## **University Semester Requirements**

Students may only obtain practicum hours for SOWK 397 during the fall semester (August -December) and SOWK 497 during the spring semester (January -May) with the co-occurring classes: Social Work Practicum Seminar I (SOWK 394) and Social Work Practicum Seminar II (SOWK 494). Students are expected to complete their practicum hours within the 15-week semester.

## **University Holidays and Breaks**

- Students are not required to accrue practicum hours during University mid-semester breaks (Thanksgiving and Spring Breaks). Students should discuss this with the agency supervisor well in advance, to ensure continuity of care for your clients/patients.
- Students may obtain practicum hours over Spring Break and Thanksgiving break to make up lost or missed practicum hours. Students must clearly plan for this with their agency supervisor and obtain approval from the Director of Practice Education.
- Students in an agency closed on holidays not recognized by the University must make up missed hours before the end of the semester.
- Students must complete all practicum hours before the semester is over to successfully complete the course. If students are unable to complete their 225 hours in the normal semester time frame, please contact the Director of Practice Education and your agency supervisor immediately, as this may result in a failing grade and can prevent you from graduating.

## **Use of Technology and Media**

To maintain a safe and ethical learning environment, social workers intentionally protect themselves and clients from unintended privacy violations, ensure awareness and safety associated with media, and engage in ethical communication across all platforms; written, verbal, and social. The BSW Program requires students to follow all agency policies and procedures associated with social media and communication. Additionally, the BSW Program encourages students to refrain from personal emails, telephone calls, text messages, and social media during practicum hours. Personal communication devices should not interrupt any professional activities or pose any risk to self or others.

## **Media Policy and Ethical Expectations (from NASW Code of Ethics 2021 revised manual)**

- *Competence (d)*  
Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.
- *Cultural Competence (e)*

Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

- *Conflict of Interest (e)*  
Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
- *Privacy and Confidentiality (r)*  
Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

The NASW Code of Ethics highlights media ethics to protect us from unintentionally creating dual relationships and assisting in setting and creating healthy boundaries. Social workers model professional behaviors with our clients, professional affiliations, and colleagues. Please note, you are responsible for knowing, understanding, and complying with the entire NASW Code of Ethics, including ethics and technology.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Highlighted-Revisions-to-the-Code-of-Ethics>

NOTE: Any violation of our NASW ethical standards may result in disciplinary action, please contact the Director of Practice Education with any questions or concerns.

### **How to Engage in Media and Professional Social Work:**

In the age of technology and information, social media (Facebook, Snapchat, TikTok, Instagram, X/Twitter, YouTube, Blogs, SMS/texting, etc.) can be particularly helpful in building connections with colleagues and maintaining relationships with friends and family. However, as a result, the boundaries between personal and professional relationships have increasingly blurred. Due to social work's professional standards and the obligation to follow the NASW Code of Ethics, social workers need to continually assess the ethical implications and complications of social media use. Social workers must avoid engaging in dual roles, violation of privacy and confidentiality, and inappropriate self-disclosure.

Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. The NASW Code of Ethics and CSWE Educational Policy and Accreditation Standards competencies provide guidance on the use of social media related to: dual relationships, privacy and confidentiality, professional boundaries, conflict of interest, professional image, informed consent, appropriate self-disclosure etc. Please review and be aware of these guidelines as a basic standard.

Be cognizant of how you are using social media. It is important to understand that what you consider to be private information may be shared in a public space without your consent. Once you post or engage in online social media, this information is not protected (even with high security). Recognize that social media sites may be compromised, such as someone within a group taking a screen shot and making it public. Information that has “gone viral” is not retrievable and may be detrimental to you professionally. You are responsible for any/all posts associated with you.

The BSW program requires that you follow all practicum site policies associated with the use of social media, use privacy settings to decrease potential conflicts of interest, and to maintain confidentiality related to your practicum site.

Here are a few search tips and important issues to explore and discuss:

- Do an internet search for yourself to see what information is available
- Ensure any professional information posted does not include your personal phone number, address, or other details that could pose an ethical or safety concern
- Review and delete inappropriate posts, tweets, blogs, pictures (or un-tag), videos etc.
- Be cautious in using online dating services.
- Be very discerning about whom you add as a friend, follow etc.
- Be very select about what you “like,” as this may be viewed as a reflection of you.
- Use the highest privacy settings available for all social media sites.
- Do not “look up” current or past clients on social media.
- Do not friend, follow etc. any current or past clients, their friends, or their family.
- Do not follow or friend anyone that creates a dual relationship (boss, agency supervisor, faculty).
- Consider developing a professional social media site (ex: LinkedIn).
- Do not share client information via email or via text, unless your agency allows it and has an appropriate encryption or other system to ensure confidentiality.
- Be very cautious about what you share in any format about faculty, agencies, supervisors, peers, co-workers, employers etc.



## COUNCIL ON SOCIAL WORK EDUCATION

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### **Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight February 25, 2014**

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act (<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>)

Over the last several months, interns at several for-profit companies (Fox Searchlight Pictures, *Harper's Bazaar*, Warner Music Group, and Atlantic Records, to name a few) have filed suit for unfair labor practices. A few courts have decided that the companies were out of compliance with Department of Labor regulations and needed to pay interns for their work.

CSWE is aware that this has raised concern among some social work programs. A number of programs have heard from field site supervisors (or agency human relations personnel) that, based on these cases, they cannot afford to allow social work interns because they would be required by law to pay them.

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
- The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site.
- The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.

Please note that the six criteria included in the DOL regulations must be well documented and defensible for unpaid internship positions. CSWE encourages all field coordinators and program directors to fully understand the Department of Labor fact sheet and share this information liberally with students and field site personnel.

## PRACTICUM SAFETY REQUIREMENTS

### Student Safety Protocol and Support

The following safety policies and procedures regarding practicum exist to protect Colorado Mesa University students from foreseeable harm at each agency.

- During the agency orientation, students must be provided with the safety policies and procedures and any expectations the student must follow to ensure safety.
- Agency safety and security procedures should be reviewed in detail.
- Agency safety and security orientation should include, but not be limited to, safety issues in the community, safety during home visits, safety within the agency building, and safety when dealing with clients prone to violent behavior, and the safety and security of personal items.
- Supervision and safety: Students and Agency/Task Supervisors should discuss safety concerns, as soon as possible and during supervision meetings.
- Students should not be forced to engage in practicum experiences that they feel put them at physical, emotional, or psychological harm /risk. This should be discussed in supervision.
- Student safety must comply with staff safety policies and procedures.
- If student safety concerns interfere with the learning process, the Director of Practice Education or Practicum Liaison will explore the issues through communication with the Agency Supervisor and student. Please contact the Director of Practice Education immediately to assist as needed.
- The Director of Practice Education will assist in resolving any student safety issues.

### Driving Expectations

The student is prohibited from transporting a client, client's family, site supervisor, staff, or other practicum students in their own vehicles and is prohibited from being transported by a client, client's family, or other practicum student.

### Mandatory Reporting

Federal and state laws require mandatory reporting of the suspected abuse or neglect of children, vulnerable adults and the duty to warn if a client is considered harmful to themselves or others. Agency supervisors are responsible for helping students understand and apply these laws as it applies to Colorado. Please allow the student to engage in observation and assistance of a mandated reporter. Please ensure the student understands the site policies, regulations, laws, and ethical obligations associated with the mandated report. The student may assist as deemed appropriate by the agency supervisor.

### Accident/Incident and Reporting

Please contact 911 if there is a medical emergency to ensure everyone's safety first.

If there is an accident/incident that involves the student (including if they are threatened or hurt) or if they have done harm, the agency supervisor and the student should contact the Director of Practice Education immediately. The accident/incident should be documented by all parties. The Director of Practice Education and/or the BSW Program Director will schedule a meeting with the learner, agency supervisor and any other relevant parties to discuss the situation, assesses the immediate and ongoing risks, and find a resolution that promotes the learner's sense of well-being and the learning process.

### Home Visits

Students are allowed to conduct home visits and community visits after the first visit has been conducted with an agency supervisor or agency supervisor-approved designee (i.e. staff member). The purpose of shadowing the first home visit with the site supervisor (or another staff person), is to determine the appropriateness of the client and setting. The site supervisor will assess the student's competency to conduct individual home or community visits, prior to approving this task. Upon site supervisor approval, the student can conduct visits independently if the site supervisor is immediately available by phone. The student may leave a home visit or community visit if the learner feels uncomfortable or unsafe. The student should discuss any concerns immediately with the site supervisor and the Director of Practice Education. The agency should always know the student's location and time expectations for all home visits.

### **Belongings - Responsibility and Security**

The practicum site is responsible for providing students with a secure place to keep belongings while at the placement. Students should not leave cell phones, laptops, backpacks, purses, and other personal articles visible and unattended, even in an office with the door closed. Valuables should not be brought to placement settings. Items of value should not be left in cars, or should be placed out of view prior to leaving a vehicle. Please secure all your belongings as they are your responsibility.

