



TROY UNIVERSITY

School of Social Work and Human Services

Policy and Procedures Manual for the Office of Practicum Education

MSW PROGRAM

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INTRODUCTION

SOCIAL WORK PRACTICUM EDUCATION

Social Work Practicum Education

As with all practice-based careers, social work requires its students to apply theory to practice with clients. Assimilation of theory occurs in the classroom, but the application of theory occurs in practicum education. Designated as the “signature pedagogy,” practicum education provides students with expert supervision as they learn in social work settings. Learning from experienced social workers, students observe, practice, and experience the essential integration of theoretical knowledge with practice skills while working with diverse populations and communities. This experience builds a sense of professional identity that can only be acquired in practice settings. In short, practicum education is the transformative process wherein students become social workers.

Roles and Responsibilities of the Office of Practicum Education

The Office of Practicum Education is a component of Troy University’s School of Social Work. The staff of the department design, implement, manage, monitor, and evaluate the practicum curriculum of the School of Social Work and Human Services (SWHS).

The responsibilities of the staff of the Office of Practicum Education include the following:

- To accept and review student applications within Tevera. (Approval upon completion);
- To facilitate the agency affiliation process (affiliation agreements or MOUs);
- To maintain affiliated agency files and related databases;
- To accept and review Agency supervisor applications (deny or approve) within Tevera;
- To aid students with potential practicum placements;
- To review and maintain the Tevera database;
- To consult with faculty, students, Agency supervisors, Practicum Liaisons, and Practicum Committee members regarding practicum policies and procedures related to the curriculum;
- To conduct on-going evaluation of the practicum curriculum and processes;
- To ensure that practicum policies are upheld by students, Agency supervisors, Agencies, Liaisons, and Practicum Staff;
- To ensure compliance with Council of Social Work Education (CSWE) requirements for practicum education.

Foundation (two-year) Graduate Program

- **First-year graduate students** gain a generalist perspective in their practicum placements during their first-year practicum. Agency supervisors teach and demonstrate skills applicable across all levels of practice—micro, mezzo, and macro. This extensive knowledge base provides students insight into how individuals interact with their communities and how this interaction promotes or prohibits opportunity and growth.

- **Second-year graduate students** will complete their curriculum and practicum within their Direct Practice (DP) specialization. Students choose their placements for their second practicum placement according to their chosen specialization area and unique interests.

Advanced Standing (one-year) Graduate Program

- **Advanced Standing graduate students** will complete their curriculum and practicum within their Direct Practice (DP) specialization. Students choose their practicum placements according to their chosen specialization area and unique interests.

The Practicum-Agency Partnership

The Troy University School of Social Work and Human Services partners with more than 350 social service agencies in the Troy, Alabama area and beyond. These partnerships form the foundation of practicum education. Each placement relies on five key elements for success: the support of the SWHS Office of Practicum Education; the commitment of the agency to prepare students for practice; the time, guidance, and wisdom of the Agency supervisor; the oversight and mediation skills of the Faculty Liaison; and the focused dedication of the student. Working together throughout each semester, these entities ensure that the practicum experience is rich and rewarding. From this devoted collaboration comes the true goal of the practicum placement: graduating social work professionals who are well-prepared to utilize theory, ethics, and evidence-based practice to work with vulnerable populations.

The Agency

The Office of Practicum Education affiliates agencies that are guided by a clear mission to serve diverse client populations. The Director and/or Coordinator of Practicum Education thoroughly assesses each agency by reviewing the agency's application for affiliation (completed via Tevera). Since The School of Social Work and Human Services has a large online student population, agencies are referred to our department by students. However, after the application for the affiliation is completed by the agency through Tevera, the Director or Coordinator of Practicum Education will review each application and determine if the placement is appropriate for our students and which level of students the agency will serve (BSW, MSW, or both).

Troy University has a student population globally via our Online program. Our School partners with many social service agencies from all arenas of social work. Many of these agencies offer first-year students an array of micro, mezzo, and macro experiences, focusing more on generalist practice, while many others provide second-year students more focused specialization in direct practice. Sometimes agencies undergo changes that prevent them from accepting students for a time; nonetheless, the Office of Practicum Education is available to assist in providing valuable placements in a variety of service areas. Moreover, the Office of Practicum Education continues to develop relationships with new agencies worldwide to accommodate the online student population.

Criteria for selection of an agency as a setting for student placement include the following:

1. The availability of necessary learning experiences;
2. The willingness of the agency executive and staff to support the educational goals of the Troy University SWHS;
3. The clear understanding that placements are learning experiences for students and not intended to provide extra support to the staff for the sole purpose of conducting agency business;
4. The availability of appropriate, educational and instructive supervision, at least one hour of supervision per week from the approved Agency supervisor;
5. The mission of the organization, or the identified program or department within an organization, must address human needs. This can include the areas of social policy formulation, administration, evaluation, research, direct service delivery, etc;
6. The agency/organization cannot engage in discriminatory practices in the hiring of personnel, the acceptance of students or clientele;
7. The agency/organization supports Agency supervisors' participation in the Agency supervisor Training (either in person or online) and other additional or ongoing training as needed;
8. It is preferred that agencies provide an Agency supervisor with a social work license at the Master's level and a Master's in Social Work from a CSWE-accredited university. For supervision of Master's level students, a minimum of two years of post-graduate social work experience is also required. If unable to meet these requirements, the student will attend additional weekly supervision sessions with their Troy University Practicum Liaison;
9. The agency/organization must have necessary administrative capacity to sustain student activities (space, phones, privacy when needed, administrative support, etc.);
10. The agency/organization must take necessary precautions to protect students' safety. This may minimally include training in policies and procedures for conducting home visits; interacting with potentially difficult clients; and handling emergencies, as well as appropriate screening of student assignments by the Agency supervisor(s);
11. The agency must communicate changes in MSW supervision to the Office of Practicum Education as soon as possible in order to make the necessary arrangements for student supervision;
12. The agency will provide a practice setting that will expand, enhance and/or introduce new elements into students' previous work and educational experiences;
13. When possible, agencies are encouraged to consider offering stipends to support students during the placement.

Meeting these requirements evinces the agency's commitment to using its physical and personnel resources to educate new professionals.

As mentioned earlier, practicum agencies have distinct goals for first-year (foundation) and second-year (specialization) students. **First-year/Foundation MSW practicum placements** are selected for affiliation based on their ability to meet the following goals:

1. The placement will promote students' identification with the values and ethics of the profession;
2. The agency will develop students' ability to apply ethical work principles to guide professional practice;
3. The agency will develop students' ability to apply critical thinking to inform and communicate professional judgments;
4. The agency will make available a generalist perspective to social work practice with client systems of different sizes;
5. The agency will develop students' ability to engage anti-racism, diversity, equity and inclusion (ADEI) in practice;
6. The agency will cultivate students' capacity to Advance human rights and social, racial, economic and environmental justice;
7. The agency supports the students' learning to apply knowledge of human behavior in the social environment;
8. The agency will provide students with experiences to engage in policy practice to advance social and economic well-being and to deliver effective social work services;
9. The agency will develop students' ability to respond to contexts that shape practice;
10. The agency will provide experiences to develop students' abilities to engage, assess, intervene, and evaluate progress with clients.

The MSW **Second-year/Specialization practicum placements** are selected for affiliation based on their ability to meet the following goals:

1. The agency will insist that students demonstrate the ability to function responsibly and effectively in an agency setting;
2. The agency will provide the opportunity for students to deliver appropriate services to client systems as defined by their area of specialization;
3. The agency will allow students to implement a range of interventions based on comprehensive client assessments and evidence-based knowledge;
4. The agency will develop students' ability to apply social work knowledge and theory to practice using critical thinking in practice approaches and decisions;
5. The agency will ensure that students demonstrate advanced knowledge and skill in their area of specialization;
6. The agency will sharpen the students' ability to engage in social work practice that is sensitive to issues of culture, ethnicity, religion, race, class, sexual orientation, age, gender, and physical and mental abilities;
7. The agency will instill in students appropriate and effective communication skills;
8. The agency will provide experiences that encourage students' ability to reflect upon and resolve ethical dilemmas in practice;
9. The agency will ensure that students demonstrate a disciplined use of self;
10. The agency will equip students with the ability to evaluate their level of effectiveness as a social work practitioner;
11. The agency will strengthen the students' commitment to and responsibility for ongoing professional development.

MSW Practicum Learning Contract with Individualized Work Plan

All MSW practicum students are required to complete, agree to, and sign a “Learning Contract with Individualized Work Plan” in collaboration with the Agency supervisor. This document is based on the objectives of the MSW program, the CSWE Core Competencies, and the Advanced Skills and Practices as determined by the faculty.

The learning contract identifies, defines, and operationalizes the learning objectives for the duration of the placement. Essentially, the learning contract serves as a “syllabus” for the practicum course and as an evaluation instrument for student performance. Student progress will be measured by their ability to meet or exceed the objectives.

The Field Instructor/Agency Supervisor

Much rests upon the Agency supervisor. The agency-based Agency supervisor’s primary role is educating students. The Agency supervisor creates and protects a positive educational climate for student learning. The Agency supervisor engages the student in knowledge, value, and skill development through service assignments in the agency. The relationship between the student and the Agency supervisor significantly impacts the quality of the practicum experience for students. In these activities, the Agency supervisor has great influence and responsibility.

The Office of Practicum Education relies on agencies to identify potential Agency supervisors, but final approval of the Agency supervisor lies with the Office of Practicum Education. Criteria for the selection of Agency supervisors include the following:

1. The primary Agency supervisor of record is preferred to have a social work license at the Master’s level, a Master’s in Social Work from a CSWE- accredited university, and a minimum of two years of post-graduate social work experience. If the Agency supervisor is unable to meet these requirements, the student will attend additional weekly supervision sessions with their Troy University Practicum Liaison. Professional wisdom and experience afford the broad perspective and understanding that are essential to educating students in ethical and culturally competent practice;
2. The Agency supervisor must be recommended by the host Agency as competent in the profession and capable of student instruction. The Agency must also agree to support the Agency supervisor in the educational role;
3. The Agency supervisor must agree with the learning goals of professional Social Work education and be committed to quality education for the student;
4. The Agency supervisor is required to work closely with the School in the assignment of case material and is responsible for providing timely feedback to the School on the progress of the individual student through the Practicum Liaison;
5. The Agency supervisor is expected to participate in the ongoing mutual exchange of ideas with the faculty by participating in seminars and workshops that are held during the year;
6. The Agency supervisor is expected to attend orientation sessions, complete online Agency supervisor training, and/or be available for individual orientation by the Faculty Liaison;

7. The Agency supervisor for out-of-town or out-of-state placements must be on-site in the designated agency and licensed in accordance with that state's requirements.
8. The Agency supervisor is required to be present for the majority of the time while students are earning internship hours at the agency. If the Agency supervisor is absent while the student is completing hours, the Agency supervisor is required to assign another full-time worker to oversee the students work and report back to the agency supervisor.

In the role of educator, the responsibilities of the Agency supervisor include:

1. Orienting the student to the agency setting. This includes all relevant personnel, policies and procedures, meetings, dress code, record keeping and agency documentation, confidentiality and HIPPA regulations, intake, referral, transfer and termination, special auspices, etc.;
2. Creating a free account in Tevera and completing all required documentation including pre-placement paperwork and midterm and final evaluations, as well as signing off on weekly time sheets in a timely manner.
3. Using the Learning Contract with Individualized Work Plan form to identify learning activities collaboratively with the student. Provide the student with an opportunity to develop each identified skill.
4. Providing the necessary experiences to meet the educational goals;
5. Teaching the appropriate use of supervision including when and how it is utilized and to what purposes;
6. Serving as a professional role model;
7. Helping the student understand and appropriately use the network of human services available to the agency and the clients;
8. Communicating with the student and the Practicum Liaison the progress of the student throughout the semester;
9. Completing and participating in the student's midterm and final evaluation meeting with student and Practicum Liaison and recommend a final grade to the Practicum Liaison based upon the student's performance;
10. Providing regularly scheduled and uninterrupted supervisory conferences for the purpose of enhancing the student's educational learning and practice skills;
11. Training and monitoring students' compliance with safety policies and procedures;
12. Notifying the Practicum Liaison as soon as possible should problems with the student arise in the practicum setting. If necessary, the Practicum Liaison and Agency supervisor might then confer with the Director of Practicum Education to make decisions regarding the student;
13. Participating with the School in a continuing effort to upgrade and enhance the Practicum Program;
14. Participating in the School whenever possible by sharing expertise in specific areas; and
15. Communicating to the Practicum Office any planned or unexpected changes that would impact current or future supervision of students.

The Practicum Liaison

Each semester, full-time faculty and/or adjuncts are assigned Practicum Liaison responsibilities by the Director of Practicum Education. The Practicum Liaison is the Troy University Practicum “instructor of record.” The Practicum Liaison plays two roles: 1. This person teaches the seminar class that accompanies the student’s practicum placement. 2. This person serves as an educational consultant to the Agency supervisor and the student by contributing to the development of the student’s learning contract, monitoring the student’s educational progress and performance, and maintaining the relationship between the school and the agency. The Practicum Liaison always monitors the “fit” between the Agency supervisor’s teaching style and the student’s learning style. When necessary, the practicum liaison may assist in creating or adjusting assignments to maximize student learning. If the student’s Agency supervisor does not meet the minimum requirements to provide supervision, the Practicum Liaison will also provide those students with additional supervision on a weekly basis. The principal responsibilities of the Practicum Liaison are as follows:

1. Preparing and delivering relevant classroom information and assignments for the practicum seminar class. In addition, the liaison uses classroom time and/or supervision time (if not under a licensed Agency supervisor) to allow students to discuss their cases and responsibilities in their practicum placements;
2. Initiating and maintaining contact with the Agency supervisor and the student regarding the students’ professional development and educational objectives;
3. Assessing and monitoring the quality of supervision provided to the student;
4. Remaining available to the Agency supervisor and the student to deal with problems that may occur during the course of the placement;
5. Identifying, as early as possible, issues related to the educational progress of the students;
6. Assisting both the students and the agency with the educational goals and resolving conflicts;
7. Facilitating the growth of the Agency supervisor as educator;
8. Reviewing and signing the practicum contract and learning contract with individualized work plan;
9. Reviewing and signing the midterm and final performance evaluation completed by the Agency supervisor;
10. Assigning the course grade;
11. Submitting all paperwork to the Office of Practicum Education at the end of the semester.

The Student

The primary responsibility of the student is to meet the educational objectives of practicum as an active adult learner in both the practice setting and in the practicum seminar. As such, students make a commitment to assimilate the practice behaviors and skills necessary to work with clients, to actively involve themselves in the learning process. This includes remaining open to and acting on feedback from the Agency supervisor and agency staff, coming prepared to meetings and supervision, being willing to reflect on their strengths and weaknesses and sharing these with the Faculty Liaison and Agency supervisor.

