



BSW PRACTICUM MANUAL

Southern Illinois University Edwardsville

Department of Social Work

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Forward

This practicum manual is intended to serve as a guide to the BSW practicum program at SIUE. It is a companion to the Student Handbook. This is a working document. As such, policies are subject to change and are revised regularly to reflect program developments. If you have questions regarding a policy or procedure, please contact the Director of Practica. We hope this manual will be a useful tool for your professional development.

Please see also the SIUE Social Work Student Handbook for further information.

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SIUE MISSION, VISION AND VALUES

Mission

Southern Illinois University Edwardsville is a student-centered educational community dedicated to communicating, expanding and integrating knowledge. In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develops professionals, scholars and leaders who shape a changing world.

Vision

Southern Illinois University Edwardsville will achieve greater national and global recognition and academic prominence through innovative and interdisciplinary programs that empower individuals to achieve their full potential.

Values

Citizenship

Excellence

Inclusion

Integrity

Wisdom

SIUE EQUAL OPPORTUNITY STATEMENT

Southern Illinois University Edwardsville is committed to the principle of affirmative action and equal opportunity for all students, faculty and staff. The Office of Equal Opportunity, Access & Title IX Coordination (EOA) reports directly to the chancellor and is responsible for promoting and fostering an inclusive campus environment by ensuring campus-wide compliance with the various federal, state, and local fair employment laws and regulations.

SIUE STATEMENT ON DIVERSITY

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice and the development of full human potential, we must build on this diversity and inclusion.

Southern Illinois University Edwardsville nurtures an open, respectful, and welcoming climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

Southern Illinois University Edwardsville is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future.

Integral to this commitment, Southern Illinois University Edwardsville strives for a student body and a workforce that is both diverse and inclusive.

SIUE STATEMENT ON DISABILITY

The Office for Accessible Campus Community and Equitable Student Support (ACCESS) at Southern Illinois University Edwardsville provides reasonable accommodations to ensure that diverse learners have access to the University and its programs through proactive and intentional interventions, and resources and programming designed to meet federal compliance guidelines, while removing barriers, encouraging personal growth and increasing effective communication.

SIUE SEXUAL ASSAULT, SEXUAL MISCONDUCT AND RELATIONSHIP VIOLENCE POLICY

Southern Illinois University Edwardsville (SIUE) is committed to providing equal employment and educational opportunities to all persons. In particular, SIUE is committed to maintaining a community in which students, faculty, and staff can work and learn together in an atmosphere free of all forms of discrimination, including sexual harassment. Sexual harassment violates the dignity of the individual and the integrity of the University as an institution of higher learning, and thus, sexual harassment in any form will not be tolerated at SIUE. Sexual Assault and other forms of Sexual Misconduct are considered forms of sexual harassment. In general, relationship violence includes any act of violence or threatened act of violence against a person who is, or has been involved in, a sexual, dating, domestic, or other intimate relationship with that person. Individuals who are found responsible under this Policy will face disciplinary sanctions up to and including expulsion and/or termination of employment.

The University is committed to taking all appropriate steps to eliminate prohibited conduct, prevent its recurrence and address its effects. The University is committed to fostering a climate free from sexual assault, sexual misconduct, stalking and relationship violence through clear and effective policies, a coordinated education and prevention program, and prompt and equitable procedures for resolution of complaints that are accessible to all and facilitates prompt reporting. The University encourages all members of our community to participate in the process of creating a safe, welcoming and respectful environment on campus. This Policy addresses Southern Illinois University Edwardsville's (SIUE) responsibilities under Title IX and the Violence Against Women Reauthorization Act of 2013.

[Title IX](#) prohibits discrimination on the basis of sex (gender) in educational programs and activities that receive federal financial assistance. Title IX protects any person from sex-based discrimination. Female, male, and gender non-conforming students, faculty, and staff are protected from any sex-based discrimination, harassment or violence. Similarly, the [Violence Against Women Reauthorization Act of 2013 Section 304](#) requires that universities have procedures in place to respond to matters of sexual assault, relationship (dating) violence and stalking involving female, male, and gender non-conforming individuals. This Policy covers concerns of sexual assault and

sexual misconduct, dating violence or domestic violence ("Relationship Violence") and stalking (collectively "Prohibited Conduct").

COUNCIL ON SOCIAL WORK EDUCATION (CSWE) ACCREDITATION

The BSW and MSW Programs at SIUE are accredited by the Council on Social Work Education (CSWE) through 2020. CSWE's Educational Policy and Accreditation Standards (EPAS) outline requirements for the BSW and MSW program curriculum. A copy of the EPAS is available in full text online at <http://www.cswe.org/>. You are strongly encouraged to review the EPAS to familiarize yourself with the curriculum elements required for our program.

Graduates of the accredited BSW and MSW programs are eligible for state licensing after fulfilling requirements for experience in the field. It also qualifies graduates of the BSW program for advanced standing status in most Master of Social Work programs. A typical master's degree program requires two years of full-time coursework. Some academic programs offer the option of advanced standing, which means that an individual who graduates from a CSWE accredited BSW program is eligible for completing a Master of Social Work degree in as short as a single calendar year (concurrent fall, spring, and summer semesters) <http://www.cswe.org/>

STATEMENT ON STUDENT'S RIGHTS AND RESPONSIBILITIES

Students in the social work program have rights and responsibilities as members of the University community, as members of the Department of Social Work, and as aspiring professional social work practitioners. Southern Illinois University Edwardsville is committed to and maintains fair and reasonable practices in all matters affecting students including students' rights to equal opportunity and affirmative action (SIUE Equal Opportunity and Affirmative Action and Sexual Harassment Policies), to privacy and nondisclosure (SIUE Privacy and Nondisclosure Policy), and to students' right to redress and correction of grievances arising out of their association with the University (SIUE Student Grievance Policy) and the Department of Social Work. Paper copies of policies are available in the Offices of the Vice Chancellor for Student Affairs, the Provost and Vice Chancellor for Academic Affairs, the Graduate School, and Admissions and Records. The policies can also be accessed through the University website: <http://www.siue.edu/>.

UNIVERSITY RESOURCES

Office	Location	Phone (618)	Web Address
ACCESS	Student Success Ctr 1270	650-3726	http://www.siue.edu/access
Admissions, Undergraduate	Rendleman 2126	650-3705	http://www.siue.edu/admissions/
Admissions, Graduate	Rendleman 1207	650-3705	http://www.siue.edu/graduatestudents/
Bookstore, University	Morris Univ. Center	650-2132	http://www.siue.edu/muc/bookstore.shtml
Bursar, University	Rendleman 1101	650-3123	http://www.siue.edu/bursar/
Career Development Center	Student Success Ctr 0281	650-3708	http://www.siue.edu/careerdevelopmentcenter/
Financial Aid	Rendleman 2308	650-3380	http://www.siue.edu/financialaid/
Health Services	Student Success Ctr 0222	650-2842	http://www.siue.edu/healthservice/
Housing, University	0224 Rendleman	650-3941	http://www.siue.edu/housing/
ITS	Lovejoy Library 0005	650-5500	http://www.siue.edu/its/
Kimmel Student Involvement Center	Morris Univ. Center	650-2686	http://www.siue.edu/kimmel/
Lovejoy Library	Lovejoy Library	650-4636	http://www.siue.edu/lovejoylibrary/
Mailing Services	Rendleman 0232	650-2028	http://www.siue.edu/postal/index.shtml
Registrar	Rendleman 1207	650-3770	http://www.siue.edu/registrar/
Office of Research & Projects	Rendleman 2202	650-3010	https://www.siue.edu/orp/
Parking Services	Rendleman 1113	650-3680	http://www.siue.edu/parking/
Tutoring Services	Student Success Ctr 1260	650-3790	http://www.siue.edu/soar/tutoring.shtml
Writing Center	Student Success Ctr 1254	650-2045	http://www.siue.edu/is/writing/

Computer labs: Art & Design Building 2234; Bluff Hall; Cougar Village Commons; Engineering Building 1155; Evergreen Hall; Founders Hall 2304; Founders Hall 2313; Lovejoy Library; Prairie Hall; Student Success Center 0209; Woodland Hall

THE BSW SOCIAL WORK PROGRAM - GENERAL INFORMATION

SOCIAL WORK ACCREDITATION STANDARDS

The BSW Program at SIUE is accredited by the Council on Social Work Education (CSWE) through 2020. This means that graduates are eligible for state licensing after fulfilling requirements for experience in the field. It also qualifies graduates for advanced standing in graduate social work programs. A typical master's degree program requires two years of full-time coursework. Some academic programs offer the option of advanced standing, which means that an individual who graduates from a CSWE accredited BSW program is eligible for completing a master's degree in as short as a single calendar year (concurrent fall, spring, and summer semesters) (CSWE, 2014). Accreditation also means that the Council on Social Work Education sets standards for accredited programs.

BSW PROGRAM MISSION STATEMENT

The mission of the BSW Program at Southern Illinois University Edwardsville is to promote the well-being of individuals, families, and society and advance appreciation for diversity, social and economic justice through the preparation of capable and committed generalist practitioners, to promote excellence in scholarship, and foster collaboration in community service.