### **Work with Clients/Patients**

Students are required to work with individuals, groups, families, organizations, and communities in a range of settings and situations. Clients deal with overwhelming emotions and environmental stressors that may result in behaviors that are threatening or appear to be threatening. Students should always consult with the site supervisor regarding preparation for and handling specific situations that are potentially difficult. Students should know all policies and protocols associated with medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons. Students should be offered opportunities to learn verbal de-escalation skills, know the safety protocols, and practice appropriate interventions skills throughout practicum.

## PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR

Colorado Mesa University is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional development for all students in the BSW program and throughout practicum education. Social work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the social work profession. These values are codified in the NASW Code of Ethics. All students in the BSW Program are expected to exhibit the following ethical standards of behavior:

1. **Accountability:** Attend practicum and classes as scheduled, arrive on time, and communicate effectively.
2. **Respect:** Treat all peers, colleagues, agency supervisors, faculty, clients, and everyone you encounter with dignity and respect.
3. **Confidentiality:** Treat all agency and client information as confidential.
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness.
5. **Integrity:** Practice honesty with yourself, peers, faculty, and agency supervisor. Constantly strive to improve your abilities.
6. **Diversity:** Strive to become more open to people, ideas, and perspectives that you are not familiar with.
7. **Communication:** Strive to improve both verbal and written communication skills.
8. **Social Justice:** Strive to deepen your commitment to social justice and liberation for all populations.

### Expectations at Agency

Students are required to adhere to the agency policies on professional standards, follow all Colorado Mesa University Student Code of Conduct expectations, and all NASW Code of Ethics requirements for best practices. Students are expected to maintain the confidentiality of practicum site documents and client information according to state and federal laws, the NASW Code of Ethics, and all agency and University policies and expectations.

### Professional Attire Requirements

Professionalism is paramount in preparing for and participating in the practicum, which includes dressing in professional attire. You are expected to discuss the dress code with the agency supervisor and adhere to all dress code requirements.

### Professional Communication

Students are expected to effectively communicate with the agency supervisor and Director of Practice Education if there is a change to the agency, site supervisor, and accident or incident occurs, or if there is a concern. Students are expected to communicate to the agency and faculty about hours, time commitments, and goals associated with practicum. Students are expected to communicate professionally to ensure transparency and that all practicum expectations are met.



## PROCEDURES: RESOLUTION of PRACTICUM PROBLEMS

Successful academic education and practicum experiences are critical indicators of readiness to assume professional responsibilities as a generalist social worker. Since practicum instruction is an essential requirement for the BSW degree, the student must successfully complete all practicum requirements. All parties involved (Student, Agency Supervisor, Task Supervisor, Practicum Liaison, and Director of Practicum Education) are responsible for identifying issues and concerns in practicum and are expected to communicate directly with relevant parties when appropriate. It is expected that most problems will be quickly addressed, with resolved within 4-6 weeks.

### **Student Responsibilities**

It is the student's responsibility to notify the Agency Supervisor/Task Supervisor and the Director of Practice Education or Practicum Liaison of any concerns related to the population you are serving, supervision issues, or overall practicum concerns.

### **Agency Supervisor Responsibilities**

The agency supervisor is encouraged to provide ongoing constructive feedback to the student in reference to strengths and progress, as well as to address any concerns in competency development, job performance, ethical considerations, or any other relevant issues specific to their social work practicum performance.

### **Director of Practice Education and Practicum Liaison Responsibilities**

The Director of Practice Education or Practicum Liaison will monitor the student's progress through onsite visits and discussions, email communication, practicum seminar, and in-person communication. The Director of Practice Education will be actively involved in problem-solving activities related to the student's performance.

If problems in the placement occur, the Director of Practice Education or Practicum Liaison:

- Will assist the student in determining how to address the problem directly,
- may serve as a sounding board for the Agency Supervisor before they directly communicate with the student,
- may refer the student to additional resources to facilitate the student's ability to meet the performance standards of the practicum placement.
- will work with both the student and agency throughout the process.

### **Problem Solving Processes**

To address any/all concerns regarding student competency and practice behavior, the following protocol shall be implemented in accordance with social work values and ethics. To provide **support to the student** during this time, the student may self-select an advocate or Colorado Mesa University Student Services may provide an advocate. All problems must be addressed immediately and resolved within 4 weeks.

- **Agency Concerns: Resolvable**

If an agency determines that there are concerns with a student's performance but believes that the student can successfully complete the practicum, the following process will be followed:

- a. The Agency Supervisor must meet with the student to express concerns.

- b. The Agency Supervisor must provide the Director of Practice Education or Practicum Liaison with a written document identifying the areas of concern and the outcome of the conversation with the student.
- c. If the Agency Supervisor implements a behavior plan with the student, the Director of Practice Education must be provided a copy as part of the practicum documentation. The behavior plan must specifically identify the behavior concerns, plan to implement new behaviors (training, supervision, etc.), and time frame of when this is expected to be complete. Additionally, the behavior plan must explicitly state the consequences of not changing these behaviors. The student, Agency Supervisor, and Director of Practice Education must be provided copies of this behavior plan.
- d. If the Agency Supervisor or student prefers a formal meeting, then an additional meeting will be held at the agency or agreed-upon location to address concerns. The Agency Supervisor, Director of Practice Education or Practicum Liaison, and the student will be present, at minimum. A plan to address the problem will be discussed and implemented if appropriate.
- e. The agency supervisor must follow up with the student about the behavior plan or any other directives in place to address areas of concern.
- f. Repeat formal meetings will occur as needed.
- g. If it is assessed by all parties (student, Agency Supervisor, and Director of Practice Education or Practicum Liaison) that there is no workable solution, a change of placement will be considered, and options will be reviewed by the BSW Program. Please see Concerns: Unresolvable.

### **Student Concerns: Resolvable**

If a student determines there are concerns with the agency regarding receiving appropriate supervision, ability to reach academic goals, and/or other agency concerns, the following process will be implemented:

- a. The student should meet with the agency supervisor to express their concerns, academic needs, and attempt to find a solution.
- b. The student should meet with the Director of Practice Education or Practicum Liaison to address concerns and/or ask for assistance in meeting with their Agency Supervisor. The Director of Practice Education or Practicum Liaison will provide feedback and assist in this process.
- c. The student may meet with the Director of Practice Education or Practicum Liaison before the meeting with the Agency Supervisor, if needed. The student **MUST** meet with the Director of Practice Education after meeting with the Agency Supervisor to discuss outcomes.
- d. If the Agency Supervisor or the Student prefers a formal meeting, then an additional meeting will be held at the agency or an agreed-upon location to address areas of concern. The student, Agency Supervisor, and Director of Practice Education or Practicum Liaison will be in attendance, at minimum. A plan will be discussed and implemented if appropriate.
- e. The Agency Supervisor must follow up with the student and Director of Practice Education or Practicum Liaison regarding conflict resolution.
- f. Repeat formal meetings will occur as needed.
- g. If it is assessed by all parties (student, Agency Supervisor, and Director Practice Education) that there is no workable solution, a change of placement will be considered, and different options will be reviewed by the BSW Program. Please see Concerns: Unresolvable.

### **Concerns: Unresolvable**

If it is determined, either by the student or the agency supervisor, that the concerns are unresolvable the following process will be implemented:

- a. The Agency Supervisor and student will need to discuss the issues surrounding possible termination from the agency and create a plan to support the clients.
- b. The Agency Supervisor and student will provide the Director Practice Education with written documentation identifying the areas of concern for possible termination from the agency.
- c. A formal meeting will be held at the agency to address areas of concern and potential issues for termination. The student, Agency Supervisor, and Director of Practice Education, and any other relevant parties (Student Services, Program Director, Department Head, Student Advocate, and/or other Staff) must attend this meeting to determine the outcome of the practicum.
- d. If the prior meetings to resolve the concerns have been unsuccessful, the agency will move towards a termination process after consulting with the Director of Practice Education.
- e. The student will provide the Director of Practice Education with written documentation addressing identified areas of concern related to the agency and areas of concern related to their behavior and state how these problems will be addressed if they are eligible for another practicum.
- f. The agency will provide the Director of Practice Education with documentation of what they will need to provide a successful placement for future students. The agency will provide documentation that identifies areas of concern associated with the agency and student and a plan to successfully support another practicum student in the future, if appropriate/approved.
- g. The student and Director of Practice Education will discuss the options for finding another suitable placement with the student (and student advocate).
- h. If there are violations of the NASW Code of Ethics, Colorado Mesa University Code of Conduct, laws, agency policy, etc. the Director of Practice Education and the BSW Program Director will discuss the appropriateness and eligibility of the student to continue in the BSW Program. Colorado Mesa University Student Services will help discuss the appropriateness of the student remaining at Colorado Mesa University.