Responsibilities of the student include:

1. Purchasing the Tevera software and complete all required tasks in Tevera;
2. Assisting in developing and carrying out the learning contract with individualized work plan;
3. Submitting the practicum contract and learning contract with individualized work plan signed by the Agency supervisor to the Practicum Liaison;
4. Submitting a copy of the mid-term evaluation to the Practicum Liaison via Tevera;
5. Submitting the final performance evaluation signed by the Agency supervisor to the Practicum Liaison via Tevera;
6. Following agency policies and procedures, especially those regarding confidentiality;
7. Abiding by the NASW Codes of Ethics;
8. Adhering to standards and/or guidelines of the agency's monitoring or accrediting bodies;
9. Accepting supervision and responding appropriately to feedback from the Agency supervisor and appropriate agency staff;
10. Consulting with the Agency supervisor first if problems occur in the placement, and contacting the Practicum Liaison if a resolution cannot be reached;
11. Completing the required number of clock hours within the academic term;
12. Completing all requirements for the practicum seminar through Canvas and Tevera;
13. Ensuring that personal obligations do not interfere with practicum responsibilities;
14. And reviewing, agreeing to, and signing the Professionalism Statement/Confidentiality Waiver during the pre-practicum seminar course. (Appendix A)

Practicum Contract

Students, Agency supervisors, and Practicum Liaisons are required to review/sign the Practicum Contract (Appendix B) for the students designated program (MSW Foundation or Specialization) that outlines the above requirements for the student, Agency supervisor, and Office of Practicum Education. This contract must be reviewed and signed prior to the student entering practicum to ensure all parties are informed of their responsibilities.

Practicum Schedule, Clock Hours, Absences

Students are expected to negotiate their practicum schedule (specific days of the week, specific hours, etc.) with the Agency supervisor. A breakdown of the approximate suggested number of hours per week to be spent in practicum (based on semester length) is contained in the "Options and Time Requirements" document (Appendix C). Agency supervisors are required to be present for the majority of the time while students are earning internship hours at the agency. In order to effectively evaluate the student and sign off on the student's weekly time sheets, the Agency supervisor will need to oversee the student's daily tasks. If the Agency supervisor is absent while the student is completing hours, the Agency supervisor is required to assign another full-time worker to oversee the students work and report back to the Agency supervisor.

All students must complete the required number of clock hours regardless of sick time, holidays, or other missed time. It is the student's responsibility to make arrangements with the agency supervisor to make up any lost time. Absence from regular class to attend practicum or

practicum-related activities is not appropriate, is considered unexcused, and is subject to the attendance policy of the instructor of the class.

Troy University's MSW Program does not grant credit for current or past work experience or life experience.

SECTION 1

FOUNDATION PROGRAM PRACTICUM PLACEMENT

Organization of the Foundation Program Practicum Experience

The first practicum placement occurs in the first year of the Foundation MSW Program. First year students must complete 400 hours in the practicum setting or in activities related to assignments from the Agency supervisor. These hours should be completed over two terms. Students have a total of 18 weeks to accrue these hours, meaning that the student must devote approximately 22-23 hours per week to practicum. In addition, the student will attend the practicum seminar class. These courses include didactic instruction, individual assignments, and discussion of practicum experiences. Participation in the seminar is mandatory. This combination of classroom and practicum experience best addresses the needs of beginning students by:

1. Providing the maximum potential for coordination between class and practicum instruction, emphasizing the relationship between knowledge and practice;
2. Providing additional support from the faculty liaison to the student during their practicum experience;
3. Providing peer exchanges and discussion for greater exposure to different types of practicum placements.

Foundation students must have completed or take concurrently with practicum the following courses:

- SWK 6604 – Human Behavior in the Social Environment I
- SWK 6601 – Social Welfare Policy & SWK Profession
- SWK 6605 – Human Behavior in the Social Environment II
- SWK 6606 – Direct Practice Methods with Individuals & Families
- SWK 6691* – Foundation Research Methods (Generalist)
- SWK 6608 – Social Work with Groups (will be taken with SWK 6681)
- SWK 6614 – Cultural Diversity (will be taken with SWK 6682)
- SWK 6680 – Foundation Pre-Practicum
- SWK 6681 – Foundation Practicum I (200 hrs)
- SWK 6682 – Foundation Practicum II (200 hrs)

**A grade of “B” or better is required.*

Foundation Practicum Placement

The foundation practicum consists of two courses: SWK 6681 and 6682. These courses include both the agency experience and the classroom experience. They account for six total credit hours and will be graded along the letter grade continuum.

In the practicum placement, student assignments revolve around service responsibilities and opportunities to develop and demonstrate competencies. Practicum and classroom assignments stress the application of theory to the development of practice skills. All students receive

scheduled and unscheduled supervision from the designated agency-based supervisor, the Agency supervisor, who should preferably hold an MSW degree from a Council on Social Work Education-accredited program, have social work license at the master's level, and have two or more years of experience in the practicum. If the Agency Supervisor does not meet the above requirements, the student will receive additional scheduled supervision by their practicum liaison.

The Faculty Liaison is the designated faculty person responsible for monitoring and evaluating the students' performance in practicum, coordinating communication between the Office of Practicum Education and the agency, and teaching the seminar course. They will also provide supervision to students who do not have an Agency supervisor who meets supervision requirements.

The foundation year graduate practicum concentrates on a “generalist approach” focusing on an eco-systems/developmental framework. From this framework, students learn the importance of the reciprocal interactions between the person and the environment. Analyzing these interactions teaches students the developmental and problem-solving capacities of clients, especially vulnerable populations, as well as the supports and obstacles presented by the environment. Students learn to identify and prioritize a wide range of client needs and to link clients with appropriate resources. Within the generalist approach, the student is also encouraged to consider the broader implications of client struggles, to contribute to the improvement of environmental systems and policies, and to identify needed resources for clients so that clients can reach their potential and participate fully in society. This focus on problem solving occurs at the individual, family, group, organizational, and community levels stressing the unique needs of each level, the interactions among the levels, and strategies for holistic, generalized intervention.

Students learn the principles of data collection, problem identification, assessment, planning, implementation, and evaluation to systems of various sizes, thus establishing evidence-based practice at the micro, mezzo and macro levels. Students also learn the importance of research in the acquisition of practice knowledge, the evaluation of systems, and the evaluation of their own practice.

Foundation Learning Contract with Individualized Work Plan

The foundation year Learning Contract with Individualized Work Plan (Appendix D) has been designed to facilitate the student's application of the knowledge, theory, and values and skill-building experiences that are essential components of the Troy University School of Social Work and Human Services curriculum framework. The learning contract specifies 9 Core Competencies from the Council on Social Work Education (CSWE). Students should master these competencies in their first-year/foundation practicum placement.

The learning contract is filled out by the student, but tasks are identified collaboratively between the student and Agency supervisor. At least one task will be identified per practice behavior under each of the 9 competencies. Tasks will include activities that the student will complete as an intern at the agency in order to meet the practice behavior for each competency. Once filled out by the student, the document will then be signed and dated by the Agency supervisor, the

student, and the pre-agency supervisor via Tevera and submitted by the prescribed due date during their pre-practicum (SWK 6680) course.

Foundation Program – 9 Core Competencies with Practice Behaviors

Program Competency 1: Demonstrate Ethical and Professional Behaviors

- a. Makes 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. Demonstrates professional behavior; appearance; and oral, written, and electronic communication.
- c. Uses technology ethically and appropriately to facilitate practice outcomes.
- d. Uses supervision and consultation to guide professional judgement and behavior.

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

- a. Advocates for human rights at the individual, family, group, organizational, and community system levels.
- b. Engages in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

- a. Demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
- b. Demonstrates 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.

Program Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- a. Applies research findings to inform and improve practice, policy, and programs.
- b. Identifies 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.

Program Competency 5: Engage in Policy Practice

- a. Uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
- b. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (Collaborates with colleagues and clients for effective policy action.)

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

- a. Applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
- b. Uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

- a. Applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
- b. Demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

- a. Engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
- b. Incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

- a. Selects and uses culturally responsive methods for evaluation of outcomes.
- b. Critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Student Objectives of the Foundation Practicum Placement

1. Students will satisfactorily complete 400 hours in an assigned agency over two terms.
2. Students will demonstrate ethical and professional behavior.
3. Students will advance human rights and social, racial, economic, and environmental justice.
4. Students will engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
5. Students will engage in practice-informed research and research-informed practice
6. Students will engage in policy practice.
7. Students will engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

The Placement Process for Foundation Students

Practicum placements occur twice per year (Terms 1/2 or Terms 4/5). Before enrolling in practicum, foundation students must carefully consider whether they have the time and energy to complete 200 practicum hours, plus seminar class, within 18 weeks. Doing so demands almost 22-23 hours of time with the agency each week plus coursework through the seminar classes.

The foundation practicum placement is determined in the following manner:

1. Students enrolled in pre-practicum, SWK 6680, will be required to purchase the Tevera practicum software.
2. At the start of this course, if not prior to this course, students should be reaching out/calling agencies to schedule interviews for placement. These interviews are almost always face-to-face, so students must arrange their personal schedules to accommodate this process. It should be a mutual agreement between the student and agency that this placement would be a “good fit” for both.
3. Throughout the pre-practicum course, students will complete the following pre-application tasks in Tevera before securing a placement: Professional Resume, Cover Letter, at least one interview with an agency for placement, MSW Practicum Application, uploading a copy of their unofficial transcript, driver’s license, and auto insurance, and completing a successful background check. In addition, students will complete a background disclosure statement form, identifying any criminal charges that may be revealed on their background check and uploading an explanation of the charges in Canvas. If charges are revealed on the student’s background check, a letter from the student’s chosen practicum placement agency is required, on company letterhead, indicating that they are aware of the charges and agree to move forward on working with the student despite the charges. Students are also required to review, agree to, and sign the Professionalism Statement/Confidentiality Waiver prior to moving forward into their practicum courses.
4. Once the pre-application tasks, as well as the additional forms, are completed in Tevera, students are then able to move forward in selecting their agency and Agency supervisor. By this point, a placement agency and Agency supervisor should be confirmed by the student. If the agency is not currently listed in Tevera, the new site information form must be completed for the site to be reviewed and approved.
5. Once the student selects their agency and Agency supervisor in Tevera and both have been approved, they will then have to complete their final checklist assignment in their pre-practicum course to seek final approval to move forward into their practicum courses. The requirements to move forward into SWK 6681/82 include the following:
 - Receiving a passing grade of a C or better in the Canvas coursework - (remember, no more than 2 C's can be made in the MSW program - if you have already earned 2 C's in the program, you are required to make a B in this pre-practicum class).
 - Successfully secure a practicum placement with an agency by the last day of class.
 - Submit all completed documents via Tevera by the last day of class (all signatures provided by all personnel including student, agency supervisor, and pre-agency supervisor).
6. When students successfully complete their pre-practicum course, the Director of Practicum Education will have each student assigned to their designated section of SWK 6681/82 based on the type of agency they are placed in and supervision they need to receive. The director will then have each student registered for their assigned section prior to the start of the class.

7. Students may only accrue hours in practicum while enrolled in their practicum courses, from the first day of classes through the last. Students are not allowed to obtain hours in between terms or while the practicum courses are not in session.

Please be advised that there are not many agencies who offer hours during nights and weekends exclusively. Almost all that offer some night and weekend hours also require that some hours be completed during standard business hours. As you plan for practicum, please bear this scheduling issue in mind so that you can make arrangements to be available for your practicum placement.

Prohibited Agency Placements

Students may not complete a practicum in any agency in which the student was, or is, a client of mental health services or any family member was, or is, a client of mental health services. It is the responsibility of the student to decline such a placement.

Foster parents may not complete a practicum with the Child Protective Services division of the Department of Human Resources in which they are affiliated with.

Students may not complete a practicum at an agency they completed their first practicum placement with (as a BSW or Foundation student) or at an agency that they completed a previous internship with as part of a previous degree program unless approved by the Director of Practicum Education. To seek approval, agencies must write a letter on company letterhead explaining/outlining the students first internship position/obligations and what they will do differently as a second year/advanced student. Tasks must be more advanced and must focus on the student's specialization.

Practicum Placement at Student's Place of Employment

A foundation student already employed in a social service agency or an agency that provides social work services may, under certain circumstances, be allowed to complete their practicum at their place of employment. The following conditions must be met before an arrangement of this type can be considered.

1. The agency must be an approved placement site by the Director of Practicum Education.
2. The student's practicum assignment duties and responsibilities must be significantly and qualitatively different from his or her employment duties and responsibilities and must be in a different department, division or program of the agency.
3. The student must be employed with the agency for at least 1 full calendar year prior to interning with the agency.
4. A qualified, approved Agency supervisor who is an employee of the agency, but not the student's employment supervisor, must supervise the student's placement activities. If the assigned Agency supervisor is not currently an approved supervisor, this person must complete the new Agency supervisor information form in Tevera for approval prior to placement.

5. The student must be granted an appropriate amount of employment release time to complete the required number of clock hours for the semester. Internship hours must be completed outside of the student's employment hours.

A student wishing to complete their practicum at their place of employment must have the agency write a letter, on company letterhead, outlining the student's current position and job duties, then identifying the student's internship position and duties (which must be different). This letter should also include the name and signature of the student's employment supervisor and their potential Agency supervisor. In addition to the letter, the student and agency should discuss and complete a tentative schedule showing how the student will obtain the required 400 hours outside of their employment hours. The letter and tentative schedule must be sent to swhsprac@troy.edu prior to the agency and Agency supervisor being selected in Tevera during the student's pre-practicum course.

Only one practicum at place of employment is permitted at the undergraduate and/or graduate level. A foundation student who chooses to complete their placement at their place of employment may not do so in the second, or advanced, year.

If a student is offered and wants to accept employment at the placement site during the course of the placement, the student is required to notify their Faculty Liaison and the Director of Practicum Education for guidance.

Required Practicum Assignments

Foundation practicum students will be required to have generalist social work practice experience in the practicum. The primary goal is to meet the 9 social work competencies and to complete all tasks listed on the learning contract/work plan. Students will complete weekly journals to reflect on daily practicum activities, social work values and ethical principles that were used in practice, and elaboration on how critical thinking and professional knowledge was used in practice. In addition, students will complete weekly time sheets in Tevera and will complete assignments in the seminar courses.

