



## **BACHELOR OF SOCIAL WORK**

### **Practicum Education Manual**

**2026 -2027**

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## Introduction

The Bachelor of Social Work (BSW) practicum is designed to enhance the student's ability to function as a professional social worker and to build upon the student's knowledge, skills, values, and personal qualities. The placement provides an opportunity to use information gained from the academic courses together with personal experiences and apply skills in a community-based delivery system. It is a time for a student to prepare for a life-long career in social work.

The practicum is a total of 500 hours and occurs over the Fall and Spring semesters of the student's senior year. Students enroll in SWK 494A & B and are expected to engage in 16-20 hours per week at their practicum site. Students enroll and participate in SWK 492A & B, which is a co-requisite Seminar class. The practicum is taken concurrently with social work practice classes [SWK 400: Practice II (Fall semester), and SWK: 405: Practice III (Spring semester)].

The practicum can be any combination of in-person, virtual, and simulation-based. Students can start at their placement site when the Fall semester starts and no later than 4 weeks into the semester. If a student has not secured a placement and started by week 4, they may be asked to withdraw from the practicum, seminar, and practice classes. Students are expected to complete their practicum by the end of the Spring Semester. They can complete their hours early; however, it is expected that they commit and contract with their placement until, at the minimum, week 13 of the Spring semester.

## Mission

In conjunction with the mission statement of the University of Maine Presque Isle, the Bachelor of Social Work Program the Bachelor of Social Work at University of Maine at Presque Isle promotes social justice, human rights, and the empowerment and wellbeing of individuals, families and communities. The program prepares students for culturally responsive, ethical generalist social work practice and focuses on serving vulnerable and underserved populations.

## The Generalist Model of Social Work Practice

Generalist social work education enhances the effectiveness of graduates in addressing and alleviating the varied social problems both locally and globally. The UMPI BSW stresses that by starting where the client is at and by utilizing their own strengths, we empower people to move toward positive change. The international, national, state, and local social service delivery systems are in need of social workers who can competently fulfill a variety of practice roles, including broker, advocate, administrator, counselor, case manager, networker, community organizer, group facilitator, and change agent. Lastly, the ability to ask the salient questions, determine the best means of addressing issues, and then implement the strategies to effect change describes the critical thinking aspect of this generalist BSW program.

# Bachelor of Social Work Program Competencies and Practice Behaviors and BSW Program Learning Outcomes

After completing the BSW program, students will be able to demonstrate the nine 2022 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). Therefore, students will be able to:

1. Demonstrate Ethical and Professional Behavior.
  - a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
  - b. Demonstrate professional behavior, appearance, and oral, written, and electronic communication.
  - c. Use technology ethically and appropriately to facilitate practice outcomes.
  - d. Use supervision and consultation to guide professional judgment and behavior.
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice.
  - a. Advocate for human rights at the individual, family, group, organizational, and community system levels.
  - b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
  - a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
  - b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
4. Engage in Practice-Informed Research and Research-Informed Practice.
  - a. Apply research findings to inform and improve practice Policy, and programs.
  - b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
5. Engage in Policy Practice
  - a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
  - b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
  - a. Apply knowledge of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, to engage with clients and constituencies.
  - b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
  - a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
  - b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon

- plan
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
    - a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
    - b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
  9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
    - a. Select and use culturally responsive methods for evaluation of outcomes.
    - b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations and communities

Each competency describes knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

## Student Conduct

Students in the BSW Program should conduct themselves according to the most current National Association of Social Workers (NASW) or Canadian Association of Social Workers (CASW) Code of Ethics. Due to the professional and human service function of social work education, these behaviors are part of academic requirements and standards. Student misconduct that involves clients on or off campus or student conduct that is potentially dangerous to current or future clients constitutes a violation of the social work academic and professional standards.

Student misconduct, on or off campus and/or directed toward other students, faculty, or University staff, will, at the discretion of the Director of the BSW Program and Director of Practicum Education, result in either academic or non-academic procedures for dismissal. When legal or illegal behavior does not affect current or potential clients, but the behavior violates the mission, process, or function of the University, proceedings will follow the University's procedures for non-academic misconduct.

The following behaviors are examples, but not a complete list, of misconduct that may result in dismissal from the program, beyond academic standards:

1. *Forced or coerced sexual behavior.*
2. *Sexual activity with clients, including, but not limited to, kissing, fondling, or sexual intercourse.*
3. *Physical actions directed at clients, students, faculty, or staff, such as hitting, spanking, or slapping.*
4. *Physical or emotional threats directed toward clients, students, faculty, or staff.*
5. *The acceptance from clients of gifts or money not considered standard payment for services received on behalf of the student's agency or practicum setting; students shall not ask for nor expect gifts from clients.*
6. *Illegal or unethical behavior that limits or takes away clients' rights or results in financial, material, or emotional loss for clients or gain for social work students.*
7. *Plagiarism and other forms of academic dishonesty such as the use of AI.*
8. *Arrest and conviction of offenses that implicate behavior by the student that harmed a*

*family member or member of the public, for example, assault, domestic violence, operating under the influence of alcohol (DUI).*

## Classroom Conduct

Social work is a professional practice degree, and an aspect of social work education is developing professional behavior. This begins in the classroom with how students conduct themselves and relate to classmates and the instructor. Expected behavior in addition to punctual attendance includes the following:

- Students will show respect to all people (e.g., classmates, instructors, and guest speakers). Respect means paying attention to anyone who is speaking and not engaging in side conversations. This includes putting cell phones and laptops away.
- Expressing opposite opinions and views is encouraged. Students will participate in a manner that allows all individuals to express their views. All opinions should be expressed openly. People should be allowed to finish statements and not be interrupted, and facial statements or body language, which reflects disapproval, should not be conveyed without an explanation.
- Technology manners: Texting during class, answering cell phones during class, taking cell phone photos or videos in class, and working on laptops are disrespectful to the entire class. Audio or video taping a lecture, participation, or activities without permission of the instructor is a breach of confidentiality and not allowed.
  - If you receive a call from a family member and it's an emergency, please notify the instructor and step out of class to accept the call.
- Zoom transcripts may be downloaded, however, audio or video recording a lecture without the permission of the instructor is a breach of confidentiality and not allowed.
- Role-playing is an important aspect of the social work courses. Photographing and/or videoing these role plays by a classmate without the participants' permission is a violation of confidentiality and is not allowed.
- Disruptive behaviors of any nature are unprofessional and unacceptable and will be addressed. This includes but is not limited to yelling, name calling, and threatening behavior.

The practicum is an aspect of social work education where students use the skills learned in the classroom. Professionalism and professional behavior are expected not only in the classroom but in the practicum as well. Professionalism is a part of the practicum evaluation and will be addressed if there are concerns.

Disruptive behaviors of any nature are unprofessional and unacceptable and will be addressed. All students are expected to follow the [University of Maine System's Student Code of Conduct](#).