### **Termination in Practicum**

Performance in practicum is a critical indicator of readiness for professional practice and is a key element of the BSW program. It is important that concerns arising in the practicum placement are identified and discussed early, and that feedback be given regularly. Concerns may be raised by the student, faculty, agency supervisor or task supervisor, or Director of Practice Education or Practicum Liaison. Colorado Mesa University is committed to a program of excellence; therefore, students in our program must possess and demonstrate certain personal characteristics, abilities, competencies, and behaviors necessary for success in the social work practicum program. Students are expected to follow all NASW Ethical Standards; federal, state, and local laws; and program expectations; and demonstrate self-awareness, reflective thinking, and interpersonal communication skills, in the classroom, the community, and in their practicum placements.

Termination of practicum is a formal process and may involve the Director of Practice Education or Practicum Liaison, the BSW Program Director, Department Head of Social and Behavioral Sciences, and the Vice President of Student Services. A termination meeting may be held regarding the following situations:

- A faculty or staff member has knowledge of serious misconduct in violation of the NASW Code of Ethics.
- A student has been found in violation of the University Student Code of Conduct.

The termination meeting may be held within 10 business days of the notification of violation. The student will be notified in writing of this meeting. The student may bring an advocate to support them during this process. At the conclusion of this meeting the review committee will make a recommendation to the Director of Practice Education:

- There is not enough information or satisfactory evidence, and the student should not be terminated from practicum.
- Procedural errors occurred, and the committee needs more information.
- The student is in violation and should be terminated from practicum.
- The student may be offered an opportunity to repeat practicum after demonstrating that they have addressed the concerns leading to the original termination.

If the student is unable to meet minimal performance standards in practicum related to professional competence, ethical behavior, and conduct, or is otherwise unsuited for the profession, the student may not graduate with a BSW degree. The Director of Practice Education will advise the student of the potential outcomes.

### **Changes in Practicum Placement Assignment**

Once a student is placed at their practicum site, it is expected that the student will complete the entire academic year at that organization. Disruption of a practicum placement is considered for extenuating circumstances.

**Students are not allowed to change placement or quit an agency without consulting with the Director of Practice Education.** The Director of Practice Education will ultimately determine if a placement change is warranted. If a student quits a placement without consultation, this may result in a delay of graduation or termination from the program.

The process to change practicum sites includes:

- A meeting with the Director of Practice Education, during which the student will identify the events that led to the request for a change of practicum sites and all attempts to resolve the problem.
- A meeting with the Director of Practice Education, Agency Supervisor, and Student must be completed to attempt to resolve the conflict. The problem-solving process will be implemented.
- If the problem is unresolvable and the student is approved for a practicum change, a formal termination/phase-out plan must be completed with the student, agency and Director of Practice Education.
- The agency must complete a final evaluation of the student and a verification of practicum hours by the agency supervisor.

Acceptable criteria for a change in practicum site:

- The student has moved and is more than 30 miles from their practicum.
- The student has experienced a crisis that makes their practicum site unmanageable or inappropriate given social work values, ethics, boundaries, laws, etc.
- The student identifies irreconcilable conflicts with the agency or agency supervisor that hinder a productive experience.
- Agency concerns such as: reorganization that significantly disrupts the students learning, agency relocation, lack of practicum agency supervisor that fits the required program qualifications, and/or insufficient or inadequate learning experiences for the student.



## PROFESSIONAL ORGANIZATIONS IN SOCIAL WORK

Students may participate in a wide variety of social work professional organizations. A partial list is provided below. Social workers are encouraged to participate in micro, mezzo, and macro organizations throughout their career.

- Alliance of Social Workers in Sports: <https://www.aswis.org/>
- Association Gerontology Education in Social Work: <https://agesw.org/>
- Association of Oncology Social Workers: <https://aosw.org/>
- Colorado Mesa University Social Work Club: <https://www.coloradomesa.edu/social-behavioral-sciences/clubs.html>
- Congressional Research Institute for Social Work and Policy: <https://crispinc.org/>
- Council on Social Work Education: <https://www.cswe.org/>
- International Association for Social Work with Groups: [www.iaswg.org](http://www.iaswg.org)
- International Federation of Social Workers: [www.ifsw.org](http://www.ifsw.org)
- Latino Social Workers Organization: <https://lsw.org/>
- National Association of Black Social Workers: <https://www.nabsw.org/>
- National Association of Forensic Social Workers: [www.nofsw.org](http://www.nofsw.org)
- National Association of Social Workers: [www.Socialworkers.org](http://www.Socialworkers.org)
- National Association of Social Workers Colorado Chapter: <https://naswco.socialworkers.org/>
- Public Health Social Work: <https://www.apha.org/apha-communities/member-sections/public-health-social-work>
- Society for Social Work and Research: [www.sswr.org](http://www.sswr.org)
- Society for Social Work Leadership in Health Care: [www.sswlhc.org](http://www.sswlhc.org)
- School Social Work Association of America: [www.sswaa.org](http://www.sswaa.org)
- The Association of Baccalaureate Social Work Program Directors: [www.bpdonline.org](http://www.bpdonline.org)
- The New Social Worker Online: [www.socialworker.com](http://www.socialworker.com)

## SCHOLARSHIPS

### Colorado Mesa University Scholarships

- Colorado Student Scholarships page: <https://www.coloradomesa.edu/financial-aid/scholarships/index.html>
  
- List of available scholarships with additional details: <https://coloradomesa.academicworks.com/>, may include:
  - ESF Community Grant Scholarship
  - Reisher Scholars Program – Transfer Student
  - COSI Displaced Worker Scholarship
  - Grand Junction Opportunity Scholarships
  - Montrose Success Fund
  - Christi Reece Group Scholarship
  - VFW Post #3981 Scholarship
  - Sharon Daniels Scholarship
  - Josh Penry Endowed Scholarship
  - Alpine Bank Latino-Hispanic Student Scholarship
  - Alpine Bank Scholarship
  - Arbaney Family Endowed Scholarship
  - B&B Electric Endowed Scholarship
  - Bacon Foreign Student Scholarship
  - Baines/Riede Memorial Scholarship
  - Barry Bishop Scholarship
  - Barry Michrina Memorial Scholarship
  - Bauerle Family Endowed Scholarship
  - Bickley/Meyer Scholarship
  - Blaney-Maluy Family Scholarship
  - Colorado Plateau Horsemen's Hall of Fame
  - Douglass E Aden and Lorraine L Jenson Endowed Scholarship
  - Edwin & Harriet Hawkins Scholarship
  - Riverside Education
  - Walt Smith Memorial Scholarship
  - AICPA/Accountemps Student Scholarship
  - American Association of University Women
  - Aspinall Scholarship
  - CableTV.com
  - Colorado Women's Education Foundation Scholarship
  - Education-Portal Scholarships
  - Elie Wiesel Prize in Ethics Essay Contest
  - Fresh Start Scholarship
  - Friends of Hubbell Trading Post
  - Grand Valley Power Scholarship
  - Karla J Gilbert, Karl T. and Ruth C Gilbert Family Scholarship

- Lew Goodhart Memorial Scholarship
- Montrose Rotary Club Vocational Scholarship
- National Federation for the Blind Scholarship
- Pinnacol Foundation Scholarship
- Sallie Mae Fund Scholarship
- San Luis Valley Rural Electric Cooperative, Inc. Electric Lineman Scholarship
- Weld County Bright Futures
- Western Colorado Community Foundation
- Western Rockies Federal Credit Union



## PRACTICUM FORMS and EVALUATIONS

### BSW Practicum Application (completed online, link provided by Practice Education Director when application period opens)

#### Following completion of this application, next steps will be as follows:

- 1. First two weeks of February:** Student completes an interview with the Director of Practice Education to discuss interests, abilities, and expectations in the field. The Director of Practice Education will address any student concerns at this time.
- 2. Mid-February - Early March:** Student schedules a placement interview with an approved Agency Supervisor at an approved site. *Please note: If approved at your first choice for practicum you will not interview with your second and third options.*
- 3. Mid-March to Early April:** Agency supervisors determine whether student is accepted for placement; 2nd round of interviews for students not accepted to first choice of placement.
- 4. May 1:** Final acceptance and practicum paperwork due

#### Section 1

### Student Personal Information

1. Name:

Enter your answer

2. CMU Student ID:

Enter your answer

3. Phone Number:

Enter your answer

4. Address (Number, Street, City, State, Zip):

Enter your answer

5. CMU Email Address:

Enter your answer

6. Emergency Contact Name & Phone:

Enter your answer

7. Overall GPA:

Enter your answer

8. Social Work GPA:

Enter your answer

9. Expected Date of Graduation, Month and Year:

Enter your answer

10. How many total credits do you expect to take in Fall semester of Senior Year?

- 12
- 15
- Other

11. If you responded "Other," how many total credits do you expect to take in Fall semester of Senior Year?

Enter your answer

12. How many total credits do you expect to take in Spring semester of Senior Year?

- 12
- 15
- Other

13. If you responded "Other," how many total credits do you expect to take in Spring semester of Senior Year?

Enter your answer

14. Please list all social work electives and non-social work electives that will help you in your practicum. (LIST COURSE NAME AND NUMBER, SEMESTER TAKEN, and your FINAL GRADE.