Supervision of Practicum Students

For an Agency supervisor to conduct primary supervision for foundation students at the agency, the Agency supervisor must have obtained an MSW degree from a CSWE-accredited program, is licensed at the master's level or above (e.g., LMSW or higher), and has two-years post masters experience in the practicum. Supervision is expected to be both administrative and educational. Administrative supervision includes topics such as a description of policies of the agency, assignment of work, and coordination of staff efforts. Educationally focused supervision includes an emphasis on theory and helping the student connect agency assignments to the educational objectives of the placement. Supervision for advanced graduate students includes the demonstration and evaluation of advanced practice and skills.

Students must receive one hour of direct supervision with the designated Agency supervisor each week during the practicum placement. Even though students may work closely on tasks with other agency employees, the student must still meet with the designated Agency supervisor. The

student will be required to keep up with their Supervision Log (Appendix H) weekly, identifying that the supervision occurred and the topics covered, and submit at the end of their practicum courses to show supervision was completed weekly. This log must be signed off on by the student and agency supervisor, if the agency supervisor has been approved for direct supervision.

If the students Agency supervisor does not meet the minimum requirements to provide direct supervision at the agency (listed above), the student will be required to meet with their practicum liaison for an hour each week via F2F or Microsoft Teams for supplemental supervision. The student will still be required to meet with their Agency Supervisor on a regular basis, but social work supervision will be provided through the Practicum Liaison weekly.

Students are expected to play an active role in supervision (with Agency supervisor and/or Practicum Liaison). This includes being prepared and on time for the supervisory session. Although the Agency Supervisor and/or Practicum Liaison will have topics for discussion, students will also identify topics on the Supervision Log. One of the most important areas for growth during practicum is the student's understanding of the need for a commitment to life-long learning and self-evaluation.

Students are encouraged to keep lists throughout the week of issues to be discussed. Another tool for supervisory sessions is the learning contract. The goals stated in the contract may be used as a guide for the supervisory sessions.

Other ways to use supervision productively include:

1. Using supervision to identify strengths as well as gaps in knowledge and skills;
2. Discussing non-verbal and verbal interactions in practice;
3. Reflecting on values, feelings, and attitudes;
4. Requesting feedback on performance and skills;
5. Seeking additional readings and resources to improve practice effectiveness;
6. Using supervision as a vehicle for examining the impact of the practicum experience on the development of "professional use of self"; and
7. Acting on feedback from supervisor.

In addition to these meetings, Agency supervisors must ensure that students are not left alone in the agency without professional staff. Leaving students alone on the premises, conducting solo tasks, or otherwise in charge during staff retreats, conferences, etc. is not an appropriate use for students. Students, no matter how competent or skilled, are not able to take on those types of staff responsibilities.

First-year/foundation graduate students complete their practicum education with the foundational knowledge they need to proceed with their graduate education.

SECTION 2:

ADVANCED PRACTICUM PLACEMENT

Organization of the Advanced Practicum Experience

The Advanced practicum consists of 510 clock hours and will be completed over two consecutive terms (6 credit hours; SWK 7781 and 7782; 255 practicum placement hours per course) at one agency. This placement builds on the first year (BSW or Foundation placement) by allowing the student to reinforce acquired knowledge, theory, and values and to refine and hone acquired professional social work skills, attitudes, and behaviors through tasks, activities, and projects of increasing complexity. These should be compatible with the student's specialization (Direct Practice).

Advanced MSW Practicum Prerequisites

Students can enter the Advanced Standing/Specialization year of the MSW program if: (1) students have earned their Bachelor of Social Work degree, including the successful completion of their BSW practicum placement; or (2) all first-year foundation courses in addition to the first-year practicum placement are completed successfully.

To move into the second-year practicum courses (SWK 7781 and 7782), students are required to successfully complete the following advanced-standing courses:

Direct Practice (DP) students must have completed or take concurrently with practicum the following courses:

SWK 7705 – Assessment and Psychopathology
SWK 7701* – Models of Intervention with Individuals
SWK 7703* – Direct Practice Evaluation
SWK 7702 – Models of Intervention with Families & Diverse Groups
SWK 7707 – Adv Social Work Practice with Groups
SWK 7726 – SWK w/ Military Families
SWK Elective
SWK 7780 – Direct Practice Pre-Practicum
SWK 7781* – Direct Practice Practicum I (255 hrs)
SWK 7782* – Direct Practice Practicum II (255 hrs)

*A grade of a “B” or better is required.

Advanced MSW Learning Contract

The MSW Direct Practice Learning Contract with Individualized Work Plan (Appendix E) is structured to provide the student with tasks, activities, and projects that are more complex in nature than those of the MSW foundation or undergraduate practicum. Like the MSW foundation contract, the specialization contract includes the 9 Core Competencies outlined by CSWE. In

addition, the specialization contract includes advanced practices and skills to ensure that students develop a breadth of knowledge in their area of specialty (Direct Practice).

Advanced graduate students must complete 255 practicum hours during their SWK 7781 course and will complete their remaining 255 hours during their SWK 7782 course. Advanced graduate students may not complete their hours more than three weeks early and must have permission from their agency supervisor and practicum liaison to end early.

Student Objectives

1. Students will satisfactorily complete their 510 practicum hours at one agency over two consecutive terms.
2. Students will demonstrate ethical and professional behavior.
3. Students will advance human rights and social, racial, economic, and environmental justice.
4. Students will engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
5. Students will engage in practice-informed research and research-informed practice
6. Students will engage in policy practice.
7. Students will engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

Advanced Standing Program – 9 Core Competencies with Practice Behaviors

Direct Practice (DP) Specialization:

Program Competency 1: Demonstrate Ethical and Professional Behaviors

- a. Makes 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 in a direct practice setting.
- b. Demonstrates appropriate professional behavior; appearance; and oral, written, and electronic communication within a direct practice setting.
- c. Uses technology ethically and responsibly to facilitate practice outcomes within a direct practice setting.
- d. Uses supervision and consultation to guide professional judgement and behavior by incorporating ethical decision-making principles and frameworks to effectively address client concerns.

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

- a. Demonstrates competence of social, racial/ethnic, economic, and environmental justice to advocate for human rights at the individual, family, group, organizational, and community system levels using knowledge and skills that better foster a more just society.
- b. Engages in cultural-sensitive practices that advance social, racial/ethnic, economic, and environmental justice using comprehensive knowledge and advanced level skills to

address systemic barriers and empower individuals and communities toward greater well-being.

- c. Applies critical thinking to inform and communicate professional judgments using knowledge and skills that uphold the advancement of human rights and social, racial/ethnic, economic, and environmental justice in a direct practice setting.

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

- a. Applies and communicates a deeper understanding of the significance of anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels that challenge systemic oppression, promote equitable outcomes and cultivate an inclusive and culturally responsive environment for all clients and stakeholders.
- b. Demonstrates 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 while concurrently challenging their own assumptions, biases, and beliefs.

Program Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- a. Applies research findings to inform and improve theoretical applications, interventions, approaches, policies, and programs that optimize client outcomes in a direct practice setting.
- b. Demonstrates an advanced understanding of ethical, culturally informed, anti-racist, and anti-oppressive strategies that mitigate inherent biases in quantitative, qualitative, and mixed-methods research methods resulting in successfully matching clients with appropriate interventions in a direct practice setting.

Program Competency 5: Engage in Policy Practice

- a. Uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to goods and services for all clients.
- b. Applies critical thinking to analyze, formulate, and advocate for agency, local, state, federal, and global policies that advance human rights and social, racial, economic, and environmental justice.

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

- a. Applies advanced knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, while engaging with clients and constituencies in a manner that furthers effective social work practice.
- b. Uses empathy, critical self-reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

- a. Applies theoretical, diagnostic, and psychosocial criteria as well as other culturally responsive and interprofessional conceptual frameworks and approaches when assessing clients and constituencies in a direct practice setting.
- b. Demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan, intervention, or treatment goal by assessing client strengths, individual challenges, opportunities, risk and protective elements.

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

- a. Engages with clients and constituencies to critically identify, select, and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals and objectives that successfully enrich the psychosocial functioning and well-being of individuals, families, and groups.
- b. Incorporates culturally responsive advanced treatment methods and modalities to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

- a. Selects and uses culturally responsive evidence-informed methods for evaluation of intervention and/or treatment plan outcomes.
- b. Critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Grading Policy for Advanced Graduates

Students are required to complete the full 510-hour placement at one agency over two terms. Students will receive a grade for each practicum course, individually. In order to receive a passing grade in each of the two courses, students must complete the following: 255 hours in each course by the last day of class, earn a B or higher in canvas coursework, and successfully complete the agency midterm/final evaluation consisting of the student, Agency supervisor, and Practicum Liaison by the last day of class.

A failing grade in any of the MSW practicum courses (a grade of C or below) may result in dismissal from the program. Should a graduate student fail a practicum course, s/he will be referred to the Professional Standards Committee to determine how best/whether to proceed in Practicum.

The Placement Process for Advanced Students

Students are required to secure their own placement with a social service agency, specifically focusing on the student's specialization. Students are required to secure a placement by the end of their pre-practicum course (SWK 7780) in order to move forward into their practicum courses. These courses are only offered for students to take at the end of each cohort. For the Direct Practice specialization, SWK 7781 is only available during Term 4 and Term 1 and SWK 7782 is only available during Term 5 and Term 2. Advanced students must carefully consider whether

they have the time and energy to complete all 510 practicum hours over two consecutive terms before entering their Pre-Practicum course (SWK 7780).

The Advanced Practicum Placement process is as follows:

1. Students enrolled in pre-practicum, SWK 7780, will be required to purchase the Tevera practicum software.
2. At the start of this course, if not prior to this course, students should be reaching out/calling agencies to schedule interviews for placement. These interviews are almost always face-to-face, so students must arrange their personal schedules to accommodate this process. It should be a mutual agreement between the student and agency that this placement would be a “good fit” for both.
3. Throughout the pre-practicum course, students will complete the following pre-application tasks in Tevera before securing a placement: Professional Resume, Cover Letter, at least one interview with an agency for placement, MSW Practicum Application, uploading a copy of their unofficial transcript, driver’s license, and auto insurance, and completing a successful background check. In addition, students will complete a background disclosure statement form, identifying any criminal charges that may be revealed on their background check and uploading an explanation of the charges in Canvas. If charges are revealed on the student's background check, a letter from the student’s chosen practicum placement agency is required, on company letterhead, indicating that they are aware of the charges and agree to move forward on working with the student despite the charges. Students are also required to review, agree to, and sign the Professionalism Statement/Confidentiality Waiver prior to moving forward into their practicum courses.
4. Once the pre-application tasks, as well as the additional forms, are completed in Tevera, students are then able to move forward in selecting their agency and Agency supervisor. By this point, a placement agency and Agency supervisor should be confirmed by the student. If the agency is not currently listed in Tevera, the new site information form must be completed for the site to be reviewed and approved.
5. Once the student selects their agency and Agency supervisor in Tevera and both have been approved, they will then have to complete their final checklist assignment in their pre-practicum course to seek final approval to move forward into their practicum courses. The requirements to move forward into SWK 7781 include the following:
 - Receiving a passing grade of a C or better in the Canvas coursework - (remember, no more than 2 C's can be made in the MSW program - if you have already earned 2 C's in the program, you are required to make a B in this pre-practicum class).
 - Successfully secure a practicum placement with an agency by the last day of class.
 - Submit all completed documents via Tevera by the last day of class (all signatures provided by all personnel including student, Agency supervisor, and pre-agency supervisor).
6. When students successfully complete their pre-practicum course, the Director of Practicum Education will have each student assigned to their designated section of SWK

7781 based on the type of agency they are placed in and supervision they need to receive. The director will then have each student registered for their assigned section prior to the start of the class.

7. Students may only accrue hours in practicum while enrolled in their practicum courses, from the first day of classes through the last. Students are not allowed to obtain hours in between terms or while the practicum courses are not in session.

Please be advised that there are not many agencies who offer hours during nights and weekends exclusively. Almost all that offer some night and weekend hours also require that some hours be completed during standard business hours. As you plan for practicum, please bear this scheduling issue in mind so that you can make arrangements to be available for your practicum placement.

Prohibited Agency Placements

Students may not complete a practicum in any agency in which the student was, or is, a client of mental health services or any family member was, or is, a client of mental health services. It is the responsibility of the student to decline such a placement.

Foster parents may not complete a practicum with the Child Protective Services division of the Department of Human Resources in which they are affiliated with.

Students may not complete a practicum at an agency they completed their first practicum placement with (as a BSW or Foundation student) or at an agency that they completed a previous internship with as part of a previous degree program unless approved by the Director of Practicum Education. To seek approval, agencies must write a letter on company letterhead explaining/outlining the students first internship position/obligations and what they will do differently as a second year/advanced student. Tasks must be more advanced and must focus on the student's specialization.

Practicum Placement at Student's Place of Employment

A graduate student already employed in a social service agency or an agency that provides social work services may, under certain circumstances, be allowed to complete their practicum at their place of employment. The following conditions must be met before an arrangement of this type can be considered.

1. The agency must be an approved placement site by the Director of Practicum Education.
2. The student's practicum assignment duties and responsibilities must be significantly and qualitatively different from his or her employment duties and responsibilities and must be in a different department, division or program of the agency.
3. The student must be employed with the agency for at least 1 full calendar year prior to interning with the agency.
4. A qualified, approved Agency supervisor who is an employee of the agency, but not the student's employment supervisor, must supervise the student's placement activities. If the assigned Agency supervisor is not currently an approved supervisor, this person must

complete the new Agency supervisor information form in Tevera for approval prior to placement.

5. The student must be granted an appropriate amount of employment release time to complete the required number of clock hours for the semester. Internship hours must be completed outside of the student's employment hours.

A student wishing to complete their practicum at their place of employment must have the agency write a letter, on company letterhead, outlining the student's current position and job duties, then identifying the student's internship position and duties (which must be different). This letter should also include the name and signature of the student's employment supervisor and their potential Agency supervisor. In addition to the letter, the student and agency should discuss and complete a tentative schedule showing how the student will obtain the required 510 hours outside of their employment hours. The letter and tentative schedule must be sent to swhsprac@troy.edu prior to the agency and agency supervisor being selected in Tevera during the student's pre-practicum course.

Only one practicum at place of employment is permitted at the undergraduate and/or graduate level. An advanced-standing graduate student who completed an undergraduate placement at place of employment, or a first-year placement at place of employment may not do so in the second, or advanced, year.

If a student is offered and wants to accept employment at the placement site during the course of the placement, the student is required to notify their faculty liaison and the Director of Practicum Education for guidance.

Advanced Practicum Assignments

Advanced students should have the occasion to demonstrate their mastery of the core competencies, but in addition they should have the opportunity to learn and master the more complex practices and skills of their specialty. For example, DP specialty placements should enable students to perform tasks such as client interviews, assessments, interventions, and evaluation processes that are appropriate to their specialty agency.