## Right to Accommodations for Individuals with Disabilities

The BSW program is committed to supporting students in securing and practicing in a learning environment that promotes educational opportunities for all students, including those with disabilities.

Students who need reasonable accommodations will seek documentation from Student Support Services (<https://www.umpi.edu/offices/student-support-services/disability-services/requesting-accommodations/>). Once an accommodation letter is sent, the Director of Practicum Education, student, and practicum placement will meet to assess how the accommodation can be met in the practicum placement.

Practicum sites are expected to comply with the Americans with Disability Act (ADA) or Accessible Canada Act (ACA).

## International Students

International students can complete the BSW Practicum experiences in Maine or Canada. There are extra forms to be completed for Homeland Security.

Maine Placement:

If the international student is completing a practicum placement (Junior and/or Senior year) in Maine and/or attending classes in-person/hybrid model, a Curricular Practical Training (CPT/F-1 status) form must be completed before the beginning of **each** semester and the date specified by the Director of Practicum Education and submitted to the UMPI representative before the placement is started. The CPT form is to be completed no later than 30 days from the start of the semester.

<https://www.umpi.edu/admissions/international-students/>

Canadian Placement:

If the international student is completing a practicum placement in Canada (Junior and/or Senior year) a letter from the HR or Director of the organization stating whether the organization has a US tax ID number needs to be on file with the UMPI representative.

## Practicum Internship Structure

The BSW internship consists of a two-semester (Fall/Spring) placement of approximately 16 hours per week for a total of 500 hours. The internship aims to provide students with the opportunity to engage in generalist social work practice through shadowing, observing, and interacting with client systems.

- Canadian students who did not complete the optional 200 hours in their Junior-year, may want to add these hours to their Senior-year, which they would be completing 700 hours, approximately 24 hours per week.

## Practicum Roles

Director of Practicum Education: supports the student in securing a practicum placement, vets the site and practicum instructor, provides orientation, training and support on practicum instruction, provides supervision and consultation as needed during seminar class, and completes minimally one site visit (in-person or virtual) per semester.

Student: demonstrates knowledge, skills, and values of social work practice in their practicum placement.

Practicum Instructor: must have a BSW or MSW with at least 2 years of experience in social work; it is recommended they have been at the placement site for at least one year; provides a minimum of one hour of supervision weekly.

Practicum Liaison (optional): BSW degree is not required; employee at placement site who may have more direct interaction with the student.

## Orientation for Practicum Instructors

Each academic year, an orientation will be conducted by the Director of Practicum Education for the practical instructors. This orientation is conducted through Zoom video conferencing and is recorded. All current practicum instructors (new and previous) are required to attend. In the event an instructor cannot attend, the recording will be shared with the instructor, and the Director of Practicum Education will arrange a separate time to meet with that instructor to address any questions or concerns.

The orientation includes a review of the practicum manual, evaluation procedures, ethics, the program philosophy and social work perspective, respecting individual student strengths and limitations, CSWE competencies, student safety, and the continual contact with the Director of Practicum Education. Additionally, the student learning plan is reviewed in depth as this plan is key to student learning and demonstration of the nine CSWE competencies.

## Selecting a Practicum

The practicum is an integral component of the curriculum in social work. The selection of practicum sites and practicum instructors follow CSWE guidelines. The practicum site needs to be able to provide an opportunity for the student to apply foundation knowledge, skills, values, and ethics to practice.

The practicum setting must be able to provide the following opportunities and meet the criteria

detailed below:

- Opportunities for students to apply knowledge, skills, values, and ethics to practice
- Opportunities for students to demonstrate **all 9** social work competencies in the practicum setting with all system levels: individuals, families, groups, organizations, and communities.
- Ability to provide two or more competency-based examples or activities for each of the five system levels.
- Completion of a minimum of 500 hours over the course of two semesters (SWK 494A and SWK 494B).
- Supervision by a Practicum instructor from a CSWE-accredited or CASWE (Canadian) accredited program who has at least two years of post-social work degree practice experience in social work.
- Time necessary for a practicum instructor to provide consistent supervision. It is recommended 1-hour of supervision per week.
- Provision of adequate workspace or other resources needed by the student to successfully complete their placement.
- Follows the NASW or CASW Code of Ethics. This includes following guidelines and protocols for confidentiality as well as nondiscriminatory practices.

Agencies must have provided services for at least one year before being considered as a practicum site. Agencies under an NASW/CASW sanction will not be considered.

Practicum instructors are vital to the learning experience. The Practicum instructors should hold a CSWE-accredited Bachelor's or Master of Social Work degree with at least 2 years post-degree experience. This affirms the continuation of social work knowledge, values, and philosophy from the classroom to the practicum.

Some areas may have limited agencies, services, and practicum instructors, such as rural communities. When an agency does not have a practicum instructor with a CSWE-accredited BSW or MSW degree with at least 2-years of experience, then the University Director of Practicum Education will be responsible for the supervision of the student to ensure that a social work perspective is provided.

It is preferred that the Practicum Instructor has been employed at the practicum site for at least one year. Employees who have been at their position for less than one year may be considered depending on their previous work history. Individuals whose social work license is on probation, under suspension, or under NASW or CASW sanction are not qualified to be practicum instructors.

Each academic year, an orientation is conducted by the Director of Practicum Education for the practicum instructors. This orientation includes a review of the practicum manual, evaluation procedures, ethics, the program philosophy and social work perspective, respecting individual student strengths and limitations, CSWE competencies, student safety, and the continual contact with the Director of Practicum Education.

## Practicum Placement Process

The Director of Practicum Education will have organizations/agencies join the class, in person or through Zoom video conferencing, and introduce their programs and areas of opportunity for

BSW practicum during the Junior Practicum courses. Students in their Junior Practicum course (396A and 396B) will identify areas of interest and agencies they are interested in having their senior year placement at through questionnaires or interest forms. Students will return the forms within 14 days. Once reviewed, the Director of Practicum Education will provide the students with the name of an agency and contact information for the practicum instructor or HR. The student is expected to contact the potential practicum instructor or HR contact and arrange for an interview within 2 weeks of receiving the information. Following the interview, the Director of Practicum Education will follow up with the potential practicum instructor to confirm and approve the placement.

- If the Director of Practicum Education does not believe the match is suitable, they will work with the student to identify another option.
- The goal is to secure placements by the end of the Spring semester of their Junior-year.
- All students should begin their placements by the second week of the fall semester. If they have not started their placement by week 4, they may be asked to withdraw from the course.
- Agency-specific orientation, background checks, and other paperwork may be required before the beginning of their formal internship.

The UMPI social work program does recognize paid placements, including the student's existing employment as an internship placement, as long as the assignments and tasks are directly related to the 9 CSWE competencies.

The Director of Practicum Education must approve the paid placement and will communicate that the practicum supervision will be distinct from employment supervision. This distinction will be added to the Memorandum of Agreement: BSW Program Practicum Placement form.