BSW PROGRAM EDUCATIONAL GOALS

The main purpose of the BSW Program at SIUE is to prepare graduates for entry-level professional practice in social work in a variety of settings. The program provides a general foundation curriculum that can be applied in a range of different settings and practice situations.

The educational goals align with the core education competencies set forth by the Council on Social Work Education (CSWE). The goals, determined by the Department, reflect the basic knowledge and skills graduates from the program are expected to attain. These goals are reflected in the assignments and requirements of the core curriculum of the social work program. The Department goals are as follows:

Upon graduation from the BSW Program, students should:

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage, assess, intervene, and evaluate practice with individuals, families, groups, organizations, and communities.

SOCIAL WORK BSW FIELD EDUCATION - GENERAL INFORMATION

Purposes and Goals of Field Education

Integration and Application: The structure of the field instruction practicum assists students to apply and adapt knowledge and skills from the classroom in working with clients. Assignments and discussions in the on-campus seminar help facilitate this process.

Demonstration of Competence: The primary goal of the program is to prepare students for direct practice. The field instruction practicum allows students to demonstrate that they have achieved the goals of the program and the core competencies and are qualified to become social work practitioners.

Prerequisites for Students

The BSW Program admits to Field only those students who are admitted to the BSW Program. In addition, to enter field students must meet other specific criteria. The criteria and procedure for admission to the Field program are as follows

Admission to the BSW Program

Students must complete the required BSW-level courses and be in good academic standing with the Department of Social Work as of the initial semester of practicum (minimum 2.5 cumulative GPA). Students must also have a signed copy of the Academic and Professional Behavior Standards on file in the Department of Social Work.

Completion of required practicum paperwork.

The Practica Director is responsible for ensuring that all students have met criteria for entrance into Field. Review of student eligibility is confirmed by the BSW Program Director. Each student in the program is assigned a faculty mentor. This mentor assists with academic and professional support. In their role, the mentor provides practicum counsel. The student's faculty mentor assists by confirming prerequisite course completion and ensuring that the student understands the expectations of field placement.

Students who do not meet field admissions prerequisites may be asked to delay the beginning of practicum, and to develop a plan with their faculty mentors for meeting these requirements. If there are any extenuating situations (such as incompletes in pre-requisites due to student health absences), exceptions may be given to these requirements. In these situations, The Practica Director and the BSW Program Director will meet with the student to gather information. This information will be presented to BSW Program Committee for review and final decision. The student and their faculty mentor will be notified of the committee decision.

General Requirements

1. Since practica occur after most coursework is completed and near graduation, students' activities and responsibilities by the end of field placement should be comparable to those appropriate for beginning baccalaureate level practice. This is difficult to define explicitly, and it is recognized that there will be some variance in the individual abilities of students. The Director of Practica and/or the Field Liaison will evaluate the appropriateness of activities proposed in the practicum learning agreements.

2. Each student is required to complete a minimum of 400 hours of practicum hours (200 hours minimum per semester).
3. All students are expected to attend a weekly field instruction seminar on campus. The classroom time does not count towards the 400-hour field experience.
4. Students must request and have approval for practica a semester before the beginning of the practicum. Students must complete the proper forms (Application for Practicum, Field Learning Center Placement Agreement and Practicum Confirmation forms - see Appendix p. 24, p. 28, p. 27) and have placements arranged before the start of the semester in which the practicum is taken.
5. One of the purposes of practicum is demonstration of certain practice competencies. These are defined by the educational objectives of the BSW Program and the core competencies detailed in the BSW Learning Agreement. There must be experiences built into the practicum that allow students to demonstrate competency in these areas. Students must also become professionally responsible during the practicum, which implies some level of independent decision making under appropriate supervision.
6. No exemptions from the practicum requirement of the curriculum may be granted. Each social work student must successfully complete the practicum in order to graduate from the program, despite prior work experience in the field. This is a standard set by the Council on Social Work Education (CSWE), the national accrediting body for social work programs.
7. Students are NOT ALLOWED to transport clients in personal cars. They may transport clients in company cars if the students meet agency policy.
8. The University does not assume responsibility for student travel expenses. Students and agencies should clarify travel arrangements and requirements prior to beginning the placement. While most agencies reimburse mileage accumulated during the practicum, few, in any, reimburse students for traveling from home to the agency.
9. Students generally complete SOCW482 and SOCW483 in the same agency. Exceptions to this policy are rare, and must have the approval by the Director of Practica.
10. Students may NOT complete a practicum in an agency in which they have a dual relationship. Students should discuss this with their mentors, the Director of Practica, and the BSW Program Director if they have concerns.
11. Many agencies request background checks and other information such as immunization records before students can be approved for placement. Students should consider this when applying to those agencies, and determine who will be paying for these services and who will complete them. The University does not reimburse these background checks.
12. In order to participate in practicum, students must have some reliable form of transportation. For some students this means having a valid driver's license and access to a vehicle. For other students this may require utilizing public transportation and bus services. Students should be aware that they will need to have resources available to pay bus fare and should be cognoscente of placement locations in relation to bus stops. We do not recommended that students rely on one another for transportation to and from practicum.

Standards for Social Work Education

Criteria for admission, evaluating academic performance, policies and procedures for academic and professional development, and appeal and grievance procedures may be found in the Student Handbook. A copy of the current Student Handbook may be obtained online at <http://siue.edu/artsandscience/socialwork/>.

Practicum Learning Agreement

The Practicum Learning Agreement is a formal written agreement between Students, the Field Supervisor/Instructor and the faculty that defines the activities and expectations of the practicum. It is each student's responsibility to coordinate the composing and signing of these forms.

Students complete the learning agreement with their supervisors during the first four weeks of practicum. The Agreement is a detailed explanation of the activities, roles and tasks students will perform to meet the objectives of the program and demonstrate achievement of the Core Competencies. The Agreement also specifies how the Field Supervisor/Instructor will monitor and evaluate the student's work. Deadlines for completion of these forms are noted in the SOCW482 and 483 syllabi.

The Placement Process – Directions for Students

Step One: Application and Planning

Students plan their practica at least one semester before beginning field experiences. Students intending to begin their practica in the fall semester complete the Application for Practicum forms the preceding spring semester. Students meet with their mentors to complete the Application for Social Work Practicum forms. At this time mentors review students' academic progress, verify the completion of all prerequisites and the 2.5 minimum GPA. Mentors also discuss career goals and educational needs for field placements with students. Students then schedule planning sessions with the Director of Practica to discuss specific practicum sites.

Practicum at Place of Employment: Please note: Certain requirements exist for students wishing to complete practica at their places of employment: 1) release time for field instruction should be ensured; 2) student assignments and fieldwork supervision should differ from those associated with the student's employment; 3) field education must be educationally focused rather than solely centered on the agency's services. It is imperative that the employees' work assignments as students differ from that as employees of the agency during the completion of the practicum. The employee must be in a student role during the time allocated for the practicum and thus be allowed to pursue the learning objectives of the social work program. The employee must also have a different supervisor for field instruction than during normal work hours. Students must complete the "Application for Practicum at Place of Employment" form and obtain the proper signatures prior to the semester in which the practicum occurs. No practicum will be authorized without the proper signatures.

Step Two: Planning

During the planning meeting, students and Director of Practica will review the Application for Practicum form and discuss possible practicum sites. Students will then develop a list of potential practicum sites. A list of approved agencies as well as directions for finding placements are emailed to each student. Students hoping to complete practica at non-approved agencies should discuss their interests with the Director or Practica as soon as possible. Students should be aware that agencies must meet specific criteria to be approved and that the approval process may be lengthy.

Step Three: Interviews with Prospective Field Supervisor/Instructors

Following the planning meeting, Students contact the potential practicum site personnel and schedule and complete an interview(s). It is each student's responsibility to initiate contact with the prospective Field Supervisor/Instructor and to arrange an interview. Students should be aware that they need to be persistent,

diligent and flexible in contacting supervisors and that they may not get their first choices in agencies. This meeting, for both students and the field instructor, is for assessment, negotiation and decision-making. Points to consider during the interview are:

1. Does this setting provide activities and responsibilities that will fulfill the requirements of the practicum? Students are responsible for understanding practicum requirements and negotiating appropriately. While field instructors who have worked with SIUE in the past are usually familiar with requirements, this does not relieve students of this responsibility.
2. Are the proposed activities consistent with the student's interests and learning needs? Many settings have a range of practice assignments in different programs.
3. Is there a good interpersonal "fit" between student and field instructor? There should be enough congruence in communication styles and general philosophy that student and field instructor can work together effectively.
4. Can the student learn something from this field instructor? Students should have confidence in the field instructor's expertise and willingness to take on the teaching role.

Students should be prepared to explain how this setting may relate to their interests and be familiar enough with the field of practice to ask intelligent questions. Following this interview, either students or field instructors can decide that placements would not be appropriate.