Enter your answer

15. List the days and hours you expect to be available for placement. You must complete an average of 15 hours a week over the course of each semester (not including Thanksgiving break or Spring break) for a total of 450 hours by the end of Spring semester. **\*\*Wednesdays are reserved for senior level classes\*\***

Enter your answer

16. Have you had any legal interaction that have the potential to impact your eligibility for social work practicum (probation, parole, restraining order, DUI, child protection cases as the identified perpetrator, etc.)? ***If YES we will discuss during our interview to ensure placement decisions are made according to best practices and relevant laws and policies.***

- Yes
- No

17. Please upload your most recent resume/CV here in MS Word or PDF format

**Upload file**

File number limit: 1 Single file size limit: 10MB Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio  
Section 2

## Section II - Practicum Expectations

This long-form questionnaire helps shape our conversation on practicum expectations and experiences. **Please read and refer to the BSW Practicum Manual and respond to each question as fully as possible.**

18. What are the most significant strengths you bring to the practicum?

Enter your answer

19. As you consider your practicum, what are you most excited about?

Enter your answer

20. As you consider your practicum, what are you most worried about?

Enter your answer

21. In what areas do you hope to develop additional competence and skill during your practicum?

(Review the 2022 Core Competencies and practice behaviors: <https://www.coloradomesa.edu/social-behavioral-sciences/documents/cswe-2022-social-work-competencies.pdf>)

Enter your answer

22. What types of practicum experiences will be most effective in helping you to develop social work practice skills?

Enter your answer

23. What types of assistance, guidance, or structure will best help you to learn and develop your social work practice skills?

Enter your answer

24. What is your preferred work style & supervision?

- Independent/Self-starter
- Moderately Independent
- Structured/Close Supervision

25. What are your short-term career goals (next 1-5 years)?

Enter your answer

26. What are your long-term career goals?

Enter your answer

27. Client Populations you are interested in working with during practicum (RANK YOUR TOP THREE ONLY):

- Children & Families
- Youth
- Adults
- Older adults
- People living with disabilities
- People living with mental illness
- Veterans
- People experiencing homelessness
- Immigrants/Refugees/Asylum Seekers
- Organizations/Communities (macro focus)

28. List any other client populations not included above. (Write N/A if None)

Enter your answer

29. Fields of practice you are interested in (RANK YOUR TOP THREE ONLY)

- Children, Teen and Family Services/Child Welfare
- Community/Policy/Macro Practice/Advocacy/Social Justice
- Court/Justice System
- Disability Services
- Drug/Alcohol Treatment
- Intimate Partner Violence
- Medical Social Work
- Mental Health Services
- Older Adult Services/Adult Protective Services
- School Social Work

30. List any other practice setting types not mentioned above that interest you. (Write N/A if none)

Enter your answer

31. If you are interested in a specific organization/agency, please list it here.

Enter your answer

32. Desired location (specific city or part of town) of practicum placement. This is not a guarantee but helps to know if you are looking for a specific location (please indicate N/A if no preference):

Enter your answer

33. Please describe any circumstances other than schedule or legal situation that affect your placement options (i.e. lack of reliable transportation, mobility considerations, etc.):

Enter your answer

34. You will be spending 450 hours over two semesters in your practicum setting. What do you expect to have gained upon completion?

Enter your answer

35. What are your expectations for the agency-based practicum instructor (Agency Supervisor)?

Enter your answer

36. What are you hoping for from the Faculty Supervisor/Director of Practice Education?

Enter your answer

37. What are your hopes for the practicum seminar (weekly, hour-long class that helps you to integrate your practicum experience with academic content and core competencies)?

Enter your answer

38. What are your expectations of yourself during your practicum?

Enter your answer

39. What additional questions and concerns do you have about the practicum?

Enter your answer

**BSW AGENCY SITE VISIT FORMS**

**BSW Site Visit I:** \_\_\_\_\_/20\_\_\_\_\_

Student Name: \_\_\_\_\_ Completed Hours \_\_\_\_\_

Agency: \_\_\_\_\_ Agency Supervisor Name \_\_\_\_\_

***Summary of Agency/Student Visit:***

Activities student is involved in:

Student/Agency comments on student progress:

Student/Agency comments on student challenges:

Student Progress- Learning Plan/apply to core competencies and practice behaviors:

Micro:

Mezzo:

Macro:

How are you applying theory/all course assignments into your practicum? Explain.

Plans for rest of the semester:

Agency/ Student issues or concerns (if any):

**BSW Site Visit II:** \_\_\_\_\_/20\_\_\_\_\_

Student Name: \_\_\_\_\_ Hours Completed \_\_\_\_\_

Agency: \_\_\_\_\_ Agency Supervisor Name \_\_\_\_\_

Activities student is Involved in since Last Visit: (Changes: Student's roles, responsibilities, case load)

Follow up: Overall student progress:

Follow up: Student/Agency comments on student challenges:

Student Progress- Learning Plan/apply to core competencies and practice behaviors:

Micro:

Mezzo:

Macro:

How are you applying theory/all course assignments into your practicum? Explain.

Agency/ Student issues or concerns (if any):

Complete CMU paperwork for next semester, including new goals, review assessment paperwork.



**BSW Site Visit III: \_\_\_\_\_/20\_\_\_\_\_**

Student Name: \_\_\_\_\_ Hours Completed: \_\_\_\_\_

Agency: \_\_\_\_\_ Agency Supervisor Name \_\_\_\_\_

Activities student is involved in this semester? (Student's roles, responsibilities, case load)

Student/Agency comments on student progress:

Student/Agency comments on student challenges:

Student Progress- Learning Plan/apply to core competencies and practice behaviors:

Micro:

Mezzo:

Macro:

How are you applying theory/all course assignments into your practicum? Explain.

Agency/ Student issues or concerns (if any):

Set another Site Visit: Yes/ NO

### Practicum: Monthly Time Sheet

**Student Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Site Supervisor:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Month/Year:** \_\_\_\_\_

**Agency:** \_\_\_\_\_

Date	Start Time	End Time	Total Time (hrs)	Description of Activities (Type bullet points specifying the activities. For example instead of writing "Attended Meeting" you would write, "Attended REO Team meeting in which I participated in assessment")	Type of intervention used (select from drop-down)	Level of intervention used (select from drop-downs)	Client/ Population (fill in yourself)
<b>Total Hours</b>				<b>0</b>			
<b>Previous Month Hours</b>				<b>0</b>			
<b>Cumulative Hours</b>				<b>0</b>			

## **BSW Learning Contract with Core Competencies**

Students, with the Agency Supervisor, Practicum Seminar faculty member, must create a learning plan for each semester of practicum. Students should incorporate the 9 core competencies and practice behaviors with agency-specific tasks.

**Once the learning plan is completed and signed by all parties, it must be uploaded to that semester's Experience in Handshake.**

**Documentation of Progress:** Students should bring a copy of the learning plan to each individual supervision meeting, discuss progress in the development of core competencies, and practice behaviors. Progress will be discussed during each site visit and as needed. Agency Supervisors will evaluate the student each semester on each of the core competencies and practice behaviors, as related to work at the agency.

### *STUDENT LEARNING GOALS / CONTRACT*

Student Name:

Agency Supervisor / Agency:

#### ***Micro Goal:***

- Strategy 1:
- Strategy 2:
- Strategy 3:
- Strategy 4:

**ASSOCIATED CORE COMPETENCIES / PRACTICE BEHAVIORS:**

**Method of Evaluation (must be measurable):**

#### ***Mezzo Goal:***

- Strategy 1:
- Strategy 2:
- Strategy 3:
- Strategy 4:

**ASSOCIATED CORE COMPETENCIES / PRACTICE BEHAVIORS:**

## Method of Evaluation (must be measurable):

### **Macro Goal:**

- Strategy 1:
- Strategy 2:
- Strategy 3:
- Strategy 4:

## **ASSOCIATED CORE COMPETENCIES / PRACTICE BEHAVIORS:**

### Method of Evaluation (must be measurable):

### **CSWE 9 Core Competencies**

- **Competency 1: Demonstrate Ethical and Professional Behavior:** Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.
- **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice:** Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.
- **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice:** Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect

equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

- **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice:** Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.
- **Competency 5: Engage in Policy Practice:** Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.
- **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities:** Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.
- **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities:** Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.
- **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities:** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social

workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:** 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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

**BSW Student**

Student signature:	Date:
	E-mail address:
	Phone number:

**Agency Supervisor**

Supervisor signature:	Date:
	E-mail address:
	Phone number:

**Practice Education Director**

Director signature:	Date:
	E-mail address:
	Phone number:

## *Example: STUDENT LEARNING CONTRACT*

Student Name:

Agency Supervisor / Agency:

### **Micro Goal: Complete an assessment / intervention with palliative care patients.**

- Strategy 1: Become familiar with the assessment / individual intervention process through chart reviews, shadowing, and discussing intervention modalities during supervision.
- Strategy 2: Observe a social worker during an assessment / individual intervention and then review in supervision which modalities were used and why. Discuss and analyze evidenced based interventions that would be effective to a current client and why, as you prepare to lead an intervention under supervision.
- Strategy 3: Lead an assessment / individual intervention, under supervision, with a palliative care patient. Intervention should be discussed with supervisor, prepared, and planned prior to intervention. Supervisor will assist if/as needed during this intervention.
- Strategy 4: Facilitate an individual intervention with palliative care patients using evidenced based interventions. Discuss the outcome with your supervisor for immediate feedback and any additional actions that need to be taken. This should be an independent intervention.