### Place of Employment:

- Students are allowed to have their practicum placement at their place of employment. The assigned tasks and duties must align with all 9 CSWE competencies. Tasks may need to be enhanced to fit the criteria. Proposed Practicum assignments must meet both the social work departments and CSWE's curriculum standards. Employment-based internships will need to be reviewed by the Director of Practicum Education.
- It is recommended that the practicum internship time be educationally directed. The student should be exposed to an array of practice experiences to support professional and educational growth. The student may work in a site different than their employment and perform tasks different from their current or past job duties in order to meet the 9 CSWE competencies. A plan to transition the student from the worker/employee role to the learner/student role may need to be developed.
- Supervision must focus on the student's educational and professional development needs.

### Stipend-Based Placements:

- A practicum can be compensated through a stipend per the placement site. The agency is responsible for the payment agreement with the student and ensures the student gets compensated.

### Employment Offered During Internship:

- Students may apply and be offered employment at their placement site, and hours can continue to be counted. However, it is important that the student is still viewed as such,

- and learning adheres to the 9 CSWE competencies.
- Students are required to review these situations immediately with the Director of Practicum Education before applying. The Director of Practicum Education may request a meeting with the student and practicum instructor to assess if the transition is the best fit.

## Practicum Monitoring and Support

Monitoring and supporting students' learning will be accomplished through the required co-requisite Senior Seminar (SWK 492A & B) in the Fall and Spring semesters. The purpose of the seminar is to provide students with the opportunity to discuss learning or concerns from their practicums to connect academic material with practical experience and to present information to help achieve the 9 CSWE competencies. Students will have written assignments and practicum logs. Primary monitoring assessments include the students' learning plan weekly progress reports discussed in seminar site visits (in-person or virtual), a self-assessment, and the practicum instructors' fall and spring semester evaluation.

Students will be evaluated on their learning, development, and demonstration of the 9 CSWE competencies; the primary mechanism of evaluating this learning will be through the students' learning plan. At the end of each semester, the student and practicum instructor will fill out the evaluation form and then collaborate on a final evaluation. The final copy is sent to the Director of Practicum Education. In addition, an annual survey is completed by both the student and the practicum instructor.

The Director of Practicum Education will be available to the practicum instructors as needed if issues, questions, or concerns arise. In addition, the Director of Practicum Education will be available to provide consultation and support to the student when practicum instructors are unavailable.

The effectiveness of the practicum instructor and educational setting will be evaluated before, during, and after the completion of the student's practicum education experience.

## Supervision

The purpose of the supervision is to help guide the students in putting their knowledge and skills together in a professional manner. Each student will bring their own unique personality, experience, and perception of course material to the practicum. These differences among students should be respected, and supervision should be used to encourage and develop the student's greatest potential as a professional.

Supervision can be provided in group sessions; however, it is preferred that students receive one-to-one support and occur at least one hour weekly. The student's strengths and areas of improvement should be addressed. Some suggestions for supervision would include case material, approaches to specific situations, social work issues, and feedback on style and integration of knowledge and skill. The student should take an active role in determining the agenda for supervision.

By working with others, many professionals' own problems and issues come to the forefront. It is a continual process of personal change and growth to be able to keep one's personal issues separate from the clients. The student needs to be able to identify what they are feeling and why when working with a client, and openly discuss conflicts, biases, and judgements. It is

appropriate to discuss this information with the Practicum Instructor or the Director of Practicum Education to help gain perspective and understanding.

If the practicum Instructor realizes there are problems with a student's conduct, biases, or ethics, the Director of Practicum Education should be notified immediately. Together, a plan will be developed to help address the issues.

The student should meet the practicum instructor or an agency social work consultant/supervisor to address the issues. Alternatively, the Director of Practicum Education can add additional practicum instruction time to provide supervision for students.

## Education Seminar

The purpose of the seminar is to provide students with the opportunity to discuss concerns from their Practicums, to connect academic material with practical experience, and to present information to help achieve the Social Work Core Competencies. The seminar structure will be determined by students and faculty. It should include open discussion, student presentations, and role plays.

Students will have the opportunity to facilitate in the seminar class. It is expected that the student facilitator will lead the seminar group and be prepared with a topic for discussion. This can include printed information, activities, role playing, short videos, or stimulating questions. The student facilitator needs to manage the time so that each student can discuss any placement issues each week in addition to the facilitator's topic.

- Students may present de-identified cases from the practicum placement. For example, select a case and present the history, assessment, interventions, and barriers encountered. Develop a list of questions concerning the case that the seminar students are to discuss. This can be used to assist the student in developing ideas for working with the client and provide information concerning resources for the agency and clients.

## Liability Insurance

Insurance coverage for social work interns will vary from agency to agency. Practicum instructors or Agency leadership should inform students of various tasks where insurance coverage may be needed, such as transporting clients, professional liability, and workers' compensation in the event of a practicum-related injury or illness. Practicum instructors will discuss this information with the student and determine what situations should be avoided due to lack of coverage or potential danger for the student, i.e., restraining a client or exposure to an infectious disease.

Malpractice insurance for the individual professional is becoming good practice. Students are not required to purchase malpractice insurance. Each social work student is covered by the University's broad professional liability policy during active semesters. Students are not covered by the University's liability policy during the winter break (time between the Fall and Spring semesters).

Each student is responsible for their own medical care and coverage for medical care. The agency of practicum placement shall be responsible for arranging immediate care in case of an accident or illness of a student, but it is not responsible for the costs involved, follow-up care, or hospitalization.

## Student Safety Protocol

Student safety protocols are embedded in the synchronous online junior Practicum courses (pre-Practicum trainings) and the senior Practicum seminars. These will include Brightspace modules on environmental, social and psychological safety, self-care, and mandated reporting. Other examples of modules include physical safety such as not restraining a client, not transporting clients, and no discrimination policies on harassment, discriminatory language, etc. If students experience the latter, policies on reporting to the Practicum director immediately, are made explicit. Students will also be provided with a “Notice of Risk Acknowledgment” form that they sign before beginning their placement. Additionally, the Practicum director will review safety protocols with new Practicum instructors during meetings prior to the placement and Practicum instructor orientation.

Each practicum agency is responsible for orienting the student to the safety policies and procedures of that setting. If the agency does not provide safety training, the student should request it. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients prone to violent behavior. Orientation should address the security of personal belongings and procedures in the event of a safety problem.

Students should not be required to engage in assignments in which they feel physically at risk. Students should discuss their feelings with the practicum instructor. If a student's concerns about safety begin to interfere with the learning process, the faculty liaison should be contacted to facilitate an exploration of the concerns.

If an incident occurs in which the student is personally threatened or hurt, the agency and student should contact the Director of Practicum Education immediately to decide on actions the agency and school should take to ensure the student's physical and emotional well-being.