Supervision of Practicum Students

For an Agency supervisor to conduct primary supervision for advanced graduate students at the agency, the Agency supervisor must have obtained an MSW degree from a CSWE-accredited program, is licensed at the master's level or above (e.g., LMSW or higher), and has two-years post masters experience in the practicum. Supervision is expected to be both administrative and educational. Administrative supervision includes topics such as a description of policies of the agency, assignment of work, and coordination of staff efforts. Educationally focused supervision includes an emphasis on theory and helping the student connect agency assignments to the educational objectives of the placement. Supervision for advanced graduate students includes the demonstration and evaluation of advanced practice and skills.

Students must receive one hour of direct supervision with the designated Agency supervisor each week during the practicum placement. Even though students may work closely on tasks with

other agency employees, the student must still meet with the designated Agency supervisor. The student will be required to keep up with their Supervision Log (Appendix H) weekly, identifying that the supervision occurred and the topics covered, and submit at the end of their practicum courses to show supervision was completed weekly. This log must be signed off on by the student and agency supervisor, if the Agency supervisor has been approved for direct supervision.

If the student's Agency supervisor does not meet the minimum requirements to provide direct supervision at the agency (listed above), the student will be required to meet with their Practicum Liaison for an hour each week via F2F or Microsoft Teams for supplemental supervision. The student will still be required to meet with their Agency Supervisor on a regular basis, but social work supervision will be provided through the Practicum Liaison weekly.

Students are expected to play an active role in supervision (with Agency Supervisor and/or Practicum Liaison). This includes being prepared and on time for the supervisory session. Although the Agency Supervisor and/or Practicum Liaison will have topics for discussion, students will also identify topics on the Supervision Log. One of the most important areas for growth during practicum is the student's understanding of the need for a commitment to life-long learning and self-evaluation.

Students are encouraged to keep lists throughout the week of issues to be discussed. Another tool for supervisory sessions is the learning contract. The goals stated in the contract may be used as a guide for the supervisory sessions.

Other ways to use supervision productively include:

1. Using supervision to identify strengths as well as areas for greater focus and growth;
2. Discussing assigned deliverables (e.g., treatment plan, needs assessment);
3. Reflecting on values, feelings, and attitudes;
4. Requesting feedback on performance and advanced practice and skills;
5. Seeking additional readings and resources to improve practice effectiveness;
6. Using supervision as a vehicle for examining the impact of the practicum experience on the development of "professional use of self"; and
7. Acting on feedback from supervisor.

In addition to these meetings, Agency Supervisors must ensure that students are not left alone in the agency without professional staff. Leaving students alone on the premises, conducting solo tasks, or otherwise in charge during staff retreats, conferences, etc. is not an appropriate use for students. Students, no matter how competent or skilled, are not in a position to take on those types of staff responsibilities.

SECTION 3:

GENERAL PRACTICUM POLICIES

Completion of Hours and Absence from Practicum

1. All students are expected to complete the requisite number of hours in practicum within the timeframe of the academic semester/term(s).
2. A student cannot move on to their next term of practicum until satisfactorily completing the first term seminar and required hours.
3. The student should inform the Agency supervisor regarding any long-term absence from practicum. The Agency supervisor should inform the Faculty Liaison of any concerns regarding student absences.
4. If a student is absent for a significant period of time, the following options apply:
 - Withdraw from practicum, after notifying the Agency supervisor, the Faculty Liaison and the Director of Practicum Education;
 - Earn a failing grade and risk being removed from the program;
 - Re-apply and enroll for practicum to begin a new placement elsewhere during the next cycle of seminar courses.
5. Holidays: Students may take all School holidays and whatever holidays are observed by the agency. They will not, however, be able to count these holidays toward their practicum hours. If the student elects to work through a holiday, such as Spring Break, this time will count toward the required practicum hours. Students are encouraged to negotiate these potential days off much the same way that an employee might navigate their personal plans within the responsibilities of the agency and their position. Students do not accrue hours not served in practicum, i.e., when the University is open for a holiday but the agency is not.
6. Students are not allowed to complete internship hours during times in which they are not actively enrolled in a seminar course, i.e., in between terms or prior to being enrolled in the practicum course.
7. Students are not allowed to earn more than 40 hours a week at their agency.
8. Students are not allowed to complete their internships prior to week 8 of the course each term. If students plan to finish early, they need to request approval from their Agency Supervisor and Field Liaison.

Professional Workshop or Conference Attendance

Students are encouraged to attend professional conferences or workshops which serve to support the educational objectives of the practicum. Examples of relevant programs include the Alabama Conference of Social Work, The Alabama/Mississippi Conference of Social Work Education, or other local workshops and national conferences. If the student is interested in attending a professional program, she/he should express a desire to their Agency supervisor. It is the sole prerogative of the Agency supervisor to determine if attendance would enhance the learning experience of the student and approve or disapprove the request. Expenses incurred will be the student's responsibility unless the agency has money allocated for such purposes. Also, the

Agency supervisor may designate certain programs/workshops for the student to attend if there is no involuntary student cost involved or if there is no conflict with the other Troy University class requirements. Actual time spent attending workshops or formal programs may be counted as practicum time when approved by the Agency supervisor.

Student Performance and Corrective Action

If the student's performance is below expectations, the Agency supervisor must notify the Practicum Liaison as soon as the problem arises.

1. The Practicum Liaison will arrange a conference with the Agency supervisor and the student as soon as possible to analyze the problem.
2. This meeting should directly address whatever difficulties the student is encountering. Once these are stated and understood in behavioral terms, focus should turn to necessary corrective action (see Corrective Action Contract, Appendix F).
3. Guidelines are developed for the student to raise the standard of performance. These are given to the student in writing.
4. The Corrective Action Contract includes a deadline for the achievement of the behavioral goals.
5. If the student does not meet the requirements in the specified amount of time, the student will receive a failing grade and possible removal from the social work program.

Once the student has completed the corrective actions satisfactorily, the student continues in practicum without impacting the final grade.

Interruptions in Practicum Placement by the Agency supervisor

The Agency supervisor may at any time remove a student from an agency for reasons related to student behavior or for changes in the agency that render the agency unable to participate in practicum education.

For Student Behavior

In the event that a student egregiously violates practice standards or ethical behavior, the Agency supervisor may ask the student to leave the placement immediately. The Agency supervisor will be asked to complete the Interruption of a Student from Practicum Placement (See Appendix G) In these instances, the Agency supervisor, the Practicum Liaison and the Director of Practicum Education will consult and

1. Immediately notify the student that the practicum has been terminated and meet with the student to process the allegation(s);
2. Ask the student to respond to the allegations by submitting a written account of the circumstances to the Director of Practicum Education;
3. Consult the MSW Program Director and, if warranted, the matter will be forwarded to the Academic and Professional Standards Committee of the School of Social Work and Human Services by the Director of Practicum Education;

4. If the Committee chooses to review the incident, the student, the Liaison, and the Agency supervisor may meet with committee members to present their perspectives of the incident. The result of this review can include:
 - Guidelines for corrective action for the student;
 - A grade of "F" for that course;
 - Forfeiture of all completed practicum hours;
 - Termination from the program depending on the circumstances;
 - No action.
5. The student may choose to appeal the committee's decision through the Chair of the School of Social Work and Human Services.

For Changes in the Agency

If an agency requests the removal of a student, for whatever reason (e.g., the agency loses its approved Agency supervisor or loses administrative support for practicum students):

1. The School will remove the student within a time frame that is agreeable to the agency.
2. The student will secure a placement with a new agency and arrangements will be made for the student to begin placement elsewhere. NOTE: In all cases, the transfer of a student from one agency to another during the course of a semester (regardless of circumstances) depends on the availability of an appropriate alternate site. While the Office of Practicum Education will work assiduously to assist the student in finding another agency, such placement may not be available.
3. If the decision to move the student occurs within the first two weeks of the placement, and the student has been actively involved in appropriate activities, the student may be excused from making up that time. However, if it is well into the semester, the student may need to negotiate an appropriate number of approved hours or withdraw from practicum and reapply for the next cycle of practicum courses.

Change of Placement Request by Student

If the student views the agency match as unworkable after the beginning of the semester/term and after attending the placement:

1. The student must first talk with the Faculty Liaison about the proposed move. If the Faculty Liaison agrees with the student's concerns, the Faculty Liaison, student and Agency supervisor will then discuss the issues involved. If these issues can be resolved to everyone's satisfaction, the student remains in the agency without further action
2. If the matter remains unresolved, the student and Practicum Liaison will need to notify the Coordinator of Practicum Education to see if a new placement needs to be secured by the student.
3. If the decision is made to approve the student's request of securing a different placement, the student will then move forward in contacting new placement sites to secure a new placement by the deadline given by the Office of Practicum Education. NOTE: In all cases, the transfer of a student from one agency to another during the course of a semester (regardless of circumstances) depends on the availability of an appropriate

alternate site. While the Office of Practicum Education will work assiduously to assist the student in finding another agency, such placement may not be available.

4. If the decision to move the student occurs within the first two weeks of the placement, and the student has been actively involved in appropriate activities, the student may be excused from making up that time. However, if it is well into the semester, the student may need to negotiate an appropriate number of approved hours or withdraw from practicum and reapply for the next cycle of practicum courses.
5. If in this process, the student is found to have been performing poorly, the student will be referred to the Academic and Professional Standards Committee.
6. The student must follow University procedures regarding dropping courses (refer to the current University Graduate Catalog and/or the current Registrar's Academic Calendar for specific procedures and grading policies and/or the MSW Program Manual).

Termination of Placement by the Office of Practicum Education

Removal of a student from practicum placement may be generated from the Office of Practicum Education if the office is notified or otherwise discovers problems with the agency setting or student behavior.

Due to the Agency

The Office of Practicum Education may change a student's placement for any number of reasons such as failure on the part of the agency to provide the appropriate learning tasks, insufficient supervision, or failure to abide by the policies of Troy University, the School of Social Work and Human Services, and/or the Office of Practicum Education. If the School finds it necessary to move a student:

1. The Faculty Liaison will notify the Director of Practicum Education;
2. The Faculty Liaison will discuss the issues with the student and the Agency supervisor;
3. If the decision is made to move the student, the student will begin contacting suitable agencies and making arrangements for the student to begin placement elsewhere; NOTE: In all cases, the transfer of a student from one agency to another during the course of a semester (regardless of circumstances) depends on the availability of an appropriate alternate site. While the Office of Practicum Education will work assiduously to assist the student in finding another agency, such placement may not be available;
4. If the decision to move the student occurs within the first two weeks of the placement, and the student has been actively involved in appropriate activities, the student may be excused from making up that time. However, if it is well into the semester, the student may need to negotiate an appropriate number of approved hours or withdraw from practicum and reapply for the next cycle of practicum courses.

Due to Student Behavior

The Director of Practicum Education, in consultation with the Faculty Liaison, may choose to remove a student from a practicum placement without a request from the Agency supervisor. The following are grounds to remove the student from practicum:

1. Failure to maintain confidentiality about a client as mandated by agency policy and/or the National Association of Social Workers Code of Ethics and Alabama Board of Social Work Examiners Code of Conduct.
2. Failure to abide by the NASW Code of Ethics and ABSWE Code of Conduct.
3. An attempt to harm oneself.
4. An attempt to harm someone else.
5. Repeated tardiness at the agency and/or tardiness without notification.
6. Repeated absences from the agency and/or absence without notification.
7. Repeated change in scheduled practicum hours without prior approval.
8. Inappropriate behavior in connection with the practicum placement.

The final decision regarding removal from practicum will be made by the Director of Practicum Education, with documentation from the Agency supervisor, agency, and Faculty Liaison and in consultation with the School of Social Work and Human Services Chair.

Whether the student will be allowed to return to practicum in the same or a different agency will depend on the recommendations from the Academic and Professional Standards Committee.

Travel and Transportation of Clients

Reimbursement for agency-related travel in the course of the placement is entirely at the discretion of the agency. The Agency supervisor is responsible for addressing any financial reimbursement policy and providing instruction on proper records and procedures to be completed by the student.

Transporting clients in the student's personal vehicle should be avoided; the University is not responsible or liable for accident or injury to client or student in such situations. Students should clarify agency policy regarding insurance coverage and liability before taking on such an assignment.

Liability Insurance

Students enrolling in any practicum education course are provided professional liability insurance coverage through Troy University with policy limits in the amounts of two million dollars (\$2,000,000.00) per occurrence and six million dollars (\$6,000,000.00) in the aggregate. This liability insurance coverage is provided after the student obtains a Background Check through CastleBranch during their pre-practicum seminar. Students are responsible for purchasing the background check themselves which starts at around \$42.

Criminal History

Prospective students must be aware that agencies have the right to deny them for practicum placement. Acceptance into the social work program does not guarantee a student a practicum placement if the refusal is based on a student's criminal history. Refusal under such circumstances will not entitle the student to any refund of tuition or other fees incurred up to that point of the program. No student will be allowed to graduate with a degree in social work without completing the practicum placement requirement.

If a student has a criminal history, they are required to disclose this information to their placement site. A letter will need to be written by the student's placement site identifying that they are aware of the student's criminal history and will still allow the student to intern with their agency. This letter will need to be signed by both the agency supervisor and agency director, then uploaded into Tevera with the student's background check results. An explanation of the criminal history will also need to be provided by the student and uploaded in Tevera with the background check results.

Student Safety and Practicum Placement

Safety of students in their practicum placement is a huge priority for Troy University's MSW Program. While we do not want the student to be shielded from the realities of professional practice, immersing students in the realities of practice can also expose them to safety and security risks. Many students arrive at their practicum placement with concerns about personal safety that can significantly impact their learning opportunities and their experiences. The MSW Program and all practicum placement agencies are encouraged to partner to reduce risks for students in practicum placement. All students are required to complete an assignment during their seminar course regarding safety within their practicum placement. This assignment requires students to have a conversation with their agency supervisor regarding safety policies and procedures within their agency. They are also required to share any safety plans, resources, or specific issues that the student may face throughout their internship with this agency. Students and agency supervisors are obligated to follow the NASW Guidelines for Social Work Safety, specifically Standard 11 on student safety, throughout their internship experience which can be found [here](#).

If students do not feel safe at their internship site or during a task that they are asked to complete, the student is required to take the following steps:

1. The student will first notify the Agency supervisor of the safety concern.
2. If changes are made and the student feels safe moving forward, no action should be taken.
3. If changes are not made within the agency and the student still feels unsafe, they are to notify their Practicum Liaison to intervene. A meeting will be scheduled with the student, Practicum Liaison, and Agency supervisor to work through the safety concerns.
4. If further action needs to be taken, the Practicum Liaison will notify the Director of Practicum Education for next steps.