### **ASSOCIATED CORE COMPETENCY / PRACTICE BEHAVIOR:**

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

- 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
- use supervision and consultation to guide professional judgment and behavior.

#### **Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice**

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

#### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

- 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
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

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

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

- 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
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

- 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
- facilitate effective transitions and endings that advance mutually agreed-on goals

**Competency 9: Evaluate Practice - Individuals, Families, Groups, Organizations, and Communities**

- 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
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

**Method of Evaluation: MUST BE MEASUREABLE:**

To complete this goal, I will discuss and practice each strategy with the agency supervisor. The agency supervisor will evaluate my ability to move to the next strategy during supervision. The agency supervisor will shadow me as I lead an intervention to provide immediate feedback and support. When deemed appropriate, I will lead an independent intervention and provide a case presentation to the agency supervisor for feedback, support, and growth. Each core competencies will be discussed and analyzed during supervision.

**Mezzo Goal: Facilitate a psychoeducation group on coping skills**

- Strategy 1: Become familiar with the group interventions through reviewing group materials, shadowing, and discussing group intervention modalities during supervision.
- Strategy 2: Observe a social worker run a psychoeducation or therapeutic group intervention and then review in supervision which modalities were used and why. Discuss and analyze evidenced based practices interventions used during the group facilitation.
- Strategy 3: Prep and prepare to co-facilitate a group with an agency supervisor or approved colleague. Group interventions and experience should be discussed with supervisor. Supervisor and/or approved colleague will assist if/as needed during this intervention to ensure best practices are met.
- Strategy 4: Facilitate a group intervention. Discuss the outcome of your group with your supervisor for immediate feedback and any additional actions that need to be taken. This should be an independent intervention with support.

**ASSOCIATED CORE COMPETENCY / PRACTICE BEHAVIORS:**

**Competency 1: Demonstrate Ethical and Professional Behavior**

- 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
- use supervision and consultation to guide professional judgment and behavior

**Core Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

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

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

- 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
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

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

- 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
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

- 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
- facilitate effective transitions and endings that advance mutually agreed-on goals

**Competency 9: Evaluate Practice- Individuals, Families, Groups, Organizations, and Communities**

- 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
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Method of Evaluation: MUST BE MEASURABLE**

I will have my agency supervisor and my co-facilitator observe me in learning how to lead a group. I will then have them observe and evaluate me facilitating or co-facilitating one of the groups. I will do this by following the core competencies and practice behaviors. The agency supervisor and the co-facilitator will then give me feedback on my progress with facilitating or co-facilitating a group to ensure continued growth and development.

**Macro Goal: I will be an active board member on a multidisciplinary and multiagency treatment team in Mesa County.**

Strategy 1: Discuss with my agency supervisor which community board engages with multidisciplinary and multiagency engagement to ensure a macro perspective.

Strategy 2: Read policy and procedures associated with the identified board. Read the MOU of the board to ensure greater understanding of the implementation and action plan of the board.

Strategy 3: Will attend the monthly board meeting for exposure to policy, procedures, and community engagement to better serve Mesa County.

Strategy 4: Will effectively communicate an agency perspective to the board. This will be done with the agency supervisor or approved colleague to ensure compliance with NASW Code of Ethics and policies of the agency.

**ASSOCIATED CORE COMPETENCY / PRACTICE BEHAVIORS:**

**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

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

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

- 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
- use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

- 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.

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

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

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

- 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
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

- 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
- facilitate effective transitions and endings that advance mutually agreed-on goals

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

- 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
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

### **Method of Evaluation: Must be MEASUREABLE**

The agency supervisor will assist with identifying a multidisciplinary board to engage with this semester. During supervision discuss the policy and procedures of the board and how this impacts the ecological theory of social work. The agency supervisor will evaluate my ability to effectively communicate and will prepare me for strategy 4, independent practice of effective communication with the board.

I will follow all of the core competencies and practice behaviors to make sure that I am successful while achieving my macro goal. I will receive feedback from my agency supervisor on how I am doing during the process so that I can continue to develop for the next meeting.

## **CSWE 9 Core Competencies**

**Competency 1: Demonstrate Ethical and Professional Behavior:** Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice:** Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice:** Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability,

ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice:** Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

**Competency 5: Engage in Policy Practice:** Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities:** Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities:** Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities:** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:** 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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

## **BSW PRACTICUM STUDENT SELF-ASSESSMENT AND SUPERVISOR EVALUATION INSTRUMENT: EVALUATION OF THE PROGRAM EDUCATIONAL OBJECTIVES**

*Completed in Handshake, link will be sent near the end of each semester)*

The BSW program includes three broad goals. The first goal is educational in nature and includes 9 core competencies that are integrated throughout the curriculum. These competencies are outlined in the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) of 2022.

Each course in the major highlights competencies to ensure understanding, skill development, and engagement toward independent practice. These competencies are used as educational building blocks in a sequence of social work courses designed to prepare the entry-level professional social worker for generalist practice. Accompanying these competencies are practice behaviors that we expect students to achieve.

Consider the activities or skills that will describe and support evaluation of the professional competencies, i.e. the desired learning results. Please describe to what extent the student has accomplished them, how they accomplished them, and what future development you would recommend. Concrete examples are useful.

### **Rating Scale for Evaluation of Practicum Placement Performance**

**Instructions:** The nine core competencies specified in this evaluation form are those established by CSWE, our national accrediting organization. Under each competency statement are several practice behaviors that we ask you to rate according to the following scale.

**Please rate the student based on this scale:**

- 1-The practicum student has not met or fails to meet the basic expectations in this area.
- 2- The practicum student rarely meets the expectations in this area, below expectation.
- 3- The practicum student meets the basic expectations in this area and continues to develop.
- 4- The practicum student is performing above expectations in this area, consistently meets practice behaviors and continues to develop social work skills.
- 5- The practicum student is excelling in this area, always exceeds requirements.

Please choose the number/response that best represents your assessment of the student's performance in the competency area specified. You are encouraged to include comments to expand upon any competency statement, as this feedback is especially helpful in grade determination.

## Competency 1- Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;	1 2 3 4 5	1 2 3 4 5
Demonstrate professional behavior; appearance; and oral, written, and electronic communication	1 2 3 4 5	1 2 3 4 5
Use technology ethically and appropriately to facilitate practice outcomes	1 2 3 4 5	1 2 3 4 5
Use supervision and consultation to guide professional judgment and behavior	1 2 3 4 5	1 2 3 4 5

**Comments: Fall Semester**

**Comments: Spring Semester**

## Competency 2- Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers engage in sustainable strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>					<b>SPRING SEMESTER</b>				
Advocate for human rights at the individual and system levels	1	2	3	4	5	1	2	3	4	5
Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	1	2	3	4	5	1	2	3	4	5

**Comments: Fall Semester**

**Comments: Spring Semester**



### Competency 3- Engage Anti-racism, Diversity, Equity, and Inclusion (A DEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination, and they recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power and systemically oppress, marginalize, and alienate. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>					<b>SPRING SEMESTER</b>				
Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	1	2	3	4	5	1	2	3	4	5
Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	1	2	3	4	5	1	2	3	4	5

**Comments: Fall Semester**

**Comments: Spring Semester**

## Competency 4- Engage in Practice-informed Research and Research-informed Practice.

Social workers use ethical, culturally informed, and anti-racist and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

<u>Practice Behaviors.</u>	FALL SEMESTER					SPRING SEMESTER				
Apply research findings to inform and improve practice, policy, and programs	1	2	3	4	5	1	2	3	4	5
Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work	1	2	3	4	5	1	2	3	4	5

**Comments: Fall Semester**

**Comments: Spring Semester**

## Competency 5- Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services	1 2 3 4 5	1 2 3 4 5
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	1 2 3 4 5	1 2 3 4 5

**Comments: Fall Semester**

**Comments: Spring Semester**

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies	1 2 3 4 5	1 2 3 4 5
Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	1 2 3 4 5	1 2 3 4 5

**Comments: Fall Semester**

**Comments: Spring Semester**

## Competency 7- Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting issues and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Apply theories of human behavior and person in environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies, and	1 2 3 4 5	1 2 3 4 5 5
Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals	1 2 3 4 5	1 2 3 4 5

**Comments: Fall Semester**

**Comments: Spring Semester**

**Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on goals, and	1 2 3 4 5	1 2 3 4 5
Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies	1 2 3 4 5	1 2 3 4 5

**Comments: Fall Semester**

**Comments: Spring Semester**

## Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Select and use culturally responsive methods for evaluation of outcomes	1 2 3 4 5	1 2 3 4 5
Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	1 2 3 4 5	1 2 3 4 5

**Comments: Fall Semester**

**Comments: Spring Semester**

**STUDENT:**

- Please identify what you believe is your overall proficiency in the practicum this semester.
- Please provide what you believe you have earned this semester. This is not an automatic grade, it assists in providing the most accurate grade for your overall experience, effort, energy, and ability to engage in effective social work practice.
- Please provide a short justification for the grade you selected for yourself.