## Responsibilities of the Student

- Complete the interest form, reach out to preferred agencies, and schedule an interview, and once the placement is secured, complete the Memorandum of Agreement and submit to the Director of Practicum Education.
- Students may be required to complete a background check before the start of their practicum, and their placement could be contingent on a satisfactory background check. Students will sign confidentiality agreements and complete any other applicable documentation per the agency's directive.
- Students will attend any planning or orientation meetings before the start of the internship.
- Students are required to create a schedule with their practicum placement, including 1-hour weekly supervision, and attend all scheduled sessions. If a student is unable to attend a scheduled internship day, they will follow the agency's protocol and notify the practicum instructor and/or other applicable parties.
  - o Any missed time must be made up. If they are unable to complete their hours by the end of the Spring semester, they will be required to take an incomplete in the Practicum class (SWK 494B) and continue their internship until all hours are completed.
- Students are responsible for being prepared for supervision. Preparation of an agenda

- and questions and active participation are required to maximize learning.
- Students will meet agency norms and expectations in appearance, dress, and conduct. Professional and personal behavior should reflect the standards of the agency and the social work profession. Students will conduct themselves per the NASW or CASW Code of Ethics.
  - Students will comply with agency policies and procedures, comply with confidentiality practices, and participate in weekly supervision. Individual supervision is preferred; however, group supervision is allowed. Students will come prepared to supervision with their practicum logs, schedule, and any questions that may have come up over the previous week.
  - Students will take responsibility for their learning within the practicum placement and use their time as an opportunity to enrich and extend their social work generalist skills.
  - Students will ensure they have transportation to their internship site. If they share a vehicle, they are not to be dropped off at a client's home, as this will violate confidentiality. Any travel will not be reimbursed or covered by UMPI.
  - Students will report safety issues or concerns to the agency and the Director of Practicum Education as they occur.
  - Students will attend all required Seminar classes and complete assignments as indicated in the syllabus. Students can attend workshops, webinars, and other trainings as assigned by their practicum instructors.
  - Students will use their knowledge of the CSWE competencies and apply the skills during their practicum placement.

## Responsibilities of the BSW Program

- The Director of Practicum Education will confer with agency personnel, vetting practicum instructors, providing orientation, monitoring, and support.
- Support students in securing their Senior-year practicum placement.
- Schedule a BSW practicum orientation training at the beginning of the semester and provide recording of the training to instructors who were unable to attend and not able to reschedule a face-to-face meeting.
- Provide a Practicum Instruction Manual to guide the internship process.
- Will serve as the faculty liaison with the practicum placement and will schedule a 1-hour meeting per semester (Fall/Spring). More meetings may be needed and scheduled when requested.
- Support in resolving concerns or problems that arise in the practicum placement.
- Provide additional training as needed to the practicum instructors.

## Responsibilities of the Practicum Instructors

- Commitment to and interest in social work education. Facilitate student placement and respect for students as having something meaningful to contribute to an organization.
- Compliance with non-discrimination standards in relation to students and client systems.
- Provide students with an orientation to the agency and ensure they have a workspace and the applicable technology to be successful at their internship.
- Keep a consistent schedule of weekly 1-hour supervision sessions with the student. Encourage the student to reflect on their knowledge, skills, and values. Explore biases and self-reflection.
  - o In the beginning, the practicum instructor may have to provide much more guidance to help the student determine the purposes and objectives of work

assignments and activities. However, the student should be able to assume an increasing amount of responsibility, initiative, and independence as the semester progresses.

- Encourage students to engage in their learning environment and ask questions.
- Be able to offer students learning opportunities in all 9 CSWE competencies.
- Consult the Director of Practicum Education about the barriers or challenges to student's skill development and collaborate and plan for appropriate next steps.
- Ability and willingness to identify concerning behaviors of students and participate in problem-solving and teaching to support the student's success. Provide positive and constructive feedback to students regarding their performance.
- Be prepared to assign tasks that will enhance the student's knowledge, skills, and values.

## Criteria for the Selection of Practicum Instructors

- Possess a BSW or MSW from a CSWE-accredited program.
- Two years of experience in social work practice, preferably 1 year working within the agency.
- Commitment to student's learning.
- Complete the practicum instructor orientation training (10 modules).
- Knowledge of the conceptual and theoretical bases of generalist social work practice and the ability to reinforce this in the practicum.
- Knowledge and understanding of evidence-based practice.

## Student Orientation at Practicum Site

Prior to the student's arrival, the agency staff relevant to the student's placement should be informed about the placement and ways in which they might participate. Preparations for the student's arrival should include allocating an appropriate working space, including a desk, equipment, and supplies needed to perform adequately in the agency.

### An orientation to the agency should include the following:

Discussion of personnel practices including, but not limited to: office hours, work breaks, personal conduct, office procedures and routines, appropriate dress, student safety issues, and confidentiality guidelines.

Description of the agency organizational hierarchy and the chain of responsibility and accountability.

The agency's purpose, philosophy, and objectives, including a brief discussion of all the programs and services provided by the agency.

Introduction to the agency's office system and expectations of student record keeping, the method of accessing and maintaining client records, how mail is handled, and regulations regarding photocopying materials.

The agency's financing, including whether the agency is financed by public or private funds or a combination of both. Also included might be the cost of operations.

The agency's written policies and procedures, as well as any other written materials related to specific orientation issues, should be provided for the student. Reading materials should be

related to the student's work and learning experience and may include case records, pamphlets, and agency manuals.

Some agencies require specialized knowledge or familiarity with specific terms. This written material should be reviewed with the student.

The agency's relationship to the network of community resources. Students should be provided the opportunity to learn about the availability of community resources and assisted in the utilization of the services of other agencies in the community.

The agency's written policies, procedures, and protocol for student and client safety.

## Confidentiality

The human service professions deal with sensitive information from individuals. This information should be handled with respect, which includes strict policies, laws, and ethics about confidentiality. It is the responsibility of each social work student to become aware of the policies regarding confidentiality for the Practicum agency. Some case material will be used in the courses taken concurrently with the Practicum. Thus, the student needs to clarify, with the practicum Instructor, the procedure to obtain the agency's consent, the client's written consent, and how to de-identify information before using case material or agency records for class papers.

At any time, if the student breaches a client's confidentiality, inform the practicum Instructor immediately so corrective measures can be implemented.

The preservation of confidentiality is a crucial element of social work practice. The issue of confidentiality is addressed in the social work curriculum, and it should be an ongoing topic of supervision during the Practicum. Learning both the overt and subtle ways in which client confidentiality is violated is important to the practice of social work. The agency's policy on confidentiality should be reviewed with the student, and since some case material will need to be used for courses taken concurrently, a policy for this procedure should be discussed.

## Problems in the Internship

When problems occur during the internship, appropriate channels of communication and resolution should be used. The NASW Code of Ethics states that social workers with concerns about other social workers should start directly with the person. Ideally, problems can be resolved between the persons directly involved without a formal process. If a student intern is having a problem with a practicum liaison or instructor, the student intern should first inform that person and try to resolve the problem at that level. If the problem remains unresolved, the Director of Practicum Education should be consulted. Other faculty members, such as the student's advisor and the Director of the BSW program, will be consulted if needed.