NASW Standards for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values – Social workers shall function in accordance with the values, ethics, and standards of the NASW (2008) Code of Ethics. Cultural competence requires self-awareness, cultural humility, and the commitment to understanding and embracing culture as central to effective practice.

Standard 2. Self-Awareness – Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege

and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.

Standard 3. Cross-Cultural Knowledge – Social workers shall possess and continue to develop specialized knowledge and understanding that is inclusive of, but not limited to, the history, traditions, values, family systems, and artistic expressions such as race and ethnicity; immigration and refugee status; tribal groups; religion and spirituality; sexual orientation; gender identity or expression; social class; and mental or physical abilities of various cultural groups.

Standard 4. Cross-Cultural Skills – Social workers will use a broad range of skills (micro, mezzo, and macro) and techniques that demonstrate an understanding of and respect for the importance of culture in practice, policy, and research.

Standard 5. Service Delivery – Social workers shall be knowledgeable about and skillful in the use of services, resources, and institutions and be available to serve multicultural communities. They shall be able to make culturally appropriate referrals within both formal and informal networks and shall be cognizant of, and work to address service gaps affecting specific cultural groups.

Standard 6. Empowerment and Advocacy – Social workers shall be aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Social workers should also participate in the development and implementation of policies and practices that empower and advocate for marginalized and oppressed populations.

Standard 7. Diverse Workforce – Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and organizations to ensure diversity within the profession.

Standard 8. Professional Education – Social workers shall advocate for, develop, and participate in professional education and training programs that advance cultural competence within the profession. Social workers should embrace cultural competence as a focus of lifelong learning.

Standard 9. Language and Communication – Social workers shall provide and advocate for effective communication with clients of all cultural groups, including people of limited English proficiency or low literacy skills, people who are blind or have low vision, people who are deaf or hard of hearing, and people with disabilities (Goode & Jones, 2009).

Standard 10. Leadership to Advance Cultural Competence – Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

The complete standards with specific skill competencies can be found on the NASW website [here](#).

Resources for Students

To assist the student in the practicum education process, the Office of Practicum Education offers the following resources:

1. The MSW Program Orientation
2. Practicum Module on MSW Social Work Connect
3. Your Pre-Practicum Seminar coursework which will provide all resources needed to be successful in practicum
4. Staff in the Office of Practicum Education are available during business hours and for in-person or virtual appointments, by email and by phone.

The Troy University Oracle outlines the specific policy on Harassment and Discrimination. Please find the policy based on the most recent Oracle found here: <https://www.troy.edu/student-life-resources/student-resources/oracle.html>

SECTION 4:

EVALUATIONS AND GRADING

Evaluation of Student Performance and Grading in Practicum

Evaluation in practicum is the determination of whether the student has satisfactorily achieved the educational objectives of the practicum placement experience. Evaluation is jointly addressed with the student, Agency supervisor and Faculty Liaison. Key elements in the process include:

1. Review of the Learning Contract and whether the student has mastered the competencies and advanced practices and skills;
2. Consideration of areas for growth;
3. Overall assessment of the student's ability to begin work as a social worker in an agency setting.

Grades are assigned by the Faculty Liaison, based on input from the Agency supervisor during the liaison visits and on the end-of-semester evaluation completed by the Agency supervisor. Student performance in the seminar portion of practicum is also calculated into the final grade. Practicum is graded on a letter grade basis, and students must earn a B or better in order to receive credit.

Evaluation of student performance in the practicum is ongoing throughout the placement period, with the student participating as an integral part of this process. Agency supervisors are encouraged to give ongoing feedback to their students. The purpose of the evaluation process is to help students examine their educational progress toward meeting the objectives of practicum education. Through self-assessment the student can develop ongoing self-awareness to serve as the foundation for future learning and development.

Evaluations

Agency supervisors will assess the student twice throughout their practicum experience through the completion of mid-term and final evaluations. These evaluations are based on the core competencies as well as the generalist practices and skills for foundation students and advanced practices and skills for advanced graduate students. (See Appendix I)

Agency supervisors should review these evaluations with the students as a formal acknowledgement of the student's status and progress. In addition, the Practicum Liaison will review these evaluations to determine whether to offer intervention and consultation. The final evaluation may involve collaboration between the Agency supervisor and the Faculty Liaison.

In addition to these evaluations, the Practicum Liaison will review grades from the seminar class. The final grade for each practicum class will be based on performance in practicum and in the seminar course(s). Students must make a B or better to pass practicum.

Procedures for Evaluation of Practicum

All agency evaluations are completed through our Tevera software and should be completed at the end of each semester/term of practicum. Students will send each evaluation to their agency

supervisor to complete via Tevera. Their midterm evaluation must be completed at the end of their 7781 course, prior to moving into 7782. The final evaluation will be completed at the end of their 7782 course.

Student Evaluation of the Practicum Experience

Upon exiting from the program, students are surveyed regarding their practicum experience at their agency placement including their agency and Agency supervisor. They are also required to complete a survey for the practicum seminar focusing on their practicum liaison and the practicum curriculum. Students are encouraged to use this anonymous, protected venue for providing valuable feedback in the service of improving the practicum experience for all students. This information is then used by the Director of Practicum Education and the Practicum committee in making decisions regarding the future use of the agency and Agency supervisor and any changes that need to be made to the practicum curriculum and/or Practicum Liaisons. Urgent issues raised by students in the practicum are routinely addressed on liaison visits and, as necessary, with the intervention of the Director of Practicum Education.

Faculty Liaison Evaluation of the Agency Setting

In addition to ongoing monitoring of the practicum settings, the Director of Practicum Education and the Faculty Liaisons meet at the end of each semester to gather and share information regarding agencies and Agency supervisors for use in future placement decisions. This process solicits information about the learning environment of the agency, the Agency supervisor's level of expertise, the appropriateness of the learning assignments, and ways to make improvements in all of these. As a result of this evaluation, the Office of Practicum Education then creates an action plan for follow up with agency supervisors as needed to facilitate necessary changes to maintain or re-establish strong internship experiences.

Any practicum issues/concerns not addressed within the practicum manual will be reviewed by the Office of Practicum Education.

Appendix A:

MSW Professionalism Statement/Confidentiality Waiver

MSW Professionalism Statement/Confidentiality Waiver

Professionalism is a significant and critical factor directly impacting the successful completion of this course. Students who demonstrate behaviors reflecting a lack of professionalism, poor professional judgement, and/or behaviors violating the *NASW Social Work Code of Ethics* will receive a failing grade for this course and could be removed from the MSW Program.

Examples of behaviors resulting in a failing grade in this course and/or removal from the MSW Program include, but are not limited to, the following:

1. Placing you, your client, and/or any other individual “at risk”.
2. Being released, fired, terminated by the practicum agency.
3. Violating the policies and/or procedure of your practicum agency.
4. Posting information via social media, which negatively represents yourself, the practicum agency, the practicum agency’s clients, practicum agency’s staff, Troy University’s Social Work Program, the profession of Social Work, and/or violates the confidentiality and/or rights of others in any way.
5. Falsification of documentation directly and/or indirectly related to the practicum course and/or service delivery within the context of the practicum agency.

I acknowledge I have read and understand professionalism requirements stated above.

Terms/Semester AND Year Taking Practicum:

Student Signature:

Date

Appendix B:

Practicum Contracts

MSW Foundation Practicum Contract



MSW FOUNDATION PRACTICUM CONTRACT

Troy University Social Work Program

Troy, Alabama 36082

Accredited by the Council on Social Work Education (CSWE)

*The Practicum experience is the final and most important step in the process of preparing individuals to enter the Profession of Social Work. It permits each student an opportunity to apply knowledge, values, and skills to real situations guided by a Professional Social Worker or other approved Professional Human Services Worker. The student will complete a minimum of **400 clock hours** of guided learning within an agency setting. For BSW students, these hours will be completed during the last semester/last two terms of enrollment preceding the student's graduation. For MSW Foundation students, these hours will be completed during the last term of their first year in the two-year program.*

Serving as an Agency supervisor is a serious commitment. The Agency supervisor is an invaluable role model in shaping the student's identity as a Professional Social Worker. It is essential for the Agency supervisor to have the ability, temperament, time, and motivation to be an effective teacher. The student should be challenged and guided with appropriate professional tasks to enable him or her to achieve high level practice skills and values.

Purpose and Goals

The general purpose of the Practicum is to provide the student with a planned and guided educational experience in Social Work Practice. This will be completed under the instruction of an agency supervisor. An Individualized Work Plan will be completed collaboratively between the student and agency supervisor to identify the tasks and goals that the student will accomplish by the end of their internship experience in order to meet the 9 social work competencies. Based upon an assessment of the student's ability, the work plan will enable him or her to develop essential basic generalist practice skills. It is important to recognize that the proper role of the student is to learn.

- The student is a student learning how to be a Professional Social Worker.
 - The student's professional personality will develop through observation of and interaction with those who work within the agency. Effective opportunities to use and develop practice skills are vital.
 - The student is not a volunteer and should not be used to complete menial tasks (i.e., filing, typing, photocopying) not associated with developing professional practice skills. Likewise, the student is not a fully trained social worker and should not be expected to perform beyond his or her level of training.
- According to Alabama licensing law, the student must be identified to clients as a student intern.

Activities and tasks will be identified and planned to help the student learn how to apply social work knowledge, values, and skills. The goal is the development of generalist assessment and intervention skills with each level of systems. Learning assignments should include opportunities to work with the community, organizations, groups, families and

individuals. Specific tasks will be identified to assist the student in developing competency in all essential skills necessary for entry level practice.

The student's ability and progress will be formally evaluated using forms and guidelines provided by the Social Work Program based upon the Agency supervisor's expertise and observation. To encourage student growth, frequent and ongoing feedback is needed. Feedback should address both positive and negative characteristics. Evaluations should be completed seriously and thoughtfully.

The Agency supervisor should recommend a final grade for the student to the Agency supervisor during the student's final evaluation based upon demonstrated proficiency on all knowledge and skills which would make the student a sought-after candidate for employment. No student should pass until the Agency supervisor has firm confidence that the student, as an employee, would demonstrate responsible, ethical and professional behavior in a practice setting. The Agency supervisor shares responsibility for the future quality of the student's ability to practice social work. The Agency supervisor should be able to honestly say, "I would hire or recommend that this individual be hired as a Professional Social Worker".

THE SOCIAL WORK PRACTICUM

The primary goals of the practicum are to ensure that the student will:

- Develop a positive identity as a professional social worker;
- Learn to apply the values and ethics of the profession of social work;
- Respect the cultural attributes of diverse clients and colleagues;
- Master generalist assessment and intervention skills; and,
- Learn to work effectively with all systems including communities, organizations, small groups, families, and the individual.

The student will complete a minimum of 400 clock hours of agency based planned and guided learning experiences focused upon case management and other direct practice skills. Opportunities will be provided to enable the student to apply professional values and to develop all basic social work skills essential for effective entry level social work practice. Specific skills are identified on the Learning Contract with Individualized Work Plan.

The primary goals are for the student to:

- Build a positive self-identity as a professional social worker;
- Acquire thorough knowledge of the agency essential to work effectively within an organizational setting and to assist clients;
- Learn facts about the community essential to assessing community needs, providing services to clients, fulfilling the role of an advocate, and participating in policy making;
- Demonstrate initial skills of gathering information, completing assessments, and developing an action plan for client intervention.

The Troy University School of Social Work and Human Services Office of Practicum Education's primary role is to act as a liaison between the Social Work Program, the Student, and the agency Agency supervisor. The following are specific responsibilities:

1. Coordinate and approve individual practicum.
2. Provide liability coverage for all students who complete a required background check 30 days prior to beginning their internship.
3. Provide appropriate preparation of Agency supervisors and students.
4. Work with the student and Agency supervisor to develop a work plan which responds to each educational objective/competency designated in the syllabus, practicum manual, and evaluation form.

5. Clarify with the Agency supervisor pertinent practicum requirements and processes.
6. Maintain contact with the Agency supervisor and student.
7. Be available to the Agency supervisor and student for needed assistance.
8. Provide the Agency supervisor and student with necessary materials (i.e., manual, contract, work plan, and evaluation forms) needed to accomplish designated tasks.
9. Schedule and conduct periodic required seminars with students.
10. Schedule with the Agency supervisor and student at least one visit per semester/term.
11. Assist the student with integration of knowledge, values, and skills in practice.
12. Mediate any significant problem.
13. Ensure that practicum goals are met.
14. Provide appropriate disciplinary counseling and action if needed.
15. Assign the final grade (utilizing the Agency supervisor's feedback).

The primary responsibility of the student is to successfully complete the practicum experience. This requires compliance with ALL of the following guides:

1. Read the Practicum Manual. Learn every policy which applies to the practicum and possess a clear understanding of each requirement. Request clarification as needed.
2. Purchase the Tevera software and complete all required tasks in Tevera.
3. Possess a valid driver's license. Provide verification to the Director of Practicum Education, Practicum Liaison, and/or the Agency supervisor.
4. Provide reliable private transportation necessary for completing the practicum.
5. Maintain automobile liability insurance from the first to the last day of the practicum. Provide verification upon request to the Director of Practicum Education, Practicum Liaison, and/or the Agency supervisor.
6. Adhere to agency personnel and administrative policies which include, but are not limited to:
 - Adhering to the internship schedule set between the student and Agency supervisor, and clear any exceptions with Agency supervisor in a timely manner;
 - Reporting to work on time;
 - Notifying Agency supervisor immediately of any emergency which will result in being late or missing time;
 - Negotiating with Agency supervisor in advance any need to be absent and method of making up any time missed;
 - Completing appropriate agency forms as instructed;
 - Maintaining professional grooming;
 - Wearing attire (clothing, jewelry, makeup, etc.) consistent with the work setting and agency expectations;
 - Maintaining professional relationship with clients;
 - Maintaining positive relationships with colleagues; and
 - Clearing any/all exceptions promptly with Agency supervisor.
7. Complete a minimum of 400 clock hours of agency-based learning activities.
8. Accept and respect the authority and guidance of the Agency supervisor.
9. Discuss any job-related issue/problem with the Agency supervisor and Practicum Liaison in a timely manner.
10. Adhere to social work values and the Code of Ethics of the National Association of Social Workers (NASW) and the Alabama State Board of Social Work Licensure.

11. Respect the dignity of each person (client and colleague) by:
 - Adhering to the confidential nature of client interactions and information;
 - Placing the best interests of the client first; and
 - Recognizing and fulfilling commitments to the agency and Agency supervisor.
12. Follow the instructions of the Troy University Director of Practicum Education by:
 - Maintaining and submitting a weekly reflective journal in your practicum seminar course;
 - Maintaining and submitting weekly time sheets in Tevera for your practicum seminar course;
 - Attending all regularly scheduled practicum seminars or virtual supervision sessions as required;
 - Completing/signing and submitting midterm and final evaluations via Tevera; and
 - Completing any additional tasks as directed by the Agency supervisor or Office of Practicum Education.
13. Provide the Office of Practicum Education and/or Agency supervisor a written explanation of any tardiness or absence from practicum site or the practicum seminar.
14. Notify the Office of Practicum Education, beginning with the Practicum Liaison, of any problem which cannot first be resolved with the Agency supervisor.
15. Ensure that personal obligations do not interfere with practicum responsibilities.