**SUPERVISOR:**

- Please identify the student's overall proficiency in the practicum this semester.
- Please provide the grade you believe this student has earned this semester. This is not an automatic grade, it assists in providing the most accurate grade for the student's overall experience, effort, energy, and ability to engage in effective social work practice.
- Please provide a short justification for the grade you provided for the student.

- 1-The practicum/internship student has not met or fails to meet the basic expectations in this area.
- 2- The practicum/internship student rarely meets the expectations in this area, below expectation.
- 3- The practicum/internship student meets the basic expectations in this area and continues to develop.
- 4- The practicum/internship student is performing above expectations in this area, consistently meets practice behaviors and continues to develop social work skills.
- 5- The practicum/internship student is excelling in this area, always exceeds requirements.



## Practicum/Internship Agreement

### for Colorado Mesa University/CMU Tech Internships

#### I. INTRODUCTION

This Agreement is made between the following Colorado Mesa University/CMU Tech student (the “Student”) and the agency (the “Agency”) that is providing the practicum to the Student. This Agreement does not create any obligations on the part of Colorado Mesa University/CMU Tech (the “University”). The Bachelor of Social Work Program and the University’s Career Services office may utilize or reference this Agreement as necessary, including, but not limited to, for the approval of practicum credit, compilation of statistics regarding university internships, evaluating insurance sponsorship, and assessment of student learning.

Completion of this Agreement is necessary to ensure a high-quality experience and satisfaction among the Student and the Agency. Completion of this Agreement may also be necessary for the Student to receive academic credit for the Practicum, if applicable. This Agreement includes a Practicum Learning Plan to facilitate these goals. By signing this Agreement, Student and Agency acknowledge that they understand and agree to the responsibilities under this Agreement, including the Practicum Learning Plan.

A copy of this Agreement should be completed, signed, and returned to the BSW Director of Practice Education, \_\_\_\_\_. The BSW Director of Practice Education may also act as a liaison between the Student and the Agency to assist with and facilitate the practicum, including resolving any problems or difficulties which may arise during the course of the practicum.

#### II. STUDENT INFORMATION

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Student ID (700#): \_\_\_\_\_ Email: \_\_\_\_\_

Phone: \_\_\_\_\_ Anticipated Graduation: \_\_\_\_\_

Course: \_\_\_\_\_ Major: \_\_\_\_\_

*Local Address (where you will be located when completing the internship):*

Check this box if your local address is the same as your mailing address.

Street: \_\_\_\_\_ City: \_\_\_\_\_

State: \_\_\_\_\_ Zip: \_\_\_\_\_

Check this box if your internship will be entirely remote.

**III. AGENCY INFORMATION**

*Primary Contact:*

Company Name: \_\_\_\_\_ Industry: \_\_\_\_\_  
Email: \_\_\_\_\_ Phone: \_\_\_\_\_  
Street: \_\_\_\_\_ City: \_\_\_\_\_  
State: \_\_\_\_\_ Zip: \_\_\_\_\_

*Individual Providing Supervision to Student at Agency (Site Supervisor):*

Name: \_\_\_\_\_ Role/Title: \_\_\_\_\_  
Email: \_\_\_\_\_ Phone: \_\_\_\_\_  
Street: \_\_\_\_\_ City: \_\_\_\_\_  
State: \_\_\_\_\_ Zip: \_\_\_\_\_

**IV. PRACTICUM INFORMATION**

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

The internship is:

Unpaid – Student will receive NO remuneration

Paid – Student will receive remuneration

If paid, salary: \$ \_\_\_\_\_

Hourly    Biweekly    Monthly    Stipend    Other (please explain) \_\_\_\_\_

Hours per week: \_\_\_\_\_ Total Hours: \_\_\_\_\_

## V. PRACTICUM CREDIT APPROVAL

Student is completing the Practicum for credit and must pay for the Practicum as they would any other class. Approval from the Academic Department must be obtained before the practicum starts. Student will receive 5 credit hours per semester upon successful completion of this Practicum and course requirements. Students must complete 450 practicum hours: 210 practicum hours at the agency plus 15 hours of group supervision with BSW program faculty, in both the fall and spring semesters.

*By signing this document, \_\_\_\_\_, the BSW Director of Practice Education, certifies that the Student, \_\_\_\_\_, has received Department approval to complete the Practicum described in the Agreement for academic credit.*

**Student Acknowledgement** - Initial below to acknowledge that you understand this Practicum is (a) for academic credit, (b) requires course registration, and (c) payment of tuition as with any other course, as well as (d) course participation as determined by the instructor (D2L activities, written assignments, etc.).

\_\_\_\_\_

## VI. PRACTICUM LEARNING PLAN

**Student Learning Outcomes/Goals:** What are the student learning outcomes/goals of this internship experience? What knowledge, skills, and abilities will be gained?

- Demonstrate proficiency in generalist social work practice in the context of a social service agency.
- Utilize core social work competencies from a micro, mezzo, and macro perspective.
- Apply critical thinking skills within the context of generalist practice in social work.
- Demonstrate social work values and professional ethics in practice setting.
- Apply anti-oppressive, anti-racist, and ecological perspectives in practice setting.
- Demonstrate appropriate use of supervision and consultation in social work practice.

**Plan to Achieve Goals:** Describe the activities (readings, writings, projects, tasks, etc.) that will support the achievement of the learning outcomes/goals.

- The Student, Site Supervisor, and Director of Practice Education will work together to establish an

individualized learning plan each practicum semester. Student will upload each semester's plan to Handshake.

**Assessment:** How will the learning outcomes/goals be measured or evaluated? What does the successful achievement of these goals look like?

- Student and Site Supervisor will each complete a CSWE-required standardized evaluation form at the end of each semester.

## **VII. STUDENT AND EMPLOYER RESPONSIBILITIES**

### **A. Student**

By signing this Agreement, Student agrees to the following responsibilities for the duration of the Internship:

1. Perform to the best of Student's ability those tasks assigned by Student's supervisor, which are related to Student's learning outcomes and the responsibilities of the Practicum position.
2. Follow all rules, regulations, and normal requirements of the Agency's organization.
3. Notify the BSW Director of Practice Education of any changes Student may need to make in the Practicum Learning Plan or of any problems that develop during the placement.
4. Complete assignments as outlined by BSW Director of Practice Education.
5. Complete an evaluation of the Practicum.
6. Student must obtain and maintain health insurance during the duration of the Practicum and provide proof of health insurance, if requested.
7. The student must adhere to all NASW Code of Ethics, BSW Practicum Manual requirements, BSW Program policies, and agency policies and procedures.
8. Student must complete 450 hours in practicum placement (210 hours at the agency and 15 hours in group supervision with BSW faculty each semester).
9. Student must complete all required CMU paperwork in Handshake prior to starting practicum. Student may only begin practicum after the BSW Program has approved the Agency, supervisor, and paperwork.
10. Student must report to the practicum during times mutually agreed upon by the site supervisor and Student.
11. Student shall register for Practicum I/II and Practicum Seminar I/II for credit hours and pay applicable tuition and fees to CMU.

### **B. Agency**

By signing this Agreement, Agency agrees to the following responsibilities for the duration of the Internship:

1. Provide the necessary orientation, training, precautionary safety instructions, and supervision to Student in the performance of Practicum duties and responsibilities, as listed above.
2. Assign Student work activities relevant to Student's professional development, enable Student to progressively learn, and provide a variety of appropriate tasks concurring with the outcomes of Student's academic degree program.
3. Adhere to the National Association of Colleges and Employers [Principles for Ethical Professional Practice](#).
4. Conform to all federal, state, and local laws and regulations applicable to the Practicum.
5. Limit access to Student's files and personal information and maintain such files and personal information in confidence.
6. If Practicum is paid: Pursuant to Colorado Revised Statute § 8-40-302(7), Agency is responsible for providing workers' compensation and liability insurance coverage to Student receiving remuneration for the bona fide cooperative education or student internship program (the Practicum). Accordingly, Agency agrees to provide workers' compensation and liability insurance in accordance with Colorado state law, as well as all benefits required by State and Federal law.
7. If Practicum is unpaid: The University encourages employers to extend workers' compensation coverage to all students completing internship experiences, whether paid or non-paid, because the employer can best control the safety of the workplace and provide accordingly for the risks a student may incur.