The same process should be followed if the practicum instructor is having a problem with the student intern. First, the student should be notified of the concerns, and a plan should be developed by the practicum instructor. If the problem is not resolved within a reasonable amount of time or other problems occur, then the practicum instructor will contact the Director of Practicum Director. The Director of the BSW program will be consulted if there are concerns of disciplinary action.

## Termination

If a practicum is terminated due to a student's performance or conduct the student will meet with the BSW faculty to assess the student's status in the program such as the need for formal review and/or continuation in the program. Each case will be handled individually and will follow all University policies.

Any student enrolled in the BSW program may seek a change in their practicum experience agency site when extreme circumstances or problems unrelated to the student's performance make continuation in the internship an issue.

### Non-Performance Based Reason for Termination (student request)

Examples:

- Inadequate agency resources to support the internship. For example, lack of student office space, lack of clients for student cases, insufficient supervisory time, loss of practicum instructor due to illness, change in jobs, etc.
- Learning experiences in the agency are not appropriate to BSW program goals and objectives. For example, there is a lack of opportunities to work with individuals, families, and groups or to assume multiple interventive roles: counselor, broker, and advocate.
- Misplacement, error based on paper credentials of students and placement. For example, agency learning experiences are too advanced for the student or the converse.
- Agency reorganization. For example, during the semester, the agency substantially changes its administrative structure, which creates a chaotic situation for the student and adversely affects available learning opportunities.

The Director of Practicum Education will be notified when the practicum instructor and student discuss problems and explore solutions to no avail.

The student will meet with the Director of Practicum Education to review other internship options and follow the process of securing placement (outlined earlier). In addition, the practicum instructor will need to be vetted and approved at the new agency. The student will create a new learning plan with the new agency.

The practicum instructor will complete the practicum evaluation form based on the time the student was under their guidance and supervision, and they will sign off on the hours' spreadsheet.

### Non-Performance Based Reason for Termination (agency request)

Examples:

- The organization/agency is no longer able to support the student in their placement due to staffing or organizational restructuring.
- The practicum instructor leaves the organization and there is no one else that can provide support to the student.
- The practicum instructor feels as if the student is a mismatch for the organization.

The Director of Practicum Education must be notified immediately to review the situation,

provide the student with due process, and develop further plans.

The student will meet with the Director of Practicum Education to review other internship options and follow the process of securing placement (outlined earlier). In addition, the practicum instructor will need to be vetted and approved at the new agency. The student will create a new learning plan with the new agency.

The practicum instructor/agency contact will complete the practicum evaluation form based on the time the student was under their guidance and supervision, and they will sign off on the hours' spreadsheet.

## Performance Based Reason for Termination

An agency may request termination due to some severe or drastic failure on the part of the student or continued behaviors incompatible with the social work profession. The student may be removed from the internship immediately if the behavior is deemed severe, and then the practicum instructor will immediately notify the Director of Practicum Education.

The practicum instructor/agency contact will complete the practicum evaluation form based on the time the student was under their guidance and supervision, and they will sign off on the hours' spreadsheet. The student may submit a response to the practicum instructor's evaluation.

The student will meet with the Director of Practicum Education and the Director of the BSW program to review the reason for termination and assess if the student will be terminated from the program.

## Grading and Evaluation

The grade that is assigned for practicum will be based on the agency practicum instructor's overall evaluation of the student's performance per the learning plan (the learning plan and evaluation form are the same document), completion of practicum logs and submission of practicum hours, and a final self-reflection of the student's overall process of their internship.

## Practicum Logs

The log is a format in which the students can communicate with the Practicum Instructor and receive feedback about their placement experience. It is hoped that it will become a learning tool through which the students will learn to analyze their own experiences, a necessary skill for social work practice.

The log is available in Brightspace. The student will complete a practicum log weekly, highlighting their learning and application of the CSWE competencies and self-reflection.

Grading: Students are expected to submit the logs by the assigned due date.

- One week late: 5-point deduction
- Two weeks late: 10-point deduction
- Three weeks late: 15-point deduction
- One month late: 20 points deduction
- Submitted at the end of the semester: 25-point deduction.

Logs will include the following:

1. Material related to clientele should be de-identified so confidentiality is maintained.

2. Summarize all major client contacts and/or agency activities for each day. Include the purpose of the activity or contact from a systems theory framework.
3. Describe your functions and roles used to carry out the intervention. Keep in mind the social work roles, problem-solving process, and social work process.
4. Include yourself when writing about the events. Describe your feelings, behavior, and thoughts. Expand upon your feelings by using them to gain insight into your experience and incorporate thoughts and knowledge.
5. Look at your own limitations. Becoming aware of your strengths and limitations is a necessary part of the growth experience.
6. Write about events in the Practicum in terms of social work concepts you learn in class and in the readings.
7. Address the progress with the learning goals once the learning plan has been written.

## Practicum Spreadsheet – Hours Documentation

Students will complete a spreadsheet that will outline their weekly hours, and they will have their Practicum Instructors sign off on the document and submit the signed spreadsheet into Brightspace. Grading will be based on the completion and submission of the document. It will be due at the end of the semester.

- If the student is below 240 hours by the end of the Fall Semester, they will need to indicate why their hours are low and how they plan to make up time in the Spring Semester.
- Students may engage in practicum hours during breaks and between their semesters. However, it is strongly encouraged that students take time off during the Winter break to allow for self-care.
  - o If the student is living in Canada and has a practicum placement in the United States, they cannot engage in internship hours during the Winter break.

If a student does not complete their hours at the Practicum, for whatever reason, the student will receive an Incomplete for the class, and it will be the student's responsibility to make arrangements to fulfill these hours. If the student realizes they need to continue the practicum past the end of the semester, arrangements and a plan need to be developed with the Practicum Instructor and the Director of Practicum Education. .

## Practicum Evaluation

An important aspect of social work practice is planning with a client system the goals to be achieved through an evidence-based intervention method. The CSWE core competencies will be used to assess the educational outcome performance of each student and the UMPI BSW Program overall. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The outcome approach aims to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

The general purpose of SWK 494A and SWK 494B, the Practicum, is to provide the student with an opportunity to integrate and apply knowledge derived from the social work curriculum in an agency setting. This assignment provides an opportunity for the student to structure the practicum experience to integrate these competencies and practice behaviors with individual tasks and activities that meet the student's goals and are realistic for the practicum agency site. Evaluation will be completed through an assessment tool created in a google form or a word document that the Practicum Instructor will fill out. They will rate the student on a Likert rating

scale of 1-5. In addition, indicate their method of measurement, such as observation, documentation, assignment and discussion. The expectation is for the student to be consistent at a level 3/emerging competence on all 9 competencies by the end of their Spring-semester.

## Grading Criteria:

It is difficult to establish an absolute, objective basis for grading in a Practicum course. The logs are learning and communication tools and are graded for completion, not quality. This is to help the student engage in professionalism and get in the habit of writing notes at the end of their sessions. This reflects the total level of learning and performance by the student. If logs are not completed, the student will receive a failing grade.