The agency ensures the provision of material and human resources essential for the successful completion of the practicum experience. The following are responsibilities of the Agency supervisor in his or her role as a teacher:

1. Review the Practicum Manual, contract, and other materials and request clarification of any pertinent concern.
2. If possible, attend a scheduled orientation and training session offered by the School of Social Work and Human Services.
3. Create a free account in Tevera and complete all required documentation including pre-placement paperwork and midterm and final evaluations, as well as signing off on weekly time sheets in a timely manner.
4. Use the Learning Contract with Individualized Work Plan form to identify learning activities collaboratively with the student. Provide the student with an opportunity to develop each identified skill.
5. Share an overall commitment to the values, ethics, and practice strategies of the profession of social work as reflected in the Code of Ethics and policy positions of the National Association of Social Workers (NASW).
6. If applicable, adhere to licensing requirements of the state where the Agency supervisor works.
7. Accept and utilize students in a non-discriminatory manner without regard to race, ethnicity, age, disability, gender, sexual identity, or religious or political belief.
8. Be a positive professional role model.
9. Provide instruction to include planning, guidance, and feedback.
10. Assign tasks to maximize development of student's professional knowledge, values, and skills.
11. Provide adequate time and energy necessary to accomplish learning goals.
12. Provide the student with physical resources (e.g., office space, desk, equipment, supplies, phone) essential to accomplish assigned tasks.
13. Assign activities designed to introduce agency personnel and to enable the student to acquire knowledge of the entire agency.
14. Identify and assign the student readings or written work as appropriate to the setting and client population.
15. Provide opportunities to observe agency administrative and supervisory activities.
16. Permit direct access to client files and clients with emphasis upon confidentiality.
17. Encourage student participation in community activities.
18. Identify five key community resources for the student to explore.
19. Provide activities which will stimulate the student's growth in understanding and working respectfully with diverse populations.

20. Ensure that client's best interests are served in developing student assignments.
21. Schedule weekly supervision time (at least 1 hour per week) to provide continual feedback to the student regarding his or her performance and ways to improve.
22. Consult with the Practicum Liaison and/or Office of Practicum Education regarding student performance.
23. Contact the Practicum Liaison and/or Office of Practicum Education expeditiously regarding any issue which could impact successful completion of the practicum.
24. Complete midterm and final evaluations via Tevera and discuss each with the student.
25. Recommend a final grade to the Practicum Liaison based upon the student's performance.
26. Submit the midterm and final evaluations by the designated due date, prior to the evaluation meeting.

Please identify any additional agency contractual conditions (Please note that the University will not approve a contract which states that the University assumes total liability. However, it should also be noted that the student and agency supervisor both have Professional Liability Insurance Coverage through the University. Please include any additional requirements for the student to complete by the agency prior to interning. Ex: Additional background check, vaccinations, fingerprinting, drug screening, trainings, etc.):

The Social Work Program at Troy University agrees to form a professional partnership for the purpose of providing a planned and guided Social Work Practicum experience for [Insert student name]:

During the [Insert Terms/Semester AND Year Internship will be Completed]:

My signature indicates I have read the entire attached contract, understand the goals and individual responsibilities, and have sought clarification of any unclear item. I pledge to fulfill my obligations.

Student: _____ Date _____

Practicum Agency supervisor: _____ Date _____

Pre-Agency supervisor: _____ Date _____

MSW Specialization Practicum Contract



MSW SPECIALIZATION PRACTICUM CONTRACT

Troy University Master of Social Work Program

Troy, Alabama 36082

Accredited by the Council on Social Work Education (CSWE)

*The Practicum experience is the final and most important step in the process of preparing individuals to enter the Profession of Social Work. It permits each student an opportunity to apply knowledge, values, and skills to real situations guided by a Professional Social Worker or other approved Professional Human Services Worker. The student will complete a minimum of **510 clock hours (255 hours per practicum course)** of guided learning within an agency setting related to their Direct Practice specialization. These hours will be completed during the last 2 terms of enrollment preceding the student's graduation.*

Serving as an Agency supervisor is a serious commitment. The Agency supervisor is an invaluable role model in shaping the student's identity as a Professional Social Worker. It is essential for the Agency supervisor to have the ability, temperament, time, and motivation to be an effective teacher. The student should be challenged and guided with appropriate professional tasks to enable him or her to achieve high level practice skills and values.

Purpose and Goals

The general purpose of the Practicum is to provide the student with a planned and guided educational experience in Social Work Practice. This will be completed under the instruction of an agency supervisor. An Individualized Work Plan will be completed collaboratively between the student and agency supervisor to identify the tasks and goals that the student will accomplish by the end of their internship experience in order to meet the 9 social work competencies. Based upon an assessment of the student's ability, the work plan will enable him or her to develop essential basic generalist practice skills. It is important to recognize that the proper role of the student is to learn.

- The student is a student learning how to be a Professional Social Worker.
- The student's professional personality will develop through observation of and interaction with those who work within the agency. Effective opportunities to use and develop practice skills are vital.
- The student is not a volunteer and should not be used to complete menial tasks (i.e., filing, typing, photocopying) not associated with developing professional practice skills. Likewise, the student is not a fully trained social worker and should not be expected to perform beyond his or her level of training. According to Alabama licensing law, the student must be identified to clients as a student intern.

Activities and tasks will be identified and planned to help the student learn how to apply social work knowledge, skills, and values. The goal is the development of generalist assessment and intervention skills with each level of systems. Learning assignments should include opportunities to work with the community, organizations, groups, families and individuals. Specific tasks will be identified to assist the student in developing competency in all essential skills necessary for entry level practice.

The student's ability and progress will be formally evaluated using forms and guidelines provided by the Social Work Program based upon the agency supervisor's expertise and observation. To encourage student growth, frequent and ongoing feedback is needed. Feedback should address both positive and negative characteristics. Evaluations should be completed seriously and thoughtfully.

The agency supervisor should recommend a final grade for the student to the agency supervisor during the student's final evaluation based upon demonstrated proficiency on all knowledge and skills which would make the student a sought-after candidate for employment. No student should pass until the Agency supervisor has firm confidence that the student, as an employee, would demonstrate responsible, ethical and professional behavior in a practice setting. The Agency supervisor shares responsibility for the future quality of the student's ability to practice social work. The Agency supervisor should be able to honestly say, "I would hire or recommend that this individual be hired as a Professional Social Worker".

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- Develop a positive identity as a professional social worker;
- Learn to apply the values and ethics of the profession of social work;
- Respect the cultural attributes of diverse clients and colleagues;
- Master assessment and intervention skills within the student's specialization (DP); and,
- Learn to work effectively with all systems including communities, organizations, small groups, families, and the individual.

The student will complete a minimum of 510 clock hours of agency based planned and guided learning experiences focused on the student's specialization (DP). Opportunities will be provided to enable the student to apply professional values and to develop advanced social work skills essential for effective advanced level social work practice. Specific skills are identified on the Learning Contract with Individualized Work Plan.

The primary goals are for the student to:

- Build a positive self-identity as a professional social worker;
- Acquire thorough knowledge of the agency essential to work effectively within an organizational setting and/or to assist clients in a direct practice setting;
- Learn facts about the community essential to assessing community needs, providing services to clients, fulfilling the role of an advocate, and participating in policy making;
- Demonstrate advanced skills of gathering information, completing assessments, and developing and assessing an action plan for client, agency, or organizational intervention.
- Demonstrate the ability to use critical thinking and the advanced practice skills needed to practice independently.

The Troy University School of Social Work and Human Services Office of Practicum Education's primary role is to act as a liaison between the Social Work Program, the Student, and the agency supervisor. The following are specific responsibilities:

1. Coordinate and approve individual practicum.
2. Provide liability coverage for all students who complete a required background check 30 days prior to beginning their internship.
3. Provide appropriate preparation of Agency supervisors and students.

4. Work with the student and Agency supervisor to develop a work plan which responds to each educational objective/competency designated in the syllabus, practicum manual, and evaluation form.
5. Clarify with the Agency supervisor pertinent practicum requirements and processes.
6. Maintain contact with the Agency supervisor and student.
7. Be available to the Agency supervisor and student for needed assistance.
8. Provide the Agency supervisor and student with necessary materials (i.e., manual, contract, work plan, and evaluation forms) needed to accomplish designated tasks.
9. Schedule and conduct periodic required seminars with students.
10. Schedule with the Agency supervisor and student at least one visit per semester/term.
11. Assist the student with integration of knowledge, values, and skills in practice.
12. Mediate any significant problem.
13. Ensure that practicum goals are met.
14. Provide appropriate disciplinary counseling and action if needed.
15. Assign the final grade (utilizing the Agency supervisor's feedback).

The primary responsibility of the student is to successfully complete the practicum experience. This requires compliance with ALL of the following guides:

1. Read the Practicum Manual. Learn every policy which applies to the practicum and possess a clear understanding of each requirement. Request clarification as needed.
2. Purchase the Tevera software and complete all required tasks in Tevera.
3. Possess a valid driver's license. Provide verification to the Director of Practicum Education, Practicum Liaison, and/or the Agency supervisor.
4. Provide reliable private transportation necessary for completing the practicum.
5. Maintain automobile liability insurance from the first to the last day of the practicum. Provide verification upon request to the Director of Practicum Education, Practicum Liaison, and/or the Agency supervisor.
6. Adhere to agency personnel and administrative policies which include, but are not limited to:
 - Adhering to the internship schedule set between the student and Agency supervisor, and clear any exceptions with Agency supervisor in a timely manner;
 - Reporting to work on time;
 - Notifying Agency supervisor immediately of any emergency which will result in being late or missing time;
 - Negotiating with Agency supervisor in advance any need to be absent and method of making up any time missed;
 - Completing appropriate agency forms as instructed;
 - Maintaining professional grooming;
 - Wearing attire (clothing, jewelry, makeup, etc.) consistent with the work setting and agency expectations;
 - Maintaining professional relationship with clients;
 - Maintaining positive relationships with colleagues; and
 - Clearing any/all exceptions promptly with Agency supervisor.
7. Complete a minimum of 510 clock hours of agency-based learning activities.
8. Accept and respect the authority and guidance of the Agency supervisor.
9. Discuss any job-related issue/problem with the Agency supervisor and Practicum Liaison in a timely manner.
10. Adhere to social work values and the Code of Ethics of the National Association of Social Workers (NASW) and the Alabama State Board of Social Work Licensure.
11. Respect the dignity of each person (client and colleague) by:

- Adhering to the confidential nature of client interactions and information;
 - Placing the best interests of the client first; and
 - Recognizing and fulfilling commitments to the agency and Agency supervisor.
12. Follow the instructions of the Troy University Director of Practicum Education by:
 - Maintaining and submitting a weekly reflective journal in your practicum seminar course;
 - Maintaining and submitting weekly time sheets in Tevera for your practicum seminar course;
 - Attending all regularly scheduled practicum seminars or virtual supervision sessions as required;
 - Completing/signing and submitting midterm and final evaluations via Tevera; and
 - Completing any additional tasks as directed by the Agency supervisor or Office of Practicum Education.
 13. Provide the Office of Practicum Education and/or Agency supervisor a written explanation of any tardiness or absence from practicum site or the practicum seminar.
 14. Notify the Office of Practicum Education, beginning with the Practicum Liaison, of any problem which cannot first be resolved with the Agency supervisor.
 15. Ensure that personal obligations do not interfere with practicum responsibilities.

The agency ensures the provision of material and human resources essential for the successful completion of the practicum experience. The following are responsibilities of the Agency supervisor in his or her role as a teacher:

1. Review the Practicum Manual, contract, and other materials and request clarification of any pertinent concern.
2. If possible, attend a scheduled orientation and training session offered by the School of Social Work and Human Services.
3. Create a free account in Tevera and complete all required documentation including pre-placement paperwork and midterm and final evaluations, as well as signing off on weekly time sheets in a timely manner.
4. Use the Learning Contract with Individualized Work Plan form to identify learning activities collaboratively with the student. Provide the student with an opportunity to develop each identified skill.
5. Share an overall commitment to the values, ethics, and practice strategies of the profession of social work as reflected in the Code of Ethics and policy positions of the National Association of Social Workers (NASW).
6. If applicable, adhere to licensing requirements of the state where the Agency supervisor works.
7. Accept and utilize students in a non-discriminatory manner without regard to race, ethnicity, age, disability, gender, sexual identity, or religious or political belief.
8. Be a positive professional role model.
9. Provide instruction to include planning, guidance, and feedback.
10. Assign tasks to maximize development of student's professional knowledge, values, and skills.
11. Provide adequate time and energy necessary to accomplish learning goals.
12. Provide the student with physical resources (e.g., office space, desk, equipment, supplies, phone) essential to accomplish assigned tasks.
13. Assign activities designed to introduce agency personnel and to enable the student to acquire knowledge of the entire agency.
14. Identify and assign the student readings or written work as appropriate to the setting and client population.
15. Provide opportunities to observe agency administrative and supervisory activities.
16. Permit direct access to client files and clients with emphasis upon confidentiality.
17. Encourage student participation in community activities.
18. Identify five key community resources for the student to explore.
19. Provide activities which will stimulate the student's growth in understanding and working respectfully with diverse populations.
20. Ensure that client's best interests are served in developing student assignments.

21. Schedule weekly supervision time (at least 1 hour per week) to provide continual feedback to the student regarding his or her performance and ways to improve.
22. Consult with the Practicum Liaison and/or Office of Practicum Education regarding student performance.
23. Contact the Practicum Liaison and/or Office of Practicum Education expeditiously regarding any issue which could impact successful completion of the practicum.
24. Complete midterm and final evaluations via Tevera and discuss each with the student.
25. Recommend a final grade to the Practicum Liaison based upon the student's performance.
26. Submit the midterm and final evaluations by the designated due date, prior to the evaluation meeting.

Please identify any additional agency contractual conditions (Please note that the University will not approve a contract which states that the University assumes total liability. However, it should also be noted that the student and agency supervisor both have Professional Liability Insurance Coverage through the University. Please include any additional requirements for the student to complete by the agency prior to interning. Ex: Additional background check, vaccinations, fingerprinting, drug screening, trainings, etc.):

The Social Work Program at Troy University agrees to form a professional partnership for the purpose of providing a planned and guided Social Work Practicum experience for [Insert student name]:

During the [Insert Terms/Semester AND Year Internship will be Completed]:

My signature indicates I have read the entire attached contract, understand the goals and individual responsibilities, and have sought clarification of any unclear item. I pledge to fulfill my obligations.