5. Students may have Task Supervisors, at the field site. Task supervisors are individuals who may provide supervision to a student at the field site yet do not hold an MSW degree or meet the eligibility for being a Field Supervisor/Instructor. When a student has a Task Supervisor, the following criteria must be adhered to:

- There still must be a person at the field site who meets eligibility to be a Field Instructor and who is willing to work with and support the task supervisor
- While the Field Supervisor/Instructor may not provide daily student supervision, because the Task Supervisor is doing this, the Field Supervisor/Instructor must agree to meet with the student at least one hour per week for field supervision to reinforce the social work perspective

6. Students are not allowed to do their field practica at a site that is not approved with the Director of Practica. Even if a site meets approval, a student is not allowed to do their practicum at the site if there is not a person with the site who both meets eligibility and has agreed to serve in the role as a Field Supervisor/Instructor.

Step Four: Confirmation of Practicum

After negotiating the practicum site, students then complete the Confirmation of Practicum form and Field Learning Center Placement Agreement and submit them to the Director of Practica for approval. These forms must be completed and returned to the Director of Practica by the due date. Students will be registered for SOCW482 by the Director of Practica only when the forms are properly completed and approved.

Students must arrange placements by the deadline established by the Practica Director. Students encountering problems with this process should discuss them with the Practica Director as soon as possible. Students will not be enrolled in field, and not be allowed to complete their practica on schedule, if placements are not arranged by the deadline.

Step Five: Starting the Practicum

Some agencies have formal training programs for new staff. At other agencies informal observation visits may occur. Most settings have manuals or other orientation materials describing agency policies and procedures.

Information regarding policies and procedures for student's safety in the field should be provided at this time. Field instructors may also assign reading relevant to the practicum. It is recommended that orientation be started before students begin fieldwork. If an agency requires that students begin their fieldwork more than a week or two before the beginning of the semester, special permission must be obtained from the Director of Practica.

By the end of the first four weeks of practicum, or by the due date, students must complete the Learning Agreement form (see Appendix, p. 30 and p. 43) with the assistance of the Field Supervisor/Instructor. Students should then make a photocopy of the completed form for themselves and for the Field Supervisor/Instructor and then submit the original to the seminar instructor.

Failure to adequately complete the Learning Agreement and to submit it by the due date will result in cancellation of the practicum or the lowering of the final grade by the seminar instructor. (Please refer to SOCW 482 and 483 syllabi.)

Step Six: During the Practicum

Students will attend weekly field education seminars. THESE SEMINARS MAY BE LED BY EITHER THE FIELD LIAISON OR THE DIRECTOR OF PRACTICA WHO SERVES AS A LIAISON FOR THE STUDENTS IN HER SEMINAR. The purpose of the field seminars is to help students apply and adapt material from courses to the realities of practice, to discuss practice issues and problems that emerge in placement, and to allow for monitoring of the placement by the faculty. As well as discussion, there are specific assignments in both semesters that are linked to the CSWE 2015 Core Competencies and are included in the course grade. Students should discuss these assignments with their field instructors.

During the practicum, the Field Liaison will contact the supervisor to monitor student's progress towards completion of the behaviors related to the CSWE 2015 Core Competencies as objectified in the learning agreement, and meet with the students and Field/Instructor/Supervisor at the practicum site.

One such way the Liaison may engage students and Field Instructor/Supervisors is to ask students to provide examples of how they operationalized the behaviors and competencies in their practicum setting using concrete examples from actual cases. The Liaison will also evaluate if the student is successfully engaging all behaviors/competencies and work with the student and supervisor to successfully complete the practicum in all domains.

However, if there are significant problems within the practicum before the Liaison visit, the Field Liaison and/or the Director of Practica should be contacted immediately. Often, these situations can be remedied with suggestions for supervision or clarification of roles. The Field Liaison may elect to do an immediate field visit to address the problem. Occasionally, problems arise that are so serious that they threaten the entire placement. Such a situation can occur as a result of agency restructuring, insufficient supervision, inappropriate use of student time, inadequate resources or experiences to allow for a proper learning experience, or personality or ideological conflicts between student and field instructor. Early problem solving is most effective. Students and Field Supervisor/Instructors are responsible to each other for early identification of problems and efforts to resolve them. Students who are dissatisfied with their placement should first discuss the problem with their Field Supervisor/Instructor. If the issues remain unresolved, students should discuss the situation with the seminar instructor, who will attempt to resolve the issue to the benefit of all parties, if possible, and discuss the situation with the Director of Practica.

Termination of Practicum by Agency/Field Supervisor/Instructor: Student may be removed from a field placement if the placement becomes unsatisfactory, whether this is caused by circumstances arising between the student and

the agency or from student's behavior. Such a decision will be reached only after joint consultation between the Field Supervisor/Instructor, the Field Liaison, and the Director of Practica. This consultation may also include (as appropriate) other significant persons such as the agency director, BSW Program Director and the student's mentor and should be documented in writing. Once the placement is terminated, it becomes the responsibility of the Department of Social Work, through the BSW Curriculum Policy and Planning Committee, to determine any remedial action that must be completed by students. It is also the responsibility of the Department of Social Work whether or not to place that student in another setting, either during the same academic year or in the future, and to recommend a grade of either withdrawal (W), incomplete (I) or failure (F).

Termination of Practicum by Student: Rarely, students may express problems with an Field Supervisor/Instructor or agency and may wish to change practicum sites. Students experiencing problems in their practica should first discuss the situation with the Field Supervisor/Instructor. (The Director of Practica, seminar instructor /Field Liaison, or academic mentor may be consulted for assistance in problem resolution, if needed.) If the situation is not resolved, students should then discuss the situation with the Director of Practica or Field Liaison, as appropriate. After approval by the Director of Practica, a student may pursue another practicum site and must complete the standard forms for a new practicum. Students must also complete an "Incomplete" form if completion of the new practicum exceeds the semester deadline.

Step Seven: Evaluation of Practicum

In order to evaluate and terminate the practicum, the seminar instructor/field liaison will establish a due date for the submission of the form, review each completed form and submit grades to the University at the appropriate time. The Field Supervisor/Instructor and students will complete the Final Evaluation Form and submit it by the due date. Students are responsible for contacting the seminar instructor/field liaison should a problem arise.

The seminar instructor/field liaison gives grades for SOCW 482 and SOCW 483. The field instructor's evaluation of the student's work is highly weighted in this process. Other factors in grading include participation in seminar activities and written assignments made by the seminar instructor and completion of the Portfolio (see course syllabi).

Student Safety

It is expected that Field agencies (Field Instructors) and students are aware and have open communication about the safety issues that may arise in field. As a result, safety is addressed both prior to and during the field practica experience.

The program supports student safety through formal instruction in the field seminar courses. In the field seminar courses (SOCW 482 and SOCW 483) students are taught essential ideas for ensuring personal and workplace safety. Some examples of what they are taught include but are not limited to the importance of agency safety rules, how to maintain boundaries and personal safety with clients, situational awareness, and how to recognize and respond to threats. As students of the University, students are also expected to complete training on sexual assault and awareness. The University (SIUE) also offers a number of other safety seminars on personal protection and safety and students are encouraged to take part in these events as they occur.

The program also supports student safety through Field Site information sharing. Prior to the practicum start date the Field Instructor is expected to inform the student about field site safety protocols. It is suggested that this

conversation be connected to the orientation on the field site, which the Field Instructor is also expected to provide to the student prior to the first day of field practica.

Students are not expected to engage in any activity in field where there are undue safety concerns. Should the student have concerns about field activities that they believe compromise their safety they should immediately notify their Field Instructor, Faculty Liaison, and the Director of Practica. Also, due to university legal regulations, students are not allowed to transport clients in their personal vehicles during field placements. Field sites and Field Instructors are notified of this when during the time that they are registering to become a field site.

The following types of activities warrant special concern and, therefore, should be discussed with the Director of Practica and the student prior to the assignment:

- Physical restraint of clients;
- Transportation of a client with a recent history of violent behavior;
- Treatment of a client with a history of violence toward the staff;
- Work in the agency at times when or in areas where other staff is not present.

Any incident or injury involving the student should be reported to the Director of Practica as soon as possible. Should the student have concerns about field activities that they believe compromise their safety they should immediately notify their MSW Field Instructor, Faculty Liaison, and the Director of Field Practicum. Should the MSW Field Instructor have any concerns about student safety they should immediately notify the Director of Practica.

All students are automatically enrolled in blanket liability insurance policy of the University and are notified of such upon entering field placement. Students are also encouraged to procure and maintain their own practice liability insurance prior to starting their field experience

SOCW 482 Field I Course Description

Course Description: SOCW482 is the first semester of a two-semester field experience. Students must complete the minimum of 200 hours in supervised field experience each semester. The two semesters of field are developmental in nature. Social work students take SOCW 476: Quantitative Research and SOCW 400: Social Work Practice with Organizations and Communities (An introduction to macro social work practice) concurrently with SOCW482. They complete the following social work courses before beginning practica:

SOCW 202 Foundation of Social Work

SOCW 211 Micro Skills of Counseling (Basic counseling skills such as empathy, paraphrasing, and focusing);

SOCW 301 Introduction to Social Welfare Policy (Analysis of problems faced by individuals, families, groups, and communities; relationships between definitions of problems and society's response to them, especially social policy);

SOCW 302 Human Behavior in the Social Environment I (Perspectives on human functioning from a range of theories with social work applications to individuals, families and groups with emphasis on developmental perspectives and human diversity across systems levels);

SOCW 303 Human Behavior in the Social Environment II (Perspectives on human functioning from a range of theories with social work applications to neighborhoods, organizations, and communities with emphasis on developmental perspectives and human diversity across systems levels);

SOCW 315 Social Work Practice I (Problem-solving model for generalist practice; application to working with individuals);

SOCW 316 Social Work Practice (Study of generalist social work practice with groups and families; survey of selected of selected group intervention models and family therapy models).