The learning plan is a learning tool for the student and practicum instructor to use to assist in the educational experience of the student and will be graded for completion. If the learning plan is not completed, is unsatisfactory, or is late, the final grade will be reduced.

A majority of the student's grade is dependent upon the evaluations completed by the student and practicum instructor. Each student should become familiar with the elements of the evaluation. A mid-semester conference is held with the student, the practicum instructor, and the Director of Practicum Education to discuss the learning plan developed by the student and to determine how the placement is going. At the end of the semester, the student and the practicum instructor each fill out the evaluation form and then collaborate on the final evaluation. The final copy is sent to the Director of Practicum Education.

The final grade will be determined by the Director of Practicum Education, who will consider the evaluation form and logs. Students may appeal the grading decision by following the student grievance procedure set forth by the university.

Practicum Evaluation	40%
Practicum Logs	20%
Learning Plan	20%
Hours Spreadsheet	20%

## Capstone Project

### Purpose:

The UMPI Bachelor of Social Work (BSW) Capstone is designed to have students demonstrate mastery of the nine Council on Social Work Education (CSWE) competencies for generalist social work practice and the knowledge, skills, and values that comprise each competency. It also serves as a program-level outcome measure for the UMPI BSW Program to assess areas in the curriculum that need enhancements or modifications. Additionally, the capstone provides an outcome measure for UMPI general education outcomes (GLOS) integral to social work practice. These include GLO 1: written and oral communication, GLO 3: inquiry and analysis, and GLO 7: intercultural analysis.

### Requirements and Submission Procedures:

Students are required to show proficiency in 9 CSWE social work competencies.

The presentation will be 30 minutes: a 20-minute presentation and 10 minutes of feedback from the panel (faculty).

The presentation will be via Zoom; you will share your screen and present your materials to the panel.

No computer-generated documents will be accepted.

Students will provide a copy of the presentation (using PowerPoint, Prezi, Canva, or other visual tools to illustrate the project's components) to the panel on the presentation date assigned.

Dates for the Capstone presentations will be scheduled in the Spring Semester.

All sources must be cited using APA format.

Presentations will be scored using the rubric outlined below.

- A passing score is 27 or above, and students cannot score below 3 on any one of the competencies.
- Students will have points deducted from their final score for late Capstone submissions.

If a student does not pass the Capstone, the student revise and presents the Capstone again or will be provided an alternative evaluation format.

## Code of Ethics

### National Association of Social Workers

The National Association of Social Workers (NASW) primary functions include professional development of its members; the creation and maintenance of professional standards for social work practice and social services; professional actions to advance sound social policies and programs; and the provision of membership services.

NASW membership is available at a reduced cost to students enrolled in an accredited BSW. Benefits of joining the NASW include chapter membership, reduced or no-fee continuing education trainings, monthly and quarterly newsletters, and access to the NASW research library. Students can purchase professional liability insurance if their internship placement is unable to cover them. Student members continue to be eligible for reduced-cost membership dues for the first two years after graduation, provided they maintain continuous membership.

Membership applications are available at <https://www.socialworkers.org/Membership>

For information on the Code of Ethics: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

### Canadian Association of Social Workers

The Canadian Association of Social Workers (CASW) was established to ensure standards of practice within the profession of social work. the CASW oversees general policies for each province. The New Brunswick Association of Social Workers (NBASW) promotes excellence in social work practice and the protection of the public.

Member benefits for the NBASW provides access to continuing education, access to bursaries and grants, consultation services, and professional liability insurance. Membership at the NBASW is free for students attending an accredited BSW program.

For information regarding membership: <https://www.nbasw-atsnb.ca/become-a-member-new/apply-as-a-student-member/>

For information on the Code of Ethics: <https://www.casw-acts.ca/en/Code-of-Ethics%20and%20Scope%20of%20Practice>

# Council on Social Work Education: Educational Policy Accreditation Standards (CSWE: EPAS)

## FUNCTIONS OF EDUCATIONAL POLICY AND ACCREDITATION

### 1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

### 2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- Mission, goals and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

### 3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

These standards can be obtained at [www.cswe.org](http://www.cswe.org)



# Memorandum of Agreement: BSW Practicum Placement

The parties to this Agreement are the Bachelor of Social Work Program of the University of Maine at Presque Isle (BSW) and \_\_\_\_\_.

The Bachelor of Social Work Program, in placing students at the above-named agency from \_\_\_\_\_ to \_\_\_\_\_ agrees to the following responsibilities:

The BSW Program will:

1. Assess and screen students concerning readiness for practicum placement.
2. With the knowledge of the student, inform the agency of any major area of concern regarding a student's readiness for practicum placement.
3. Provide students with knowledge of their general responsibilities for the practicum placement.
4. Develop objectives for the practicum learning experience.
5. Provide materials to assist practicum instructors with their role and to enhance the integration of the practicum and academic learning experience.
6. Provide students with the knowledge and guidelines for professional conduct articulated in the NASW or CASW Code of Ethics.

In accepting a student for practicum placement, the agency agrees to the following responsibilities:

1. Assign a qualified practicum instructor for the student. This involves assigning a practicum instructor with knowledge and skill in Social Work and sufficient time and resources to supervise a student.
2. Provide for adequate practicum instruction. The practicum instructor is involved in the following:
  - a. Meeting weekly with the student (an average time would be one hour per week, although this will vary over the year and, in addition, will depend on the individual needs of the student and the nature of the practicum assignments).
  - b. Developing educationally sound learning experiences relevant to the practicum objectives of the Bachelor of Social Work Program and the individual student's objectives and needs (the experiences should be of increasing complexity with increasing levels of student autonomy as the semester progresses).
  - c. Providing the Bachelor of Social Work Program with a resume of the practicum instructor and practicum liaison if applicable.
3. Provide for adequate working space and other resources as needed by the student for the performance of the practicum assignments.
4. Treat students in a nondiscriminatory way concerning race, ethnicity, religion, gender, age, sexual orientation, or handicapping condition.
5. Conduct the programs and services of the agency in a manner consistent with the guidelines for professional conduct articulated in the NASW or CASW Code of Ethics.

Students can receive a stipend/paid placement and may be employees of the Agency/Organization. However, if a student is not an employee of the agency/organization, they are not covered by Social Security, unemployment, or worker's compensation.

The Agency shall be responsible for arranging immediate care in case of an accident or illness of a student, but it is not responsible for the costs involved, follow-up care, or hospitalization.

The medical costs incurred shall be the responsibility of the student

If applicable:

<input type="checkbox"/> Work-based placement	<input type="checkbox"/> Stipend-based placement
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\_\_\_\_\_  
Agency Administrator or Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency Practicum Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Practicum Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Bachelor of Social Work Program

\_\_\_\_\_  
Date

Agency Representative Signature: \_\_\_\_\_

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

## Notice of Risks to Student Participants

Participation in the Bachelor of Social Work Program exposes you, the student, to certain inherent risks and dangers of which the student must be aware. Such dangers include physical injury from clients or from unsafe environments in which they may reside, physical illness from exposure to disease, and emotional distress related to stressful situations. In addition, there may be other risks and dangers associated with your participation in this program, some of which are easy to identify and some not. You must understand that the University cannot guarantee your safety or otherwise protect you during participation in this program.