Student: _____ Date _____

Practicum Agency supervisor: _____ Date _____

Pre-Agency supervisor: _____ Date _____

Appendix C:

Options and Time Requirements

First Year/MSW Foundation Placement Hours

- 400 Hours/2 courses
- SWK 6681 (Term 1 or 4) and 6682 (Term 2 or 5) - the term depends on your start date/track
- Students must complete all 400 hours at one agency/organization - Generalist Setting

First Year/MSW Foundation Division of Practicum Hours

SWK 6681 (T1 or T4) – 3 credit hrs with 200 practicum hrs

- Complete 200 practicum hrs
- Approximately 22-23 hrs a week

SWK 6682 (T2 or T5) – 3 credit hrs with 200 practicum hrs

- Complete remaining 200 hrs
- Approximately 22-23 hrs a week

MSW Specialization (DP) Placement Hours

- 510 Hours/2 courses
- SWK 7781 (T1 or T4) and SWK 7782 (T2 or T5) - the term depends on your start date/track
- Students must complete all 510 hours at one agency/organization - Direct Practice Setting

MSW Specialization (DP) Division of Practicum Hours

SWK 7781 (T1 or T4) – 3 credit hrs with 255 practicum hrs

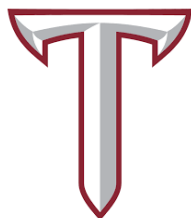
- Complete 255 practicum hrs
- Approximately 28-29 hrs a week

SWK 7782 (T2 or T5) – 3 credit hrs with 255 practicum hrs

- Complete remaining 255 hrs
- Approximately 28-29 hrs a week

Appendix D:

MSW Foundation Learning Contract with Individualized Work Plan



TROY UNIVERSITY MASTER OF SOCIAL WORK: FOUNDATION YEAR PRACTICUM LEARNING CONTRACT WITH INDIVIDUALIZED WORK PLAN

STUDENT NAME:

STUDENT PHONE NUMBER:

STUDENT E-MAIL ADDRESS:

PRACTICUM HOUR SCHEDULE:

PRACTICUM AGENCY:

PRACTICUM AGENCY SUPERVISOR:

PRACTICUM ADDRESS:

PRACTICUM AGENCY INSTRUCTOR PHONE NUMBER:

PRACTICUM AGENCY SUPERVISOR E-MAIL:

I. Purpose of practicum placement and seminar

The primary purpose of practicum placement and seminar is to provide a generalist practice opportunity for all students to demonstrate the nine social work competencies. They will be given the opportunity to demonstrate the competencies across all system levels in practicum settings. Practicum education allows the students to take the theories and concepts learned in the classroom and integrate them into practice opportunities. This is done with individuals, families, groups, organizations and communities.

II. Instructions for completing the learning plan

The purpose of the practicum learning contract and workplan is to articulate a learning plan to be followed by both the practicum agency supervisor and student. The practicum agency supervisor and students will collaborate and identify the measurable task of achievement for each practice behavior listed below. The practice behaviors are on the

left side of the columns below each competency. The measurable task to be completed to address each behavior will be added to the columns on the right.

The contract with work plan also provides the basis for evaluating the student's professional and skill development at the end of the semester. In addition to the evaluation based on competencies and behaviors, the student will also be evaluated regarding his/her professional development.

III. Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

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

Generalist Practice (MSW Foundation) Required Practice Behaviors:	Measurable Task for Achievement
<ul style="list-style-type: none"> • Makes 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. • Demonstrates professional behavior; appearance; and oral, written, and electronic communication. 	<ul style="list-style-type: none"> • •

<ul style="list-style-type: none"> • Uses technology ethically and appropriately to facilitate practice outcomes. • Uses supervision and consultation to guide professional judgement and behavior. 	<ul style="list-style-type: none"> • •
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Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

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

Generalist Practice (MSW Foundation) Required Practice Behaviors: <ul style="list-style-type: none"> • Advocates for human rights at the individual, family, group, organizational, and community system levels. • Engages in practices that advance human rights to promote social, racial, economic, and environmental justice. 	Measurable Task for Achievement <ul style="list-style-type: none"> • •
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Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include

oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Generalist Practice (MSW Foundation) Required Practice Behaviors:	Measurable Task for Achievement
<ul style="list-style-type: none"> • Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels • 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 	<ul style="list-style-type: none"> • •

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

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

Generalist Practice (MSW Foundation) Required Practice Behaviors:	Measurable Task for Achievement.
	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> • Apply research findings to inform and improve practice, policy, and programs; and • 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. 	<ul style="list-style-type: none"> •
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Competency 5: Engage in Policy Practice

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

<p>Generalist Practice (MSW Foundation)</p> <p>Required Practice Behaviors:</p> <ul style="list-style-type: none"> • Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. 	<p>Measurable Task for Achievement.</p> <ul style="list-style-type: none"> • •
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Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies,

including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

<p>Generalist Practice (MSW Foundation)</p> <p>Required Practice Behaviors:</p> <ul style="list-style-type: none"> • Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and • Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. 	<p>Measurable Task for Achievement.</p> <ul style="list-style-type: none"> • •
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Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

<p>Generalist Practice (MSW Foundation)</p> <p>Required Practice Behaviors:</p> <ul style="list-style-type: none"> • Applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and • Demonstrate respect for client self-determination during the assessment process by collaborating with clients 	<p>Measurable Task for Achievement.</p> <ul style="list-style-type: none"> • •
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and constituencies in developing a mutually agreed-upon plan.	
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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

<p>Generalist Practice (MSW Foundation) Required Practice Behaviors:</p> <ul style="list-style-type: none"> Engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. Incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. 	<p>Measurable Task for Achievement.</p> <ul style="list-style-type: none">
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Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

<p>Generalist Practice (MSW Foundation) Required Practice Behaviors:</p>	<p>Measurable Task for Achievement.</p> <ul style="list-style-type: none">
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<ul style="list-style-type: none"> • Select and use culturally responsive methods for evaluation of outcomes; and • Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities 	<ul style="list-style-type: none"> •
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IV. Practicum Hours: A total of 400 hours of practicumwork is required. Each student will complete a total of 353 hours of practicumwork at their agency setting. Students will complete approximately 50 hours by participating and completing all tasks in the integrated practicum seminar course.

V. Supervision: Each student is required to complete at least one hour per week of supervision from an LMSW or higher, with an MSW from an accredited university, and with at least two years of post-graduate experience. If the agency is unable to provide the student with an agency supervisor meeting these requirements, the student will earn supervision from their practicum liaison through their practicum seminar course. The agency supervisor will still be required to oversee the student's internship, sign off on time sheets, and complete the student's midterm and final evaluation based on this workplan.

Supervision Plan and Schedule:

VI. Self Care Plan:

Student Signature:

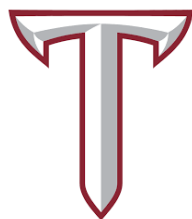
Practicum Agency supervisor Signature:

Practicum Course Instructor Signature:

Date:

Appendix E:

MSW Direct Practice Learning Contract with Individualized Work Plan



TROY UNIVERSITY MASTER OF SOCIAL WORK: DIRECT PRACTICE SPECIALIZATION PRACTICUM LEARNING CONTRACT WITH INDIVIDUALIZED WORK PLAN

STUDENT NAME:

STUDENT PHONE NUMBER:

STUDENT E-MAIL ADDRESS:

PRACTICUM HOUR SCHEDULE:

PRACTICUM AGENCY:

PRACTICUM AGENCY SUPERVISOR:

PRACTICUM ADDRESS:

PRACTICUM AGENCY INSTRUCTOR PHONE NUMBER:

PRACTICUM AGENCY SUPERVISOR E-MAIL:

I. Purpose of Practicum Placement and Seminar

The primary purpose of practicum placement and seminar is to provide an advanced practice opportunity for all students to demonstrate the nine social work competencies within their specialization. They will be given the opportunity to demonstrate the competencies across all system levels in practicum settings. Practicum education allows the students to take the theories and concepts learned in the classroom and integrate them into practice opportunities. This is done with individuals, families, groups, organizations and communities.

II. Instructions for Completing the Learning Plan

The purpose of the practicum learning contract and workplan is to articulate a learning plan to be followed by both the practicum agency supervisor and student. The practicum agency supervisor and students will collaborate and identify the measurable task of

achievement for each practice behavior listed below. The practice behaviors are on the left side of the columns below each competency. The measurable task to be completed to address each behavior will be added to the columns on the right.

The contract with work plan also provides the basis for evaluating the student's professional and skill development at the end of the semester. In addition to the evaluation based on competencies and behaviors, the student will also be evaluated regarding his/her professional development.

III. Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

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

MSW Direct Practice Required Practice Behaviors:	Measurable Task for Achievement
<ul style="list-style-type: none"> • Makes 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 in a direct practice setting. • Demonstrates appropriate professional behavior; appearance; and oral, 	<ul style="list-style-type: none"> • •

<p>written, and electronic communication within a direct practice setting.</p> <ul style="list-style-type: none"> • Uses technology ethically and responsibly to facilitate practice outcomes within a direct practice setting. • Uses supervision and consultation to guide professional judgement and behavior by incorporating ethical decision-making principles and frameworks to effectively address client concerns. 	<ul style="list-style-type: none"> • •
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Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

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

MSW Direct Practice Required Practice Behaviors:	Measurable Task for Achievement
<ul style="list-style-type: none"> • Demonstrates competence of social, racial/ethnic, economic, and environmental justice to advocate for human rights at the individual, family, group, organizational, and community system levels using knowledge and skills that better foster a more just society. • Engages in cultural-sensitive practices that advance social, racial/ethnic, economic, and environmental justice using comprehensive knowledge and advanced level skills to address systemic barriers and empower individuals and communities toward greater well-being. 	<ul style="list-style-type: none"> • • •

<ul style="list-style-type: none"> • Applies critical thinking to inform and communicate professional judgments using knowledge and skills that uphold the advancement of human rights and social, racial/ethnic, economic, and environmental justice in a direct practice setting. 	
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Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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

MSW Direct Practice Required Practice Behaviors:	Measurable Task for Achievement
<ul style="list-style-type: none"> • Applies and communicates a deeper understanding of the significance of anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels that challenge systemic oppression, promote equitable outcomes and cultivate an inclusive and culturally responsive environment for all clients and stakeholders. • Demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to 	<ul style="list-style-type: none"> • •

manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences while concurrently challenging their own assumptions, biases, and beliefs.	
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Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

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

MSW Direct Practice Required Practice Behaviors:	Measurable Task for Achievement.
<ul style="list-style-type: none"> • Applies research findings to inform and improve theoretical applications, interventions, approaches, policies, and programs that optimize client outcomes in a direct practice setting. • Demonstrates an advanced understanding of ethical, culturally informed, anti-racist, and anti-oppressive strategies that mitigate inherent biases in quantitative, qualitative, and mixed-methods research methods resulting in successfully matching clients with appropriate interventions in a direct practice setting. 	<ul style="list-style-type: none"> • •

Competency 5: Engage in Policy Practice

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

<p>MSW Direct Practice Required Practice Behaviors:</p> <ul style="list-style-type: none"> • Uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to goods and services for all clients. • Applies critical thinking to analyze, formulate, and advocate for agency, local, state, federal, and global policies that advance human rights and social, racial, economic, and environmental justice. 	<p>Measurable Task for Achievement.</p> <ul style="list-style-type: none"> • •
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Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

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

<p>MSW Direct Practice Required Practice Behaviors:</p> <ul style="list-style-type: none"> • Applies advanced knowledge of human behavior and person-in-environment, as well as interprofessional conceptual 	<p>Measurable Task for Achievement.</p> <ul style="list-style-type: none"> •
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<p>frameworks, while engaging with clients and constituencies in a manner that furthers effective social work practice.</p> <ul style="list-style-type: none"> • Uses empathy, critical self-reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. 	<ul style="list-style-type: none"> •
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Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

<p>MSW Direct Practice Required Practice Behaviors:</p> <ul style="list-style-type: none"> • Applies theoretical, diagnostic, and psychosocial criteria as well as other culturally responsive and interprofessional conceptual frameworks and approaches when assessing clients and constituencies in a direct practice setting. • Demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan, intervention, or treatment goal by assessing client strengths, individual challenges, opportunities, risk and protective elements. 	<p>Measurable Task for Achievement.</p> <ul style="list-style-type: none"> • •
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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

MSW Direct Practice Required Practice Behaviors: <ul style="list-style-type: none">• Engages with clients and constituencies to critically identify, select, and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals and objectives that successfully enrich the psychosocial functioning and well-being of individuals, families, and groups.• Incorporates culturally responsive advanced treatment methods and modalities to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	Measurable Task for Achievement. <ul style="list-style-type: none">••
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Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

MSW Direct Practice Required Practice Behaviors: <ul style="list-style-type: none"> • Selects and uses culturally responsive evidence-informed methods for evaluation of intervention and/or treatment plan outcomes. • Critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. 	Measurable Task for Achievement. <ul style="list-style-type: none"> • •
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IV. Practicum Hours: A total of 255 hours of practicum work is required per practicum course (7781 and 7782). Each student will complete a total of 510 hours of practicum work at their agency setting.

V. Supervision: Each student is required to complete at least one hour per week of supervision from an LMSW or higher, with an MSW from an accredited university, and with at least two years of post-graduate social work experience. If the agency is unable to provide the student with an agency supervisor meeting these requirements, the student will earn supervision from their practicum liaison through their practicum seminar course. The agency supervisor will still be required to oversee the student's internship, sign off on time sheets, and complete the student's midterm and final evaluation based on this workplan.

Supervision Plan and Schedule:

VI. Self-Care Plan:

Student Signature:

Practicum Agency supervisor Signature:

Practicum Course Instructor Signature:

Date:

Appendix F:

Corrective Action Contract

Troy University
School of Social Work and Human Services
Office of Practicum Education
Corrective Action Contract

Student's Name: _____

Agency Name: _____

Agency supervisor Name: _____

Task Supervisor Name (if applicable): _____

Practicum Liaison Name: _____

Identify/Describe area of concern with student's performance in behavioral terms.

Identify/Describe what the student must do to correct the behavior(s) identified above.

Identify the time frame/date by which the corrected behavior(s) is to occur.

Identify/Describe the consequences to the student if the desired behavior(s) change

does not occur. _____

Document any previous discussions with this student that have occurred about this issue.

Student and Agency supervisor will meet on (date) _____ to evaluate student progress toward desired behavior(s).

Student Signature

Agency supervisor Signature

Task Supervisor Signature

Documentation of Evaluative Conference

Describe how the student did or did not demonstrate the desired behavior(s).