SOCW 390 Diversity and Issues of Social and Economic Justice (A review of social justice issues related to identity and oppression)

Students beginning SOCW 482, then, should demonstrate beginning knowledge and skill in social work as learned in the prerequisite courses described above. They should demonstrate knowledge and skills in social work practice with individuals, families, and groups and should be developing knowledge and skills in practice with organizations and communities. They should understand basic human behavior in the social environment with individuals, families, and groups as well as with neighborhoods, organizations and communities. They should understand the basic fundamentals of social welfare policy and a beginning knowledge of social work research. The beginning practicum student should also demonstrate knowledge of diversity, populations at risk, social and economic justice issues, and social work values and ethics.

Students beginning SOCW 482, however, are novice social workers who are beginning the application of knowledge and skills learned in the classroom to real-life situations in the practicum setting. The Learning Agreement form is a tool that assists the application of classroom learning to the practicum setting. Students focus on the roles, tasks and activities in the practicum setting that operationalize the learning objectives and core competencies of the program. The Learning Agreement form guides students and practicum supervisors in applying classroom learning to the field environment. The Learning Agreement form is a guide for task-focused supervision that assists students in achieving learning objectives which includes developing the appropriate use of supervision. Supervisors should assign the roles, tasks and activities to students developmentally over the two semesters of practica as their self-confidence and skill in the agency increases.

MSW field supervisors in SOCW 482 should allow sufficient time for student orientation to the agency, including policies and procedures, discussion of mutual expectations of supervisor and student, and completion of the Learning Agreement. Depending on the needs of the particular student and agency, students should have sufficient time during the beginning of the semester for learning by observation (shadowing). Students should gradually be given their own limited caseloads under close supervision.

Students must successfully complete SOCW 482 before beginning SOCW 483.

SOCW 483 Field II Course Description

Course Description: SOCW 483 is the second semester of a two-semester field experience. Students must complete the minimum of 200 hours in supervised field experience each semester. The two semesters of field are developmental in nature. Students take SOCW 401: Social Welfare Policy Analysis (Analysis of policies with application to social welfare issues and emphasis on legislative processes and lobbying for social change) concurrently with SOCW 483.

Students beginning SOCW 483, then, should demonstrate knowledge and skill in social work as learned in prerequisite courses. They should demonstrate knowledge and skill in social work practice with individuals, families, and groups as well as organizations and communities. They should understand basic human behavior in the social environment with individuals, families, and groups as well as with neighborhoods, organizations and communities. They should understand the fundamentals of social work research. Students should also demonstrate knowledge of diversity, populations at risk, social and economic justice issues, and social work values and ethics. Further, students should have beginning knowledge about social welfare policy analysis, the legislative process and lobbying for social change.

Students in SOCW 483, moreover, have completed at least 200 hours in supervised field work and have developed practice skills in the agency. They have been oriented to the agency, have engaged in observational learning and have been assigned a small caseload. Students also have developed a beginning sense of an appropriate use of supervision. They have grown in self-confidence and the appropriate use of self. The roles, tasks and activities noted in the SOCW 483 Learning Agreement form should reflect students' continuing growth in achieving the learning objectives and demonstrating core competencies of the program. It should also incorporate students' growing knowledge in social welfare policy analysis, the legislative process and lobbying for social change. Students in SOCW 483 should be given increasing responsibilities throughout the semester as their practice skills increase.

Students completing SOCW 483 should have the knowledge and skill necessary to begin entry-level social work practice. These last 200 hours in field work should enhance students' self-confidence and effective use of self, the knowledge and skills required for social work practice, and the effective use of supervision in preparation for employment in social work.

Learning Objectives for SOCW 482 and 483

Students will demonstrate beginning level competency in the following areas:

- 1: Demonstrate Ethical and Professional Behavior Competency
- 2: Engage Diversity and Difference in Practice Competency
- 3: Advance Human Rights and Social, Economic, and Environmental Justice 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.

Requirements for Agencies/Programs for Field Practica

- The agency must complete the Agency/Program Assessment Summary and legal forms and be formally approved by the Director of Practica as a practicum site.
- The agency must deliver social services within the context of the knowledge and value base of social work (See: NASW Code of Ethics).
- The agency must be willing to provide the SIUE Department of Social Work with information concerning its program, services, and development in the community which affect field and/or class curricula.
- The agency's policies and procedures, philosophy, and objectives must be congruent with SIUE Social Work Department's commitment to under-served populations based on race, class, gender, ethnicity, sexual orientation, ability and age.
- The agency must provide a learning climate conducive to student learning.
- The agency must designate a specific qualified person as Field Supervisor/Instructor and provide him/her with the time, resources and authority needed for practicum instruction. The field instructor of record must hold an MSW degree and have at least two year's field experience. Persons with degrees from other disciplines may supervise students as task instructors under the supervision of a qualified social work practitioner with the permission of the Director of Practica.
- The agency must be willing to provide students with direct practice assignments and responsibilities appropriate for the baccalaureate-level practice that are described in the Learning Agreement.
- The agency must be willing to consider students in a learning role rather than as auxiliary staff member.
- The agency must provide adequate physical space and support services.
- Administration and other staff should be knowledgeable and supportive of baccalaureate level practice, and the purposes and processes of professional education.
- If the agency reimburses its staff for transportation expenses on the job, it should provide similar reimbursement for practicum students.
- The agency must be willing to treat all information about student's progress as confidential.
- The agency must be willing to allow students to participate in staff meetings, training, conferences, etc.
- It is preferred that agency services encompass a range of program activities so that students can be exposed to a variety of practice activities.

Requirements for Field Supervisor/Instructors

- Prospective Field Instructors must complete an Application for Field Instructor form and be formally approved by the Director of Practica as a Field Instructor;
- Field Instructors must attend orientation meetings as scheduled by the Department of Social Work.
- Field Instructors must hold an MSW degree, have at least two years postmasters experience in the field of social work, including the minimum of one year's experience at their current work site.
- Field Instructors must orient students to agency operations, culture, policies, procedures, and expectations.
- Field Instructors must be willing and able to participate in the practicum contracting process described in this manual.
- Field Instructors must have adequate practice experience to be knowledgeable about the methods, purposes and boundaries of their current professional settings. They must be familiar with programs, procedures and community networks.
- Field Instructors must have enough familiarity with the baccalaureate-level practice to make an appropriate assignment and evaluation.
- Field Instructors must make adequate time available for supervision (at least one hour weekly) and evaluation of students, and for conferences as needed with the faculty.
- Field Instructors must demonstrate personal and professional commitment to the values and ethics of the profession (See: NASW Code of Ethics).
- Field Instructors must show a strong commitment to teaching and preparing aspirants to the profession and be an appropriate role model for students.
- Field Instructors must evaluate students from the strength's perspective.
- Field Instructors must provide a formal evaluation of students using the appropriate form at least once a semester.
- Field Instructors must notify the Field Liaison or the Director of Practica of any problems or anticipated problems arising from student performance and/or agency change which may affect student performance.

Director of Practica Responsibilities

- The Director of Practica will monitor the field instruction program so that it responds to new and developing roles of social work and requirements by CSWE.
- The Director of Practica will provide an on-line Practicum Manual and appropriate forms to students and Field Supervisor/Instructors.
- The Director of Practica will direct and coordinate the placement process. This includes:
 - consulting with agency directors about the availability of field instructors, their ability to meet the requirements for a field instruction site, and their willingness to partner with the school to provide an educationally sound and professionally focused field experience for baccalaureate level social work students; identifying and recommending those agencies which meet the school's criteria for baccalaureate level field practicum placement; approving baccalaureate students' placements.
- The Director of Practica will provide students with orientation to practicum placement in both general and specific dimensions.
- The Director of Practica will be available for consultation with agency directors, field instructors, field liaisons, and students.
- The Director of Practica will develop, coordinate, and present practicum related seminars, in-services, practicum fairs and other learning opportunities as appropriate for student, field instructors and agencies.
- The Director of Practica will determine the criteria for the selection of field agencies, field instructors, field learning objectives, and evaluation of student performance.
- The Director of Practica supervises the Field Liaison in practicum related duties.