It is understood that practicum placement students are not University or Agency employees and, therefore, are not covered by Social Security, unemployment, or workers' compensation. The Agency shall be responsible for arranging immediate care in case of an accident or illness of a student, but it is not responsible for the costs involved, follow-up care, or hospitalization. The medical costs incurred shall be the responsibility of the student.

You must remain alert to the presence of these risks and to take every reasonable precaution to protect yourself from harm. You must know and understand your work program and your work environment.

As a condition of participation in this program, you are required to report immediately to your practicum instructor and practicum faculty liaison any incidents or developments of which you become aware that pose any danger to you or other students.

### ACKNOWLEDGEMENT

I have read the above Notice of Risks. I understand it and agree to abide by its terms.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

# University of Maine at Presque Isle: Social Work BSW Learning Plan

## Senior Practicum Placement Learning Contract

<b>Demographic Information</b>	
Student's name:	
Learning Contract Review Date:	
Director of Practicum Education Name:	Shawna Traugh, DSW, LCSW
Practicum Instructor's Name - Contact Info: phone number - Email address	
Agency Name and Address:	
Weekly Practicum Schedule (days/times):	
Date/Time of Weekly Consultation:	

## CSWE EPAS Competency 1: Demonstrate Ethical and Professional Behavior

<b>EPAS 1</b>	<b>Student Activities</b>
EPAS 1.a – make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context	Will review the Code of Ethics, agency policies, and related laws.  Will identify Standards in the NASW or CASW Code of Ethics such as Confidentiality, Boundaries, and Informed Consent, and discuss issues as they arise in the seminar and with the Practicum instructor.
EPAS 1.b – demonstrate professional behavior; appearance; and oral, written, and electronic communication	Will behave and dress appropriately and professionally for the environments and work relationships required in my placement. I will consult my Practicum instructor; site supervisor; and or seminar instructor for guidance as needed.

	<p>Will attend and fully participate in agency meetings, and show positive regard and active listening to colleagues, supervisors, and clients.</p> <p>Will be oriented to the use of agency computers, email, and phone and will consistently communicate timely and professionally.</p> <p>Will engage professionally in all telehealth communication, if applicable. Will engage in non-judgmental, person-first language.</p>
EPAS 1.c – use technology ethically and appropriately to facilitate practice outcomes	<p>Will follow agency/organization guidelines and protocols regarding technology.</p> <p>Will use technology in ethical ways that nurture relational social work perspectives and that respect people’s preferences, privacy, and confidentiality.</p> <p>Will be oriented to the use of agency computers, email, and phone and will consistently communicate timely and professionally.</p> <p>Will engage professionally in all telehealth communication, e.g., zoom/team/google meet/etc. meetings with other staff and clients.</p>
EPAS 1.d – use supervision and consultation to guide professional judgment and behavior	<p>Will be prepared for weekly Practicum instruction by bringing a list of issues/concerns/ethical issues/requests for information and self-reflection on my work.</p> <p>Will actively seek feedback from my Practicum instructor to improve my knowledge, understanding, and practice skills.</p> <p>Will demonstrate self-reflection by processing my thoughts, feelings, and personal values regarding professionalism with my Practicum instructor.</p>

## CSWE EPAS Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

EPAS 2	Student Activities
EPAS 2.a – advocate for human rights at the individual, family, group, organizational, and community system levels	<p>Will use knowledge of social and public policy and social exclusion to find ways to assist clients and communities with developing strategies for advocacy.</p> <p>Will engage in systems-based work to better understand social work in the context of the community the organization serves.</p>

<b>EPAS 2</b>	<b>Student Activities</b>
EPAS 2.b – engage in practices that advance human rights to promote social, racial, economic, and environmental justice	<p>Will engage in organizational and community practice to advocate for clients and community resources.</p> <p>Will research policies and legislative bills that affect the clients and community, and review with Practicum instructor.</p>

### CSWE EPAS Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice

<b>EPAS 3</b>	<b>Student Activities</b>
EPAS 3.a – demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	<p>Will demonstrate respect for all cultures by recognizing the value and resource cultural identity provides and include this information in Practicum instruction.</p> <p>Will utilize knowledge learned in the classroom to broaden the definition of diversity and link this to applicable practice.</p> <p>Will critically evaluate the distribution of power and privilege in society, and how this affects those accessing social services.</p>
EPAS 3.b – demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	<p>Will demonstrate cultural humility when interacting with populations at Practicum placement.</p> <p>Will demonstrate a strengths perspective in social work practice by recognizing clients' strengths and working with those strengths in a collaborative way to support clients.</p> <p>Will identify my own biases and assumptions throughout my internship and process them with my Practicum Instructor. Will devote time to discuss this during Practicum instruction.</p> <p>Will discuss self-care strategies in Practicum instruction.</p>

### CSWE EPAS Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

<b>EPAS 4</b>	<b>Student Activities</b>
EPAS 4.a – apply research findings to inform and improve practice, policy, and programs	Will conduct a thorough literature review addressing practice issues and discuss their conclusions with the Practicum instructor and in-class discussions.

	<p>In consultation with the Practicum instructor, the student will be able to identify an agency problem or issue that needs to be addressed and formulate a problem statement.</p> <p>Will be able to discuss the effect of research on agency practice and/or policy.</p>
<p>EPAS 4.b – identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work</p>	<p>In consultation with the Practicum instructor, the student will identify a practice issue or ethical dilemmas that relates to the population at the Practicum placement.</p> <p>Will discuss and appraise the efficacy of evidence-based practice approach implementation.</p>

## CSWE EPAS Competency 5: Engage in Policy Practice

<b>EPAS 5</b>	<b>Student Activities</b>
<p>EPAS 5.a – use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services</p>	<p>Will utilize seminar and Practicum instruction to identify how populations are impacted by policies, laws, and practices.</p> <p>Will describe services and resources provided by the organization to populations served.</p> <p>Will assess the need for advocacy on behalf of the populations served.</p>
<p>EPAS 5.b – apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice</p>	<p>Will identify and describe forms and mechanisms of social discrimination and oppression the population faces at the Practicum placement.</p> <p>Will identify agency policies and structures, formal or informal, that adversely affect client systems.</p> <p>Will identify key stakeholders and generate ideas to improve service delivery and discuss with the Practicum instructor the viability of the proposed.</p> <p>Will identify agency policies and procedures that impact the quality-of-service delivery.</p> <p>Will implement advocacy strategy as appropriate or will discuss with Practicum instructor a proposal for implementation.</p>