Student Signature

Agency supervisor Signature

Task Supervisor Signature

Submit original to the Faculty Liaison and a copy to the Practicum Office

Appendix G:

Interruption of Practicum Placement by Agency supervisor

Troy University
School of Social Work and Human Services
Office of Practicum Education
Interruption of Practicum Placement by Agency supervisor

SEMESTER/TERM AND YEAR _____

STUDENT _____

_____ Graduate

_____ Undergraduate

AGENCY SUPERVISOR _____

AGENCY _____

PRACTICUM LIAISON _____

Reason(s) for Interruption of Practicum (please check all that apply):

_____ Failure of the student to demonstrate social work values in ways judged to be in accordance with the NASW and/or the State of Alabama codes of ethics.

_____ Failure of the student to abide by agency and/or accrediting body policies, procedures, rules or regulations.

_____ Lack of satisfactory progress toward completion of the educational objectives of the learning contract.

_____ Repeated, unexcused tardiness and/or absences of the student.

_____ Lack of student's progress in correction of identified deficiencies.

_____ Inability of the student to demonstrate the interpersonal skills necessary for effective social work practice with clients and diverse populations.

_____ Inability of the student to establish and maintain functional and collegial relationships with agency supervisors, fellow interns, and other agency personnel.

_____ Academic dishonesty.

_____ Other (please specify): _____

IMPORTANT NOTE: Attach ALL related documentation (e.g. Supervision Logs and Corrective Action Contracts) and any additional comments

Agency supervisor Signature Date

Student Signature Date

Practicum Liaison Signature Date

Appendix H:

Supervision Log



Supervision Log			
Course/Term/Date (i.e. 7781 T4 2022) _____			
Date	Time & Length of Time (i.e. 3pm – 1 hour)	Supervisor Name/Credentials	Content Discussed (i.e. Case review, Ethics, Research, Policy, Diagnostics, Case Management, etc.)
Total Supervision Hours this Term: _____			

By signing this form, I am confirming that I have attended the above supervision hours. I understand these hours can be verified with my agency/supervisor at any point in time. I understand that non-attendance of supervision may result in a grade reduction and/or in failure of this course and completion of practicum.

Student

Name (Printed) _____

Signature _____

Date _____

Appendix I:

Student Evaluations

MSW Foundation Agency Supervisor Midterm/Final Evaluation

TROY UNIVERSITY
Master of Social Work – Foundation Level
Generalist Practice
Agency Supervisor Form



Circle One: Midterm or Final

Student's Name: _____ Date: _____

Agency and Supervisor's Name: _____

Assessment Rating Scale Summary:

0. Student has not had the opportunity to demonstrate the specific **knowledge and skills associated with this practice behavior.**
1. Student performs at a failing level. Student demonstrates no **knowledge and skills associated with this practice behavior.**
2. Student usually performs below expected levels. Student demonstrates some **knowledge and skills** but evidences weakness **associated with this practice behavior**
3. Student performs at expected level. Student demonstrates satisfactory (average) **knowledge and skills associated with this practice behavior.**
4. Student usually performs above expected level. Student demonstrates slightly above average **knowledge and skills associated with this practice behavior.**
5. Student performs significantly above expected level and demonstrates excellent mastery of **knowledge and skills associated with this practice behavior.**

***Note "0" is not an allowable rating for the final evaluation*

Instructions

Proper execution of each competency consists of:

Knowledge – has the student learned the competencies and applicable social work concepts? **Rating: 0 – 5**

Skills – is the student able to apply or demonstrate competencies and social work concepts? **Rating 0 – 5**

*The Agency Supervisor is responsible for conducting an evaluation of the student in the dimensions of Knowledge and Skills – please place the rating for the student that was earned in the appropriate line for **EACH** competency.

Program Competency 1: Demonstrate Ethical and Professional Behaviors

Identifies as a professional social worker and conducts oneself accordingly.

Makes 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.
Demonstrates professional behavior; appearance; and oral, written, and electronic communication.
Uses technology ethically and appropriately to facilitate practice outcomes.
Uses supervision and consultation to guide professional judgement and behavior.

Knowledge Rating _____

Skills Rating _____

Examples: Does the student come to work prepared to engage in the agency? Is the student respectful of clients and staff? Is the student able to accept supervision in a respectful manner? Is the student willing to work and learn? Does the student communicate effectively via oral, written, and electronic communication? Does the student demonstrate professionalism through appearance and behaviors?

Supervisor Comments:

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

Applies critical thinking to inform and communicate professional judgments.

Advocates for human rights at the individual, family, group, organizational, and community system levels.
Engages in practices that advance human rights to promote social, racial, economic, and environmental justice.

Knowledge Rating _____

Skills Rating _____

Example: Is the student able to advocate for human rights and social and economic justice? Does the student recognize the continuous and changing needs of groups and communities, the mechanisms of oppression and discrimination, and where indicated advocate for policies that advance justice and wellbeing? Can the student see the greater outcome for clients by providing services?

Supervisor Comments:

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

Demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
Demonstrates 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.

Knowledge Rating _____

Skills Rating _____

Example: Is the student able to separate their personal opinion concerning issues the client has and provide proper service? Does the student view a client negatively due to personal values? Is the student able to work through their personal value system and assist the client? Is the student demonstrating the willingness to develop professional values even when these values are in conflict with their personal values? Can the student work with a diverse group of people and offer the same services despite their race, national origin, ethnicity, color, sex, age, marital status, political beliefs, religion, mental or physical disability, or sexual orientation?

Supervisor Comments:

Program Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Applies research findings to inform and improve practice, policy, and programs.
Identifies 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.

Knowledge Rating _____

Skills Rating _____

Example: Can the student critically analyze and make an informed decision with the information given to them by the client? Can the student appropriately match the client with the needed services? Can the student find resources for the client by.... looking online, calling 211, calling other social services agencies, and making appropriate referrals?

Supervisor Comments:

Program Competency 5: Engage in Policy Practice

Uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
--

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

Knowledge Rating _____

Skills Rating _____

Example: Does the student understand the criteria necessary for a client to qualify for services, and do these services help or exclude those in need? Does the student recognize gaps in service delivery, and can the student discuss ways additional policies and services would help a client system?

Supervisor Comments:

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

Applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.

Uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Knowledge Rating _____

Skills Rating _____

Example: Can the student effectively communicate and identify barriers to communication?

Supervisor Comments:

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

Applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
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Demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
--

Knowledge Rating _____

Skills Rating _____

Example: Can the student discuss the biological, psychological, and social issues a client or client group may have? Can the student assess client strengths, limitations, and select appropriate intervention strategies?

Supervisor Comments:

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

Engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

Incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
--

Knowledge Rating _____

Skills Rating _____

Example: Follows the assessment of issues to be addressed. The intervention strategies selected show evidence of being the best suited to achieve the results relative to identified needs, interests, and outcome goals.

Supervisor Comments:

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

Selects and uses culturally responsive methods for evaluation of outcomes.
--

Critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Knowledge Rating _____

Skills Rating _____

Example: Can the student develop, implement, and complete a treatment plan, service plan, etc.? Is the student able to discuss service delivery and how it may or may not meet the needs of the client population? Is the student able to discuss other needed services or advocate for the improvement of service delivery or additional needed services?

Supervisor Comments:

I, the student, have read the above evaluation and agree _____ disagree _____. (check one)

Student has completed the following Practicum hours _____.

Student Signature

Date

Instructor of Record Signature

Date

Agency Supervisor Signature

Date

MSW DP Agency Supervisor Midterm/Final Evaluation

TROY UNIVERSITY
Master of Social Work Practicum Evaluation
Direct Practice (Specialization)
Agency Supervisor Form – 2022 EPAS



Circle One: Midterm or Final

Student's Name: _____ Date: _____

Agency and Supervisor's Name: _____

Assessment Rating Scale Summary:

0. Student has not had the opportunity to demonstrate the specific **knowledge and skills associated with this practice behavior.**
1. Student performs at a failing level. Student demonstrates no **knowledge and skills associated with this practice behavior.**
2. Student usually performs below expected levels. Student demonstrates some **knowledge and skills** but evidences weakness **associated with this practice behavior**
3. Student performs at expected level. Student demonstrates satisfactory (average) **knowledge and skills associated with this practice behavior.**
4. Student usually performs above expected level. Student demonstrates slightly above average **knowledge and skills associated with this practice behavior.**
5. Student performs significantly above expected level and demonstrates excellent mastery of **knowledge and skills associated with this practice behavior.**

***Note "0" is not an allowable rating for the final evaluation*

Instructions

Proper execution of each competency consists of:

Knowledge – has the student learned the competencies and applicable social work concepts? **Rating: 0 – 5**

Skills – is the student able to apply or demonstrate competencies and social work concepts? **Rating 0 - 5**

*The Agency Supervisor is responsible for conducting an evaluation of the student in the dimensions of Knowledge, Values, and Skills – please place the rating for the student that was earned in the appropriate line for **EACH** competency.

Program Competency 1: Demonstrate Ethical and Professional Behaviors

Identify as a professional social worker and conduct oneself accordingly.

Makes 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 in a direct practice setting.
Demonstrates appropriate professional behavior; appearance; and oral, written, and electronic communication within a direct practice setting.
Uses technology ethically and responsibly to facilitate practice outcomes within a direct practice setting.
Uses supervision and consultation to guide professional judgement and behavior by incorporating ethical decision-making principles and frameworks to effectively address client concerns.

Knowledge Rating _____

Skills Rating _____

Examples: Does the student come to work prepared to engage in the agency? Is the student respectful of clients and staff? Is the student able to accept supervision in a respectful manner? Is the student willing to work and learn?

Supervisor Comments:

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

Apply critical thinking to inform and communicate professional judgments.

Demonstrates competence of social, racial/ethnic, economic, and environmental justice to advocate for human rights at the individual, family, group, organizational, and community system levels using knowledge and skills that better foster a more just society.
Engages in cultural-sensitive practices that advance social, racial/ethnic, economic, and environmental justice using comprehensive knowledge and advanced level skills to address systemic barriers and empower individuals and communities toward greater well-being.

Applies critical thinking to inform and communicate professional judgments using knowledge and skills that uphold the advancement of human rights and social, racial/ethnic, economic, and environmental justice in a direct practice setting.

Knowledge Rating _____

Skills Rating _____

Example: Is the student able to identify and advocate for human rights and social, racial, economic, and environmental justice? Does the student recognize the continuous and changing needs of groups and communities, the mechanisms of oppression and discrimination, and where indicated advocate for policies that advance justice and wellbeing? Can the student see the greater outcome for clients by providing services?

Supervisor Comments:

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

Applies and communicates a deeper understanding of the significance of anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels that challenge systemic oppression, promote equitable outcomes and cultivate an inclusive and culturally responsive environment for all clients and stakeholders.

Demonstrates 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 while concurrently challenging their own assumptions, biases, and beliefs.

Knowledge Rating _____

Skills Rating _____

Example: Is the student able to separate their personal opinion concerning issues the client has and provide proper service? Is the student able to overcome personal biases and differences in values to work within professional & ethical standards to assist the client? Can the student work with a diverse group of people and offer the same services despite their race, national origin, ethnicity, color, sex, age, sexual orientation, marital status, political beliefs, religion, or mental or physical disability? Can the student explore, understand, influence, and advocate for anti-racism, diversity, equity, and inclusion within the direct practice setting?

Supervisor Comments:

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

Applies research findings to inform and improve theoretical applications, interventions, approaches, policies, and programs that optimize client outcomes in a direct practice setting.

Demonstrates an advanced understanding of ethical, culturally informed, anti-racist, and anti-oppressive strategies that mitigate inherent biases in quantitative, qualitative, and mixed-methods research methods resulting in successfully matching clients with appropriate interventions in a direct practice setting.

Knowledge Rating _____

Skills Rating _____

Example: Can the student critically analyze and make an informed decision with the information given to them by the client? Can the student appropriately match the client with the needed services? Can the student find resources for the client ...looking online, calling 211, calling other social services agencies, and making appropriate referrals?

Supervisor Comments:

Program Competency 5: Engage in Policy Practice

Uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to goods and services for all clients.

Applies critical thinking to analyze, formulate, and advocate for agency, local, state, federal, and global policies that advance human rights and social, racial, economic, and environmental justice.

Knowledge Rating _____

Skills Rating _____

Example: Does the student understand the criteria necessary for a client to qualify for services, and do these services help or exclude those in need? Does the student recognize gaps or inconsistencies in service delivery and demonstrate the ability to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice?

Supervisor Comments:

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

Applies advanced knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, while engaging with clients and constituencies in a manner that furthers effective social work practice.

Uses empathy, critical self-reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Knowledge Rating _____

Skills Rating _____

Example: Can the student effectively communicate and identify barriers or cultural impacts to communication? Is the student able to build rapport on an individual, family, group, organization, and/or community level? Can the student establish therapeutic alliances when applicable?

Supervisor Comments:

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

Applies theoretical, diagnostic, and psychosocial criteria as well as other culturally responsive and interprofessional conceptual frameworks and approaches when assessing clients and constituencies in a direct practice setting.

Demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan, intervention, or treatment goal by assessing client strengths, individual challenges, opportunities, risk and protective elements.

Knowledge Rating _____

Skills Rating _____

Example: Can the student assess the biological, psychological, and social issues impacting a client or client group? Can the student assess client strengths, limitations, and select appropriate intervention strategies? Can the student apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies?

Supervisor Comments:

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

Engages with clients and constituencies to critically identify, select, and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals and objectives that successfully enrich the psychosocial functioning and well-being of individuals, families, and groups.

Incorporates culturally responsive advanced treatment methods and modalities to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
--

Knowledge Rating _____

Skills Rating _____

Example: Following the student's assessment of issues to be addressed, does the intervention strategy selected show evidence of being the best suited to achieve the results relative to identified needs, interests, and goal outcomes? Is the student able to create and conduct a culturally appropriate treatment plan based on research and their assessment of the client? Based on the client or constituent's needs, is the student able to negotiate, mediate, and advocate methods of treatment?

Supervisor Comment:

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

Selects and uses culturally responsive evidence-informed methods for evaluation of intervention and/or treatment plan outcomes.

Critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.
--

Knowledge Rating _____

Skills Rating _____

Example: Is the student able to identify an appropriate evaluation tool to measure intervention and/or treatment plan outcomes? Can the student interpret and analyze data obtained from the evaluation tool used? Are students able to apply the data that has been evaluated to determine next steps in the treatment process and to improve practice methods?

Supervisor Comments:

I, the student, have read the above evaluation and agree _____ disagree _____. (check one)

Student has completed the following Practicum hours _____.

Student Signature

Date

Instructor of Record Signature

Date

Agency Supervisor Signature

Date