Field Liaison Responsibilities

- The Field Liaison will provide linkage and communication with the Field Supervisor/Instructor, students, agency, and the Director of Practica.
- The Field Liaison will teach assigned field seminars and review student learning agreements.
- The Field Liaison will assist students and agencies as necessary with the integration of academic study with practice.
- The Field Liaison will consult with the Director of Practica about student problems, or potential, anticipated difficulties arising either from students or agency performance.
- The Field Liaison will serve as a key resource to concerns arising in the practicum by advocating for students, Field Instructors and agencies towards a successful resolution.
- The Field Liaison will consult with the Field Supervisor/Instructor and students regarding student's achievement of learning goals.
- The Field Liaison will monitor students' learning experiences by phone contact with students and Field Instructors as necessary, site visits (preferably) once a semester, and as requested by the Director of Practica.
- The Field Liaison will complete the appropriate forms after site visits and forward the forms to the Director of Practica.
- The Director of Practica supervises the Field Liaison in practicum related duties.

Student Responsibilities

- Students will meet the ethical standards of the profession by following the NASW Code of Ethics.
- Students will abide by the SIUE Department of Social Work Student Behavior Policy.
- Students will arrange and implement placement interviews with practicum agencies.
- Students will complete all paperwork related to selecting, entering, maintaining, and evaluating the field instruction practicum.
- Students, in cooperation with the Field Instructor, will complete the appropriate Learning Agreement form and return it to the Director of Practica within four weeks of beginning the practicum or by the date posted.
- Students will participate actively in an ongoing evaluation of their performance, including the constructive and appropriate use of supervision.
- Students will adhere to agency personnel policies, regulations and procedures.
- Students will assume a professional role as a representative of the agency in contacts with clients, colleagues and the community.
- Students will be proactive in finding learning opportunities in the practicum.
- Students will utilize procedures established by the Department of Social Work to resolve learning difficulties in the field.
- Students will adhere to all field practicum policies, meet all course requirements, and submit all placement paperwork by the assigned due dates.

APPENDIX- FORMS

Application for Social Work Practicum - BSW Program

Procedure: This form must be completed before a student may register for SOCW 482. Each mentor should verify the student's GPA and course completion. Students must have completed (or be currently enrolled in) all prerequisites and have a minimum of a 2.5 GPA before registering in SOCW482. Students also should have no remaining "incompletes" in social work courses. Students should be directed to immediately contact Dr. Wesley for an appointment to discuss field agency options. The completed form should be given to the student to bring to the Dr Wesley during this meeting.

Name: _____ Date: _____

Student Number: _____ Email: _____

Year of Practicum: _____

For Mentor Use Only:

Student's Cumulative GPA: _____

Semester/Year Student Completed Prerequisite Courses:

200 _____ 301 _____ 303 _____ 211 _____

201 _____ 302 _____ 315 _____ 316 _____

Comments: _____

1. Is there a specific agency you are interested in for your practicum? _____

If so, what is the name of the agency? _____

2. How does this agency relate to your career goals?

3. Is there anything that will conflict with your successful completion of your practicum such as work hours?

Student's Signature

Mentor's Signature

Application for Practicum at Place of Employment

Southern Illinois University Edwardsville

Department of Social Work

Please note: Certain requirements exist for students wishing to complete practica at their places of employment: 1) release time for field instruction should be ensured; 2) student assignments and fieldwork supervision should differ from those associated with the student's employment; 3) field education must be educationally focused rather than solely centered on the agency's services. It is imperative that the employees' work assignments as students differ from that as employees of the agency during the completion of the practicum. The employee must be in a student role during the time allocated for the practicum and thus be allowed to pursue the learning objectives of the social work program. The employee must also have a different supervisor for field instruction than during normal work hours.

Student Name: _____

Proposed Practicum:

(Circle Appropriate Course Number)

SOCW 482

SOCW 526

SOCW 528

SOCW 531

and

and

and

SOCW 483

SOCW 527

SOCW 529

SOCW 532

Employer: _____

Employer Address: _____

Name of Supervisor: _____

Phone: _____ E-mail: _____

Current job responsibilities: (Please specify roles, tasks and hours per week. Attach a job description as appropriate.)

Proposed student roles and tasks: (Please specify the new undergraduate or MSW level learning experiences you are planning for your practicum. Please indicate how these new roles and tasks will further your education.)

Time Frame: (Please note your regular days and hours of employment and your days and hours for practicum.)

Supervision: (Please note details of your present supervision and the specifics of how you will be supervised during your practicum. Your practicum supervisor must have an MSW plus two years post MSW experience and meet with you in person a minimum of one hour weekly.)

Student Signature: _____ Date: _____

Agency Approval: _____ Date: _____
(Executive Director/Supervisor)

Title: _____

Field Supervisor/Instructor: _____ Date: _____

Final Approval:

Field Liaison: _____ Date: _____

Director of Practica: _____ Date: _____

BSW Practicum Confirmation
Southern Illinois University Edwardsville
Department of Social Work

Student Name _____ Phone _____
Address _____
Year _____

Agency Name _____ Agency Phone _____
Address _____

Field Supervisor/Instructor _____ Job Title _____
Date of MSW Degree _____

Task Instructor _____ Job Title _____
(If appropriate)
Professional Degree _____

Signatures:

Student Date

Field Supervisor/Instructor Date

Task Instructor (if applicable) Date

Director of Practica Date

Agency/Field Learning Center Placement Agreement

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

DEPARTMENT OF SOCIAL WORK

It is mutually agreed that the following named student will be placed at the following agency/field learning center for field instruction in satisfaction of the field practicum requirements as indicated below:

_____ Name of Student	_____ Agency
_____ Student Banner ID	_____ Agency Address
_____ Semester/Year	_____ Agency Telephone
_____ Specific Program Unit (If applicable)	

Field Practicum Requirements

- ____ SOCW482 and 483 (200+ hour placement per semester)
- ____ SOCW526 and 527 Foundation (225+ hours per semester)
- ____ SOCW 528 and 529 Concentration (250+-hour placement per semester)
- ____ SOCW531 (450+ hour placement) ____SOCW532 (500+ hour placement)

Students agree to be in the field in accordance with the School's policy on required field practicum hours. The Agency Field Supervisor/Instructor agrees to outline field instruction goals, evaluate student performance and complete other related tasks as outlined in the Department of Social Work Field Instruction Manual. The Field Learning Center agrees to provide at least one hour per week of regular and ongoing MSW supervision for Students during work time..

While in the Agency/Field Learning Center, Students agrees to abide by the personal and professional rules of conduct in accordance with the regulations of the agency and the NASW Code of Ethics.

As deemed appropriate by the agency, students may take agency holidays, but these hours may not be subtracted from the total practicum hours required by the School. Students may not use their personal cars to transport clients.

Signatures

<hr/>		
Student		Date
<hr/>		
Agency Field Instructor (Name Printed Legibly)	Title	Date
<hr/>		
Agency Field Instructor (Signature)		Date
<hr/>		
Agency Administrator and/or Program Administrator Title		Date
<hr/>		
Dept. of Social Work Director of Practica		Date
<hr/>		
Chair, Dept. of Social Work		Date

SOCW 482: Field I Learning Agreement

Southern Illinois University Edwardsville

Department of Social Work

EPAS 2015

Student _____ Banner ID _____

Student Email Address _____ Semester/Year _____

Agency/Program _____

Address _____

MSW Supervisor _____ Agency/MSW Supervisor Phone # _____

MSW Supervisor Email Address _____

SOCW 482 is the first of two semesters (a minimum of 200 hours each) of professionally supervised experience in social work. The tasks and/or activities assigned to these students in this first semester of practica should be comparable to that of new beginning-level social workers who have little or no professional experience. This learning agreement specifies competencies and corresponding practice behaviors defined by our accrediting body, the Council on Social Work Education (CSWE). The student should identify the tasks and/or activities to be engaged in during the semester, the method(s) by which the student will be evaluated for each task and activities. Please note that students must address all competencies and practice behaviors within the two semesters.

Competency #1: The student demonstrates ethical and professional behavior

1.1 Makes 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.

Task(s)/Activities to Meet Objective	Evaluation Method

1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Task(s)/Activities to Meet Objective	Evaluation Method

1.3 Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Task(s)/Activities to Meet Objective	Evaluation Method

1.4 Uses technology ethically and appropriately to facilitate practice outcomes.

Task(s)/Activities to Meet Objective	Evaluation Method

1.5 Uses supervision and consultation to guide professional judgment and behavior.

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #2: The student engages diversity and difference in practice

2.1 Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Task(s)/Activities to Meet Objective	Evaluation Method

2.2 Presents themselves as learners and engages clients and constituencies as experts of their own experiences.

Task(s)/Activities to Meet Objective	Evaluation Method

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

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #3: Student advances human rights and social, economic, and environmental justice

Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Task(s)/Activities to Meet Objective	Evaluation Method

Engages in practices that advance social, economic, and environmental justice.

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #4: Student engages in practice-informed research and research-informed practice

4.1 Uses practice experience and theory to inform scientific inquiry and research.

Task(s)/Activities to Meet Objective	Evaluation Method

4.2 Applies critical thinking to engage in analysis of qualitative and quantitative research methods and findings.

Task(s)/Activities to Meet Objective	Evaluation Method

4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery.

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #5: Student engages in policy practice

5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Task(s)/Activities to Meet Objective	Evaluation Method

5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.

Task(s)/Activities to Meet Objective	Evaluation Method

5.3. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #6: Student engages with individuals, families, groups, organizations, and communities

6.1 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Task(s)/Activities to Meet Objective	Evaluation Method

6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #7: The student assesses individuals, families, groups, organizations, and communities

7.1 Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.