## CSWE EPAS Competency 6: Engage in Individuals, Families, Groups, Organizations, and Communities

EPAS 6	Student Activities
<p>EPAS 6.a – apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies</p>	<p>Will use Practicum instruction and seminar class to articulate the principles of social work practice theory in class discussions.</p> <p>Will be able to demonstrate cultural humility and competent social work perspectives and related theories.</p> <p>Will gather relevant data in an organized manner.</p> <p>Will create recommendations based on information gathered.</p> <p>Describe the scope of the problem as it relates to the services and mission of the organization.</p>
<p>EPAS 6.b – use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies</p>	<p>Will be attentive to the verbal and behavioral reactions of clients/constituencies and seek feedback from them.</p> <p>Will demonstrate universal positive regard.</p> <p>Will seek feedback at the end of the meeting to ensure good communication and collaboration.</p> <p>Will use supervision to explore bias and develop and enhance professional social work interpersonal skills.</p>

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

EPAS 7	Student Activities
<p>EPAS 7.a – apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies</p>	<p>Will utilize social work perspectives and related theories when assessing the client system.</p> <p>Will demonstrate ability to apply critical thinking when interpreting client, community, or program data.</p> <p>Demonstrates ability to understand appropriate interventions based on the assessment that supports well-being, enhances social inclusion, and enhances clients/constituent's capacities.</p> <p>Will demonstrate the ability to evaluate the efficacy of intervention models identified.</p>
<p>EPAS 7.b – demonstrate respect for client self-determination during the assessment process by collaborating with clients and</p>	<p>Will identify various models of assessment relevant to the population served by the organization.</p>

<p>constituencies in developing a mutually agreed-upon plan</p>	<p>Will compare and contrast models of assessment with Practicum instructor.</p> <p>Will demonstrate the ability to evaluate the efficacy of assessment models identified.</p> <p>Will be able to identify at least 3 areas of strength of the population served.</p>
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## CSWE EPAS Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

EPAS 8	Student Activities
<p>EPAS 8.a – engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals</p>	<p>Will utilize social work perspectives and related theories when assessing the client system.</p> <p>Will demonstrate ability to apply critical thinking when interpreting client, community, or program data.</p> <p>Demonstrates ability to understand appropriate intervention that supports well-being, enhances social inclusion, and enhances clients/constituent's capacities.</p> <p>Will demonstrate the ability to evaluate the efficacy of intervention models identified.</p>
<p>EPAS 8.b – incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies</p>	<p>Will participate in peer supervision, multi-disciplinary discussions/consultation, and feedback.</p> <p>Will demonstrate positive and effective teamwork and communication to best serve clients.</p> <p>Will successfully and appropriately terminate the helping relationship.</p>

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

EPAS 9	Student Activity
<p>EPAS 9.a – select and use culturally responsive methods for evaluation of outcomes</p>	<p>Will identify appropriate methods of practice evaluation based on interventions employed and use these to monitor successes, failures, and progress toward achieving desired outcomes.</p>
<p>EPAS 9.b – critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities</p>	<p>Will review the agency's assessment tools or other client engagement forms and evaluate these tools/forms.</p> <p>Identify and apply social work theories as they may apply to the process of assessment, intervention, or evaluation of</p>

	<p>clients/patients within the agency.</p> <p>Will evaluate interventions throughout the process of helping relationships or in working with constituencies.</p> <p>Will use appropriate evaluation methods to monitor successes, failures, and progress toward achieving desired outcomes.</p> <p>Will develop recommendations, in collaboration with the Practicum instructor, to improve desired outcomes.</p>
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## RESPONSIBILITIES

### STUDENT:

1. BSW Students are required to complete a minimum of 500 hours (over 2 semesters) and to adhere to the following expectations:
2. Will participate in developing the Learning Contract.
3. Will fulfill responsibilities expected of students, i.e., process recordings, attendance at meetings, etc.
4. Will meet all Learning Contract EPAS standards.
5. Will participate in a Practicum visit with the Director of Practicum Education, Practicum Instructor and Practicum Liaison (if applicable) at least once a semester.
6. Will maintain an accurate record of hours spent in Practicum placement, and review Practicum logs with Practicum Instructor.
7. Will fully participate in seminar discussions, check-in, and complete all seminar assignments as required.
8. Will demonstrate professionalism in behavior and appearance.
9. Will apply knowledge and self-awareness in my Practicum placement work.
10. Will use empathy and interpersonal skills to engage diverse populations, organizations, and communities effectively.
11. Will apply critical thinking to interpret assessment information from clients, organizations, and communities.
12. Will engage in collaboration in the process of assessment, interventions, and evaluation.
13. Will make ethical decisions by applying the standards of the NASW or CASW Code of Ethics.
14. Will come to Practicum instruction prepared to talk about their placement and align discussion to the CSWE core competencies.

### PRACTICUM LIAISON: (if applicable)

1. Will provide at least 1-hour minimum of weekly scheduled Practicum support.
2. Will provide the student an orientation to the agency/organization, if the Practicum Instructor is an off-site entity.
3. Will assist with the student to develop a Learning Contract and provide learning opportunities as specified in the Learning Contract with the Practicum Instructor.
4. Will assist in evaluating student's progress through the use of process recordings, observation, feedback from clients and staff, and 1:1 meetings.
5. Will provide feedback, identify strengths, areas of concern, and notify the Practicum Instructor, minimally monthly.

6. Will attend a Practicum visit with the student, Practicum Instructor, and Director of Practicum Education once per semester.

### PRACTICUM INSTRUCTOR:

1. Will provide a 1-hour minimum of weekly scheduled Practicum instruction.
2. Will provide the student an orientation to the agency/organization; if instructor is on-site
3. Will work with the student to develop a Learning Contract and provide learning opportunities as specified in the Learning Contract.
4. Will evaluate student's progress through the use of process recordings, observation, feedback from clients and staff, and Practicum instruction meetings.
5. Will submit a written evaluation to the Director of Practicum Education at the end of each semester.
6. Will attend a Practicum visit with the student and Director of Practicum Education once per semester.
7. Will monitor and update the Learning Contract with the student and Director of Practicum Education as needed.
8. Will consult regularly with the Practicum liaison if applicable.
9. Will consult with the Director of Practicum Education if concerns arise and seek support with problem-solving.

### DIRECTOR OF PRACTICUM EDUCATION:

1. Will have one Practicum visit with the student and Practicum Instructor per semester.
2. Will submit student grade after consultation with the student and Practicum Instructor and receipt of completed Practicum evaluation.

### Semester Signatures

\_\_\_\_\_  
Student:

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

\_\_\_\_\_  
Practicum Instructor:

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

\_\_\_\_\_  
Practicum Liaison (if applicable):

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

## Practicum Evaluation Acknowledgement Form

I acknowledge that the Practicum evaluation has been completed via google forms and the results/feedback have been reviewed.

### Fall/Spring Semester Signatures

\_\_\_\_\_  
Student:

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

\_\_\_\_\_  
Practicum Instructor:

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

\_\_\_\_\_  
Practicum Liaison (if applicable):

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