**Acknowledgment of Coverage** - Select and initial the option that reflects the internship agreement:

- Paid Practicum - Agency Initials Acknowledging Responsibility to Provide Coverage \_\_\_\_\_
  - Unpaid Practicum - Initial here if Agency **will** be providing coverage to Student \_\_\_\_\_
  - Unpaid Practicum - Initial here if Agency **will NOT** be providing coverage to Student \_\_\_\_\_
8. Complete a final evaluation of Student performance during the placement. (The evaluation will be sent via email and will play an integral part in the determination of the grade received by Student.)
  9. Agency will be compatible with the educational objectives of the BSW Program, which embodies the values and ethics of the social work profession.
  10. Agency supervisors must be fully integrated staff members and be granted time in their regular workload to provide practicum supervision, attend two workshops per year, and meet with the BSW Director of Practice Education a minimum of two times per year to evaluate Student progress and review learning goals.
  11. Agency must provide qualified agency supervisors or task supervisors and will provide one hour of supervision per week.
  12. Agency supervisor will complete the Agency Supervisor Assessment each semester.
  13. Agency will provide necessary workspace for Student (this space may be shared).

### **C. Bachelor of Social Work Program:**

1. The BSW Program will assist Student with their learning goals and objectives to ensure compliance

with professional standards and independent skill development.

2. The BSW Program will provide ongoing consultation, support, and training for the agency supervisors.
3. All approved contracts and approved supervisors are at the discretion of the BSW Program, in conjunction with the Social and Behavioral Sciences Department Head to ensure appropriate designation and training opportunities for each student.

### **Other Areas of Agreement**

1. All parties understand that Student is not entitled to employment at the conclusion of the practicum period; however, Student may be offered a position.
2. All parties understand that Student is not obligated to accept an offer of employment at the conclusion of the practicum period, and that the completion of their practicum is not contingent on them accepting a permanent position.
3. All parties understand that the agency may terminate this agreement for poor performance by Student. Please review the BSW Practicum Education Manual for policies and procedures to resolve practicum issues and/or terminate the practicum placement.
4. Student acknowledges and agrees that no tuition or fees will be reimbursed by CMU to Student and no credit hours awarded by CMU to Student if Student fails to complete the practicum.

## VIII. SIGNATURES

Signatures will be secured in sequence. Your signature means that you have read and agreed to this Agreement, including the Internship Learning Plan. When all signatures have been collected, a PDF copy of this document will be emailed to all parties.

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_

Employer (Site Supervisor) Signature: \_\_\_\_\_ Date \_\_\_\_\_

*Received by Faculty and Department Head*

Faculty Internship Coordinator Name: \_\_\_\_\_

Faculty Internship Coordinator Signature: \_\_\_\_\_

Date \_\_\_\_\_

Academic Department Head Name: \_\_\_\_\_

Academic Department Head Signature: \_\_\_\_\_

Date \_\_\_\_\_

AFFILIATION AGREEMENT  
BETWEEN COLORADO MESA UNIVERSITY AND  
XXX

This Agreement is made effective as of the most recent signature set forth below (the “Effective Date”) by and between State of Colorado acting by and through the Board of Trustees of Colorado Mesa University for the use and benefit of Colorado Mesa University, hereinafter referred to as "University" and XXX, hereinafter referred to as "Agency".

WITNESSETH:

**WHEREAS**, University offers all pre-approved graduate and undergraduate healthcare related programs offered by the Departments of Health Sciences and Kinesiology including but not limited to Nursing, EMS, and Radiologic Sciences, Medical Lab Technology, Phlebotomy, Medical Office Assistant, Surgical Technology, Physician Assistant Program (PA Program), Occupational Therapy Program (OT Program), Physical Therapy Program (PT Program), and Athletic Training Program (AT Program).

WHEREAS, University offers to enrolled students all pre-approved graduate and undergraduate programs offered by the Department of Social and Behavioral Sciences.

WHEREAS, Agency has agreed to support the educational goals and objectives of the related programs.

**WHEREAS**, University desires to provide to its students a clinical learning experience through the application of knowledge and skills in actual patient-centered situations; and

**WHEREAS**, Agency has agreed to make its facility available to University for such purposes; and

**WHEREAS**, this Agreement supersedes and terminates any prior agreements between the parties relating to any Department of Health Sciences or Kinesiology Affiliation Agreements and any other services or items provided hereunder.

NOW, THEREFORE, in consideration of the mutual promises contained herein, the parties hereby agree as follows:

**1. RESPONSIBILITIES OF UNIVERSITY**

- a. University shall be responsible for the implementation and operation of the clinical component of its Programs at Agency, which Programs shall be approved in advance by Agency. Such responsibilities shall include, but be limited to, the following:
  - i. Orientation of students to the clinical experience at Agency;
  - ii. Provision of classroom theory and practical instruction to students prior to the clinical assignments at Agency;
  - iii. Preparation of student/patient assignments and rotation plans for each student and coordination of same with Agency;



- iv. Continuing communication with Agency regarding student performance and evaluation, absences and assignments of students, and other pertinent information;
  - v. Supervision of students and their performance at Agency;
  - vi. Performance of such other duties as may from time to time be agreed to between University and Agency.
- 
- b. All students, faculty, employees, agents and representatives of University participating in the Programs at Agency (the "Program Participants") shall be accountable to the Agency's President (or CEO) or his/her designee.
  - c. University shall maintain for itself appropriate liability insurance coverage in accordance with Colorado law. University is insured for general liability in accordance with the provisions of the Colorado Governmental Immunity Act, §§24-10-101, et seq., C.R.S.
  - d. University and Agency agree that Agency is not responsible for any Workers' Compensation or disability claim filed by a student or faculty member of University. The parties agree that the students are not employees of Agency and are not covered by Agency Workers' Compensation. University will provide workers' compensation coverage as required by law for Students and School Representatives while such persons are at the Agency.
  - e. Students in the Student Program shall pass a medical examination prior to their participation in the Program. This requirement does not apply to students in the Social Work Program, PA Program, OT Program, or PT Program.
  - f. University shall require the students to dress in accordance with dress and personal appearance standards approved by University. Such standards shall be in accordance with Agency's standards regarding same.
  - g. All faculty provided by University shall be duly licensed, certified, or otherwise qualified, to participate in the Programs at Agency. University shall have a specially designated staff for the performance of the services specified herein. University and all Program Participants shall perform its and their duties and services hereunder in accordance with all relevant local, state, and federal laws and shall comply with the standards and guidelines of all applicable accrediting bodies and the bylaws, rules and regulations of Agency and any rules and regulations of University, as may be in effect from time to time. Neither University, nor any Program Participant, shall interfere with or adversely affect the operation of Agency or the performance of services therein.
  - h. Receive and provide Agency with documentation of training from the University on the Health Insurance and Portability and Accountability Act of 1996 ("HIPAA") and patient privacy standards as approved by Agency, and receive and document additional training from Agency on the Agency's HIPAA and patient privacy policies when applicable. The parties agree that Students and School Representative shall sign Agency Confidentiality Statement and shall be considered part of the Agency's workforce solely for HIPAA training and sanction purposes.

- i. At least three (3) weeks prior to any Student's clinical experience at a Agency, provide Agency with the names of the Student(s) and all information and documentation required by this Agreement, including without limitation, criminal background checks, drug screens, professional liability and health insurance, workers compensation coverage, immunization information and health status. Students in the PT Program and OT Program shall not be required to provide professional liability insurance. Unless otherwise required, students in the BSW program shall not be required to provide professional liability insurance, criminal background checks, drug screens, immunization information or health status.

## 2. RESPONSIBILITIES OF AGENCY

- a. Agency shall accept the students assigned to the Programs by University and cooperate in the orientation of all Program Participants to Agency. Agency shall provide the opportunities for such students, who shall be supervised by University and Agency, to observe and assist in various aspects of patient care, Agency shall coordinate University's rotation and assignment schedule with its own schedule. Agency shall at all times retain ultimate control of their facility and responsibility for patient care.
- b. Upon the request of University, Agency shall assist University in the evaluation of each student's performance in the Programs. However, University shall at all times remain solely responsible for the evaluation and grading of students.
- c. Emergency care will be provided by the facility to students if they are injured at the site.
- d. To orient the student with respect to policies and procedures at all Preceptor's and facilities' sites where students will accompany Preceptor and with which students are expected to comply (e.g., HIPAA and OSHA), including, but not limited to, those policies and procedures that promote personal safety and security measures and workplace security and to take reasonable steps to ensure personal security and safety of students while accompanying the Preceptor.
- e. To recognize that the student is on a learner status and to ensure that students do not render patient care beyond the realm of educational value and as permitted by professional standards.
- f. To ensure students are not used as a substitute for clinical or administrative staff during their supervised clinical practice experience.