Task(s)/Activities to Meet Objective	Evaluation Method

7.2 Applies 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.

Task(s)/Activities to Meet Objective	Evaluation Method

7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

Task(s)/Activities to Meet Objective	Evaluation Method

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

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #8: Student intervenes with individuals, families, groups, organization, and communities

8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.

Task(s)/Activities to Meet Objective	Evaluation Method

8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Task(s)/Activities to Meet Objective	Evaluation Method

8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Task(s)/Activities to Meet Objective	Evaluation Method

8.4 Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

Task(s)/Activities to Meet Objective	Evaluation Method

8.5 Facilitates effective transitions and endings that advance mutually agreed-on goals.

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #9: Student evaluates practice with individuals, families, groups, organizations, and communities

9.1 Selects and uses appropriate methods for evaluation of outcomes.

Task(s)/Activities to Meet Objective	Evaluation Method

9.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Task(s)/Activities to Meet Objective	Evaluation Method

9.3 Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

Task(s)/Activities to Meet Objective	Evaluation Method

9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Task(s)/Activities to Meet Objective	Evaluation Method

Signature of Field Supervisor/Instructor

Date

Signature of Task Supervisor (as applicable)

Date

Signature of Student

Date

Please retain a copy of this form for your records!

Revised - Feb. 1, 2016

SOCW 482: Field I Final Evaluation

Southern Illinois University Edwardsville

Department of Social Work

7/21/2014

Name of Student _____ ID _____

Semester/Year _____ Practicum Site: _____

Instructions for Rating Students on the Nine Competencies in the First Part of the Evaluation:

SOCW 482 is the first of two semesters (a minimum of 200 hours each) of professionally supervised experience in social work. Students should be evaluated by the knowledge, skill and professionalism they have demonstrated this semester. This evaluation tool, which is completed at the end of the first 200 hours in the field setting, specifies competencies and corresponding practice behaviors defined by our accrediting body, the Council on Social Work Education (CSWE) and is based on the student's learning agreement. Please evaluate your student's practice behavior using the following criteria:

5	The student has excelled in this area.
4	The student is functioning above expectations for students in this area.
3	The student has met the expectations for students in this area.
2	The student has not as yet met the expectations in this area, but the student gives indication s/he will do so in the near future.
1	The student has not met the expectations in this area, and does not give indications s/he will do so in the near future.
N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area. Please note that students must address all competencies and practice behaviors over the two semesters. If using N/A, please document how you will address the competency and/or practice behavior next semester.

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas in which the student needs improvement.

This evaluation is intended to give the student feedback about her or his performance. Please rate the student on any given item as it is appropriate to your field setting. The field instructor's rating of these items will not directly be used to calculate the grade given to the student. The faculty liaison has responsibility of assigning the grade for

field instruction. The grade that is assigned will be based on: the faculty liaison's overall evaluation of the student's performance in field placement in conjunction with the field instructor's evaluation and other submitted materials such as: student logs; seminar participation; papers that integrate field with classroom instruction.

Please note: Students should be evaluated by how well they achieved the learning objectives for this particular practicum – students should NOT be graded down because everyone has "room to grow".

Competency #1: The student demonstrates ethical and professional behavior

1.1 Makes 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.

1 2 3 4 5

1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

1 2 3 4 5

1.3 Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.

1 2 3 4 5

1.4 Uses technology ethically and appropriately to facilitate practice outcomes.

1 2 3 4 5

1.5 Uses supervision and consultation to guide professional judgment and behavior.

1 2 3 4 5

Competency #2: The student engages diversity and difference in practice

2.1 Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

1 2 3 4 5

2.2 Presents themselves as learners and engages clients and constituencies as experts of their own experiences.

1 2 3 4 5

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

1 2 3 4 5

Competency #3: Student advances human rights and social, economic, and environmental justice

Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

1 2 3 4 5

Engages in practices that advance social, economic, and environmental justice.

1 2 3 4 5

Competency #4: Student engages in practice-informed research and research-informed practice

4.1 Uses practice experience and theory to inform scientific inquiry and research.

1 2 3 4 5

4.2 Applies critical thinking to engage in analysis of qualitative and quantitative research methods and findings.

1 2 3 4 5

4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery.

1 2 3 4 5

Competency #5: Student engages in policy practice

5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

1 2 3 4 5

5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.

1 2 3 4 5

5.3 Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

1 2 3 4 5

Competency #6: Student engages with individuals, families, groups, organizations, and communities

6.1 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

1 2 3 4 5

6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

1 2 3 4 5

Competency #7: The student assesses individuals, families, groups, organizations, and communities

7.1 Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.

1 2 3 4 5

7.2 Applies 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.

1 2 3 4 5

7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

1 2 3 4 5

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

1 2 3 4 5

Competency #8: Student intervenes with individuals, families, groups, organization, and communities

8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.

1 2 3 4 5

8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

1 2 3 4 5

8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

1 2 3 4 5

8.4 Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

1 2 3 4 5

8.5 Facilitates effective transitions and endings that advance mutually agreed-on goals.

1 2 3 4 5

Competency #9: Student evaluates practice with individuals, families, groups, organizations, and communities

9.1 Selects and uses appropriate methods for evaluation of outcomes.

1 2 3 4 5

9.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

1 2 3 4 5

9.3 Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

1 2 3 4 5

9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

1 2 3 4 5

FINAL OVERALL EVALUATION:

Please check one of the following at the final evaluation.

___ This student has excelled in field placement by performing above expectations for students

___ This student has met the expectations of the field placement.

___ This student has generally not met the expectations of the field placement but his /her progress suggests that s/he will do so in the following semester of practicum.

___ This student has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments - Please comment on the student's strengths and areas needing growth. Please address specific goals and how practice behaviors rated as N/A will be addressed next semester in SOCW 483.

Signature of Agency Field Instructor _____

Agency _____ Date _____

The following section should be completed by the student:

My agency supervisor and/or faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation

I do not agree with evaluation

Student's Signature _____ Date _____

If the student disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty liaison. A meeting between the student, agency supervisor, and faculty liaison should then be held to discuss the disagreement.

Revised – August 21, 2019

SOCW 483: Field II Learning Agreement

Southern Illinois University Edwardsville

Department of Social Work

EPAS 2015

Student _____ Banner ID _____

Student Email Address _____ Semester/Year _____

Agency/Program _____

Address _____

MSW Supervisor _____ Agency/MSW Supervisor Phone # _____

MSW Supervisor Email Address _____

SOCW 483 is the second of two semesters (a minimum of 200 hours each) of professionally supervised experience in social work. The tasks and/or activities assigned to these students in this second semester of practica should build on the knowledge and skills learned in the first semester of practica by increasing levels of experience and responsibility. This learning agreement specifies competencies and corresponding practice behaviors defined by our accrediting body, the Council on Social Work Education (CSWE). The student should identify the tasks and/or activities to be engaged in during the semester, the method(s) by which the student will be evaluated for each task and activities. Please note that students must have addressed all competencies and practice behaviors by the end of the second two semester.

Competency #1: The student demonstrates ethical and professional behavior

1.1 Makes 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.

Task(s)/Activities to Meet Objective	Evaluation Method

1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Task(s)/Activities to Meet Objective	Evaluation Method

1.3 Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Task(s)/Activities to Meet Objective	Evaluation Method

1.4 Uses technology ethically and appropriately to facilitate practice outcomes.

Task(s)/Activities to Meet Objective	Evaluation Method

1.5 Uses supervision and consultation to guide professional judgment and behavior.

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #2: The student engages diversity and difference in practice

2.1 Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Task(s)/Activities to Meet Objective	Evaluation Method

2.2 Presents themselves as learners and engages clients and constituencies as experts of their own experiences.

Task(s)/Activities to Meet Objective	Evaluation Method

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

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #3: Student advances human rights and social, economic, and environmental justice

3.1 Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Task(s)/Activities to Meet Objective	Evaluation Method

3.2 Engages in practices that advance social, economic, and environmental justice.

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #4: Student engages in practice-informed research and research-informed practice

4.1 Uses practice experience and theory to inform scientific inquiry and research.

Task(s)/Activities to Meet Objective	Evaluation Method

4.2 Applies critical thinking to engage in analysis of qualitative and quantitative research methods and findings.

Task(s)/Activities to Meet Objective	Evaluation Method

4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery.

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #5: Student engages in policy practice

5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Task(s)/Activities to Meet Objective	Evaluation Method

5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.

Task(s)/Activities to Meet Objective	Evaluation Method

5.3. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #6: Student engages with individuals, families, groups, organizations, and communities

6.1 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Task(s)/Activities to Meet Objective	Evaluation Method

6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #7: The student assesses individuals, families, groups, organizations, and communities

7.1 Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.

Task(s)/Activities to Meet Objective	Evaluation Method

7.2 Applies 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.

Task(s)/Activities to Meet Objective	Evaluation Method

7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

Task(s)/Activities to Meet Objective	Evaluation Method

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

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #8: Student intervenes with individuals, families, groups, organization, and communities

8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.