## 3. MUTUAL RESPONSIBILITIES. The parties shall cooperate to fulfil the following mutual responsibilities:

- a. Students shall be treated as trainees who have no expectation of receiving compensation or future employment from Agency.

- b. Any courtesy appointments to faculty or staff by either the University or Agency shall be without entitlement of the individual to compensation or benefits for the appointed party.

#### 4. **LIABILITY**

- a. University shall be liable for claims, costs, and damages arising out of or related to any alleged negligent acts or omissions of the University, its employees, students, agents or representatives in the performance of its obligations under this Agreement. However, notwithstanding any other provision of this Agreement, nothing herein shall be construed or interpreted as a waiver of any provision of the Colorado Governmental Immunity Act, §§24-10-101, et seq., C.R.S., as now or hereafter amended. The parties understand and agree that liability for claims or injuries to persons or property arising out of the negligence of the State of Colorado, University, and their officials, agents, and employees is controlled and limited by the provisions of §§24-10-101, et seq., C.R.S., as now or hereafter amended, and §§24-30-1501, et seq., C.R.S., as now or hereafter amended. The provisions of this Agreement, whether or not incorporated herein by reference, shall be controlled, limited, and otherwise modified so as to limit any liability of the State of Colorado, University, and their officials, agents, and employees in accordance with the above-cited laws. It is specifically understood and agreed that nothing contained in this paragraph or elsewhere in this Agreement will be construed as: (i) an express or implied acceptance by the State of Colorado or the University of liabilities arising as a result of actions which lie in tort or could lie in tort in excess of the liabilities allowable under the Colorado Governmental Immunity Act, C.R.S. §§ 24-10-101 et seq.; (ii) a pledge of the full faith and credit of the State of Colorado; or (iii) as the assumption by the State of Colorado or the University of a debt, contract, or liability in violation of Article XI, Section 1 of the Constitution of Colorado. In addition, the University shall not be liable for its Students to the extent the Student provides and is covered by his/her own professional liability insurance.
- b. Agency shall be liable for claims, costs, damages and liability of any kind whatsoever, arising out of or related to any alleged negligent acts or omissions of Agency, its employees, students, interns, agents or representatives in the performance of its obligations under this Agreement.

#### 5. **WITHDRAWAL OF PROGRAM PARTICIPANTS**

Agency may request University to withdraw a student from the Agency when his or her clinical performance is unsatisfactory to Agency or his or her behavior, in Agency's discretion, is disruptive or detrimental to Agency and/or its patients. It is understood that only University can dismiss the student from the Program.

#### 6. **INDEPENDENT CONTRACTOR**

The parties hereby acknowledge that they are independent contractors, and neither the University nor any of its agents, representatives, students or employees shall be considered agents, representatives, or employees of Agency. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the parties hereto. University shall be liable for its own debts,

obligations, acts and omissions. No Program Participant shall look to Agency for any salaries, insurance or other benefits.

**7. NON-DISCRIMINATION**

There shall be no discrimination on the basis of race, national origin, religion, creed, sex, age, veteran status, or handicap in either the selection of students for participation in the Programs, or as to any aspect of the clinical training; provided, however, that with respect to handicap, the handicap must not be such as would, even with reasonable accommodation, in and of itself preclude the student's effective participation in the Program.

**8. CONFIDENTIALITY**

- a. University and its agents, students, faculty, representatives and employees agree to keep strictly confidential and hold in trust all confidential information of Agency and/or its patients and not disclose or reveal any confidential information to any third party without the express prior written consent of Agency. Agency understands that this Agreement is a public record available for public inspection and copying under the Colorado Public Records Act., §§24-72-201, et seq., C.R.S. and expressly agrees that University's disclosure of its terms pursuant to the Public Records Act is not a breach of this Agreement.
- b. The parties acknowledge that many student educational records are protected by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, (FERPA) and that a student's consent generally must be obtained before releasing personally identifiable information from such records to anyone other than University.

**9. TERM: TERMINATION**

This Agreement shall be effective for an initial period of one year and shall thereafter automatically renew for additional one-year periods unless either party shall terminate this Agreement as provided herein. Notwithstanding the foregoing, either party may terminate this Agreement upon not less than six (6) months' written notice to the other, provided that any student in the midst of an assignment in the Program when notice is given will be permitted to complete the assignment before the termination can take effect. No student may begin a clinical experience at Agency after notice has been given unless that student's assignment can be completed prior to the termination date.

**10. ENTIRE AGREEMENT**

This Agreement contains the entire understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the parties relating to such subject matter. This Agreement may not be amended or modified except by mutual written agreement. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

**11. SEVERABILITY**

If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

12. **CAPTIONS**

The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this Agreement.

13. **NO WAIVER**

Any failure of a party to enforce that Party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any of the provisions contained herein.

14. **GOVERNING LAW**

This Agreement shall be governed and construed in accordance with the laws of the State of Colorado.

15. **ASSIGNMENT: BINDING EFFECT**

University may not assign or transfer any of its rights, duties or obligations under this Agreement, in whole or in part, without the prior written consent of Agency. This Agreement shall inure to the benefit of, and be binding upon, the parties hereto and their respective successors and permitted assigns.

16. **NOTICES**

All notices hereunder by either party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to Agency:

(agency)  
(mailing address)  
(city, state, ZIP)  
(agency contact)

If to University:

Colorado Mesa University  
Dept. of Kinesiology & Dept. of Health Sciences  
ATTN: Department Chair  
1100 North Avenue  
Grand Junction, CO 81501-3122

With Copies To:

Colorado Mesa University  
ATTN: Kent Marsh

1100 North Avenue  
Grand Junction, CO 81501-3122

or to such other persons or places as either party may from time to time designate by written notice to the other.

**17. EXECUTION OF AGREEMENT**

This Agreement shall not become effective or in force until all of the below named parties have fully executed this Agreement.

THE PARTIES HERETO have executed this Agreement as of the day and year first above written.

AGENCY: XXX

The State of Colorado acting by and through the Board of Trustees of Colorado Mesa University for the use and benefit of COLORADO MESA UNIVERSITY:

By: \_\_\_\_\_  
(Signature)

By: \_\_\_\_\_  
Principal Representative

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

## Practice Education Agreement Form

Please read the following agreement form as an understanding of social work practice education expectations. This form indicates you are willing and able to follow all of the NASW code of ethics, policies, and obligations of all governing bodies associated with social work. Please sign and upload this form into Handshake.

In keeping with the academic, program and professional standards and requirements described in this handbook, carefully and honestly answer the following questions:

- 1) I have read and will adhere to the professional expectations set forth in the BSW Manual, BSW Practice Education Manual and the NASW Code of Ethics. Yes \_\_\_ No \_\_\_
- 2) I have read and will adhere to the NASW Code of ethics in practice and throughout my practicum experience. Yes \_\_\_ No \_\_\_
- 3) I have read and understand the Policies and Procedures outlined in the BSW Student Manual and Practice Education Manual and will adhere to all expectations. Yes \_\_\_ No \_\_\_
- 4) I have read and will adhere to all CMU policies and procedures. Yes \_\_\_ No \_\_\_
- 5) I understand I am expected to follow all state/federal laws as part of my professional development and expectations during social work practicum. Yes \_\_\_ No \_\_\_
- 6) I understand I am expected to develop the CSWE Core Competencies and practice behaviors as part of my academic and professional development. These skills are required for graduation from the BSW program at Colorado Mesa University and for independent practice after graduation. Yes \_\_\_ No \_\_\_
- 7) I understand I am expected to follow all agencies policies and procedures during my practicum experience. Yes \_\_\_ No \_\_\_
- 8) I understand that social work concepts, populations, discussions, and practice may evoke strong emotional responses. I understand it is my responsibility to seek out professional help if/as needed throughout this program. Yes \_\_\_ No \_\_\_
- 9) I understand that if I fail to meet these expectations, I may be expected to engage in a corrective action plan and may be terminated from the Practicum and/or BSW program. Yes \_\_\_ No \_\_\_

**Students Printed Name:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\*Your signature testifies that the above answers are truthful and that you are ready to start your Practice Education Experience.







📞 970.248.1696 🌐 [coloradomesa.edu/sbs](http://coloradomesa.edu/sbs)

1100 North Avenue • Grand Junction, CO 81501-3122

  
**COLORADO MESA**  
UNIVERSITY

DEPARTMENT OF SOCIAL AND  
BEHAVIORAL SCIENCES

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