Task(s)/Activities to Meet Objective	Evaluation Method

8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Task(s)/Activities to Meet Objective	Evaluation Method

8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Task(s)/Activities to Meet Objective	Evaluation Method

8.4 Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

Task(s)/Activities to Meet Objective	Evaluation Method

8.5 Facilitates effective transitions and endings that advance mutually agreed-on goals.

Task(s)/Activities to Meet Objective	Evaluation Method

Competency #9: Student evaluates practice with individuals, families, groups, organizations, and communities

9.1 Selects and uses appropriate methods for evaluation of outcomes.

Task(s)/Activities to Meet Objective	Evaluation Method

9.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Task(s)/Activities to Meet Objective	Evaluation Method

9.3 Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

Task(s)/Activities to Meet Objective	Evaluation Method

9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Task(s)/Activities to Meet Objective	Evaluation Method

Signature of Field Supervisor/Instructor

Date

Signature of Task Supervisor (as applicable)

Date

Signature of Student

Date

Please retain a copy of this form for your records!

Revised November 29, 2016

SOCW 483: Field II Final Evaluation

Southern Illinois University Edwardsville

Department of Social Work

2015 EPAS

Name of Student _____ ID _____

Semester/Year _____ Practicum Site: _____

Instructions for Rating Students on the Nine Competencies:

SOCW 483 is the second of two semesters (a minimum of 200 hours each) of professionally supervised experience in social work. Students should be evaluated by the knowledge, skill and professionalism they have demonstrated during their practica. This evaluation tool specifies competencies and corresponding practice behaviors defined by our accrediting body, the Council on Social Work Education (CSWE) and is based on the student's learning agreement. Please evaluate your student's practice behavior using the following criteria by circling the number that best corresponds with the student's progress. (Please circle the number. All competencies and practice behaviors must be addressed; please do not use N/A.)

3	The student is functioning above expectations for students in this area.
2	The student has met the expectations for students in this area.
1	The student has not met the expectations in this area.

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas in which the student needs improvement.

This evaluation is intended to give the student feedback about her or his performance. Please rate the student on any given item as it is appropriate to your field setting. The field instructor's rating of these items will not directly be used to calculate the grade given to the student. The faculty liaison has responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: the faculty liaison's overall evaluation of the student's performance in field placement in conjunction with the field instructor's evaluation and other submitted materials such as: student logs; seminar participation; papers that integrate field with classroom instruction.

Competency #1: The student demonstrates ethical and professional behavior

- 1.1 Makes 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. 1 2 3
- 1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 1 2 3
- 1.3 Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication. 1 2 3
- 1.4 Uses technology ethically and appropriately to facilitate practice outcomes. 1 2 3
- 1.5 Uses supervision and consultation to guide professional judgment and behavior. 1 2 3

Competency #2: The student engages diversity and difference in practice

- 2.1 Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 1 2 3
- 2.2 Presents themselves as learners and engages clients and constituencies as experts of their own experiences. 1 2 3
- 2.3 Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 1 2 3

Competency #3: Student advances human rights and social, economic, and environmental justice

- Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. 1 2 3
- Engages in practices that advance social, economic, and environmental justice. 1 2 3

Competency #4: Student engages in practice-informed research and research-informed practice

- 4.1 Uses practice experience and theory to inform scientific inquiry and research. 1 2 3
- 4.2 Applies critical thinking to engage in analysis of qualitative and quantitative research methods and findings. 1 2 3
- 4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery. 1 2 3

Competency #5: Student engages in policy practice

- 5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. 1 2 3

- | | | | |
|-----|---|---|---|
| 5.2 | Assesses how social welfare and economic policies impact the delivery of and access to social services. | | |
| | 1 | 2 | 3 |

- 5.3. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency #6: Student engages with individuals, families, groups, organizations, and communities

- 6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency #7: The student assesses individuals, families, groups, organizations, and communities

- 7.2 Applies 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.

- 7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

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

Competency #8: Student intervenes with individuals, families, groups, organization, and communities

- 8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

- 8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

- 8.4 Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

- 8.5 Facilitates effective transitions and endings that advance mutually agreed-on goals.

Competency #9: Student evaluates practice with individuals, families, groups, organizations, and communities

9.1 Selects and uses appropriate methods for evaluation of outcomes.

1 2 3

9.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

1 2 3

9.3 Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

1 2 3

9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

1 2 3

FINAL OVERALL EVALUATION:

Please check one of the following at the final evaluation.

___ This student has excelled in field placement by performing above expectations for students

___ This student has met the expectations of the field placement.

___ This student has not met the expectations of the field placement.

Comments - Please comment on the student's strengths and areas needing growth.

Signature of Agency Field Instructor _____

Agency _____ Date _____

The following section should be completed by the student:

My agency supervisor and/or faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

___ I agree with the evaluation

___ I do not agree with evaluation

Student's Signature _____ Date _____

If the student disagrees with the evaluation they should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty liaison. A meeting between the student, agency supervisor, and faculty liaison should then be held to discuss the disagreement

Revised: 9/22/2016

Progress Report/Liaison Visit Template

Southern Illinois University Edwardsville

Department of Social Work

SOCW 482 and 483

Student _____ Banner ID _____

Student Email Address _____ Semester/Year _____

Agency/Program _____

MSW Supervisor _____

Please list some of the activities you are doing to meet these competencies – describe what you have learned. Be brief! Remember that you have two semesters to address all nine competencies. So, you should note your plans to address competencies that have not been yet addressed.

Competency #1: The student demonstrates ethical and professional behavior

1.1 Makes 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.

1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

1.3 Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.

1.4 Uses technology ethically and appropriately to facilitate practice outcomes.

1.5 Uses supervision and consultation to guide professional judgment and behavior.

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2.1 Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

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9.1 Selects and uses appropriate methods for evaluation of outcomes.

9.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

9.3 Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

AGENCY/PROGRAM SUMMARY/ ASSESSMENT SUMMARY
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

DEPARTMENT OF SOCIAL WORK

(The information in this assessment summary is shared with prospective practicum students.)

Date Completed: _____ (Incomplete forms will be returned)

Organization Name: _____

Address: _____

City: _____ State: _____ Zip: _____

CONTACT INFORMATION: - Please list the person to be contacted regarding field opportunities.

Name/Title: _____

Phone: _____ Fax: _____ E-mail: _____

Name of Chief Executive Officer: _____ Degree: _____

Type of Organization:

_____ public

_____ private, for profit

_____ private, not for profit

_____ other (specify) _____

Number of MSW's: _____ How long has your organization been in existence? _____

BRIEF DESCRIPTION OF AGENCY MISSION/SERVICES (Include brochures if available):

LEVEL OF SOCIAL WORK STUDENT ELIGIBLE FOR PRACTIUM AT AGENCY(Check all that apply):

_____ BSW _____ MSW Beginning Student (Generalist) _____ MSW Advanced Student (Specialist)

FIELDS OF SERVICE (Check all that apply):

- | | | |
|---|---|---|
| <input type="checkbox"/> Adult Day Care | <input type="checkbox"/> Employment | <input type="checkbox"/> Physical Disabilities |
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Family Court | <input type="checkbox"/> Prevention (specify) |
| <input type="checkbox"/> Ambulatory Care | <input type="checkbox"/> Family Service | |
| <input type="checkbox"/> Case Management | <input type="checkbox"/> Gerontology | <input type="checkbox"/> Recreation |
| <input type="checkbox"/> Child Welfare | <input type="checkbox"/> Gov't. Admin/Planning | <input type="checkbox"/> Rehabilitation: |
| <input type="checkbox"/> Community Health | <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Acute Physical |
| <input type="checkbox"/> Community Planning | <input type="checkbox"/> Homelessness | <input type="checkbox"/> Sub acute |
| <input type="checkbox"/> Community Relations | <input type="checkbox"/> Home Health Agency | <input type="checkbox"/> Substance Abuse |
| <input type="checkbox"/> Criminal Justice: | <input type="checkbox"/> Hospice | <input type="checkbox"/> Vocational |
| <input type="checkbox"/> Offender Program | <input type="checkbox"/> Hospital | <input type="checkbox"/> Residential Care: |
| <input type="checkbox"/> Penal System | <input type="checkbox"/> Acute Medical | <input type="checkbox"/> Children |
| <input type="checkbox"/> Victim Services | <input type="checkbox"/> Psychiatric | <input type="checkbox"/> Elderly |
| <input type="checkbox"/> Developmental Disabilities | <input type="checkbox"/> Housing | <input type="checkbox"/> School |
| <input type="checkbox"/> Eating Disorders | <input type="checkbox"/> Information/Referral | <input type="checkbox"/> Skilled Nursing Facility |
| <input type="checkbox"/> Economic Development | <input type="checkbox"/> International Services | <input type="checkbox"/> Women's Services |
| <input type="checkbox"/> Emergency Assistance | <input type="checkbox"/> Legal Services Agency | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Employee Assistance | <input type="checkbox"/> Legislation | |
| | <input type="checkbox"/> Outpatient Mental Health | |

SERVICES OFFERED/LEARNING OPPORTUNITIES AVAILABLE (Check all that apply):

Clinical:

- | | | |
|--|--|---|
| <input type="checkbox"/> Aftercare | <input type="checkbox"/> Family Services: | <input type="checkbox"/> Information/Referral |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Adoption | <input type="checkbox"/> In-Home Services |
| <input type="checkbox"/> Child Abuse/Neglect | <input type="checkbox"/> Divorce/Custody | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Case Management | <input type="checkbox"/> Exchange | <input type="checkbox"/> Multidisciplinary |
| <input type="checkbox"/> Client Empowerment | <input type="checkbox"/> Family Preservation | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Foster Care | <input type="checkbox"/> Pregnancy Counseling |
| <input type="checkbox"/> Crisis Intervention | <input type="checkbox"/> Group Work: | <input type="checkbox"/> Rehabilitation |
| <input type="checkbox"/> Discharge Planning | <input type="checkbox"/> Educational | <input type="checkbox"/> Therapy: |
| <input type="checkbox"/> Domestic Violence | <input type="checkbox"/> Support | <input type="checkbox"/> Individuals |
| <input type="checkbox"/> Elder Abuse/Neglect | <input type="checkbox"/> Health Education | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Families | <input type="checkbox"/> Groups | |

MANAGEMENT:

<input type="checkbox"/> Administration	<input type="checkbox"/> Human Resource Dev.	<input type="checkbox"/> Quality Assurance
<input type="checkbox"/> Budgeting/Fiscal Mgt.	<input type="checkbox"/> Peer Review	<input type="checkbox"/> Research
<input type="checkbox"/> Consultation/Collaboration	<input type="checkbox"/> Personnel Management	<input type="checkbox"/> Work With Groups
<input type="checkbox"/> Data Collection	<input type="checkbox"/> Planning	<input type="checkbox"/> Board
<input type="checkbox"/> Executive Governance	<input type="checkbox"/> Program Coordination	<input type="checkbox"/> Committees
<input type="checkbox"/> Fund Raising:	<input type="checkbox"/> Program Development	<input type="checkbox"/> Community
<input type="checkbox"/> Grant Writing	<input type="checkbox"/> Program Evaluation	<input type="checkbox"/> Other _____
<input type="checkbox"/> Events	<input type="checkbox"/> Public Relations	

DIVERSITY OF CLIENTS SERVED BY AGENCY (Check all that apply):

Age	Sexual Orientation	Socio-Economic Status
<input type="checkbox"/> Adolescents	<input type="checkbox"/> Bi-Sexual	<input type="checkbox"/> Above Average Income
<input type="checkbox"/> Adults	<input type="checkbox"/> Gay	<input type="checkbox"/> Average Income
<input type="checkbox"/> Elementary	<input type="checkbox"/> Heterosexual	<input type="checkbox"/> Poverty Level or Below
<input type="checkbox"/> Infant/Toddler	<input type="checkbox"/> Lesbian	
<input type="checkbox"/> Older Adults	<input type="checkbox"/> Transgendered	
<input type="checkbox"/> Pre-School		
<input type="checkbox"/> Young Adults		

Ethnic Groups	Family Status	Gender
<input type="checkbox"/> African American	<input type="checkbox"/> Single Parent	<input type="checkbox"/> Female
<input type="checkbox"/> Asian	<input type="checkbox"/> Stepparent Families	<input type="checkbox"/> Male
<input type="checkbox"/> Caucasian	<input type="checkbox"/> Two Parent	
<input type="checkbox"/> Hispanic	<input type="checkbox"/> Other family con-	Residence
<input type="checkbox"/> Native American	figurations	<input type="checkbox"/> Rural
<input type="checkbox"/> Other _____	(foster, grandparent, etc.)	<input type="checkbox"/> Suburban
		<input type="checkbox"/> Urban

Describe your procedure for selecting practicum students (resume, interviews, etc.):

How much advance notice do you need to consider/accept students? _____

Requirements of Students:

What do you require of students in your organization?

One semester ____ Two semesters ____

Distribution of hours/week (specify) _____

Specific coursework (specify) _____

Specific times for attendance (specify) _____

Specific training (specify) _____

Special expenses (parking, physical exam, etc.) _____

Prior experience (specify) _____

Home visits (specify) _____

Criminal records background check? ____ Yes ____ No

Abuse/neglect background check? ____ Yes ____ No

Drug screening? ____ Yes ____ No

Is a formal orientation provided? ____ Yes ____ No

Can a student using public transportation meet
requirements for your site? ____ Yes ____ No

Immunizations/health verification? ____ Yes ____ No

Is yes, please specify: _____

Please list any other conditions of the practicum experience the student may need to be aware of:

Additional Considerations:

Are practicum opportunities available for evening/weekends? ____ Yes ____ No

If yes, is supervision available? ____ Yes ____ No

Can practicum be completed entirely during evening/weekend hours? ____ Yes ____ No

Is financial support available? ____ Yes ____ No

If yes, please check all that apply:

____ Stipend ____ Amount \$ ____ Travel ____ Parking ____ Other: _____

Is training provided to students around issues of safety in the agency,
with clients and the community served by the agency? ____ Yes ____ No

Is your organization equipped to provide practicum opportunities for:

International students for whom English may be a second language?

☐ Yes ☐ No

Visually/hearing impaired students?

☐ Yes ☐ No

Students utilizing adaptive equipment? If yes, please

☐ Yes ☐ No

describe: _____

_____ Date_____

Agency Director Signature

Please return completed form to:

Dr. Carol Wesley, Ph.D., ACSW, LCSW
Director of Practica
SIUE Department of Social Work
Box 1450
Edwardsville, IL 62026-1450

SIUE Department Use Only

_____ The agency has been approved as a practicum site. () BSW only () MSW only

() MSW and BSW () MSW generalist student () MSW specialist student

Director of Practica

Date

PRACTICUM INSTRUCTOR PROFILE
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
DEPARTMENT OF SOCIAL WORK

(The information in this profile is shared with prospective practicum students.)

Date Completed: _____ (Incomplete forms will be returned)

Name: _____ Degree/Year: _____

Position/Title: _____

Organization: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Length of employment at this agency: _____ Phone: (____) _____

Fax: (____) _____ E-Mail address: _____

With which school are you currently affiliated?

- ____ School of Social Welfare-University of Missouri-St. Louis
- ____ St. Louis University School of Social Work
- ____ GWB School of Social Work-Washington University
- ____ Other
- ____ None

AREAS OF EXPERTISE (Check all that apply to your current position):

- | | | |
|---------------------------------|-----------------------------------|---------------------------|
| ____ Advocacy | ____ Family Therapy | ____ Policy Analysis |
| ____ AID/HIV | ____ Forensic Social Work | ____ Poverty Issues |
| ____ Alcohol/Drug Issues | ____ Gerontology | ____ Poverty Issues |
| ____ Child Development | ____ Homelessness | ____ Psychiatric Services |
| ____ Child Welfare | ____ Hospice/Death/Dying Issues | ____ School Social Work |
| ____ Community Organization | ____ Housing | ____ Sexual Abuse |
| ____ Criminal Justice | ____ Immigration/Refugee Services | ____ Assessment/Treatment |
| ____ Crisis Intervention | ____ Juvenile Justice | ____ Welfare to Work |
| ____ Developmental Disabilities | ____ Legal Services | ____ Youth Services |

<input type="checkbox"/> Disaster Assistance	<input type="checkbox"/> Legislative Action	Other _____
<input type="checkbox"/> Economic Development	<input type="checkbox"/> Managed Care	
<input type="checkbox"/> Education	<input type="checkbox"/> Mental Health	
<input type="checkbox"/> Employment	<input type="checkbox"/> Minority Issues	
<input type="checkbox"/> Family Preservation	<input type="checkbox"/> Physical and Medical Care	

EDUCATIONAL BACKGROUND:

College/University	Degree	Year of Graduation

Please indicate your professional credentials or certification and date of acquisition.

() LCSW _____ () ACSW _____ () QCSW _____
 () DCSW _____ () Other _____
 () MSW with no additional certification

Please submit verification of your MSW degree:

() I have requested that verification of my MSW be mailed to you from the graduating institution.
 () I am enclosing a copy of my diploma or transcript.

PREVIOUS EMPLOYMENT:

Organization	Title	Year(s) of Employment

SUPERVISORY STRATEGIES/OPTION (Check all that apply):

☐ Individual conferences (duration/frequency-one hour/week is minimum) _____
☐ Group conferences (duration/frequency) _____
☐ Staff meetings (duration/frequency) _____
☐ Other _____

Please describe your style of teaching and supervision:

- ____ Observation and shadowing
- ____ Use of task supervisor
- ____ Involvement in conferences/workshops
- ____ Review of practice manuals
- ____ Other _____

Please describe any special areas of professional interest you would like to share with a student:

Please provide any additional information a student might like to know about you or your professional activities (areas of expertise, special projects, volunteer/community work, etc.):

Thank you for assisting us in facilitating our students' involvement with your area of social work practice. Please feel free to enclose a current resume if you would like students to better understand your qualifications and professional background.

Please return to:

Dr. Carol Wesley, Ph.D., ACSW, LCSW
Director of Practica
SIUE Department of Social Work
Box 1450
Edwardsville, IL 62026-1450