



Millersville University
SCHOOL OF SOCIAL WORK
BASW • MSW • DSW

**Master of Social Work Program
PRACTICUM MANUAL
2023-2024 Academic Year**

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**MU-SU MSW
PRACTICUM MANUAL
INTRODUCTION**

This manual is intended to serve as a reference for site supervisors, students, and faculty involved with MSW practicum in the MU-SU MSW Program. It should be used in conjunction with the student handbook.

The manual is designed to:

1. Articulate the MSW program mission and goals.
2. Outline practicum policies and procedures that relate to the practicum experience.
3. Identify the roles and responsibilities of the program, the site, the site supervisor, the faculty practicum liaison, and the student in the practicum experience.
4. Identify generalization skills to be acquired by all students and the specialization skills to be acquired in the specialization year.
5. Facilitate the congruency and integration of classroom and practicum education content.

The educational process that leads students to become professional social workers is one that powerfully intertwines two core forces of social work education: practicum and classroom learning. As social work's "Signature Pedagogy" internship is the heart of professional social work learning as it provides the opportunity to put the knowledge, skills, critical thinking, and values learned in the classroom to the test of real-world practice situations. This specially designed educational experience will lead the student back and forth from the practicum to the classroom with questions, challenges, and dilemmas originating from practice experiences and observations.

PROGRAM MISSION

The mission of the joint MU-SU MSW Program is to provide accessible social work graduate education in the South-central region of Pennsylvania. We prepare students to be effective advanced generalist practitioners, committed to the purpose and values of the social work profession.

PROGRAM GOALS

The MU-SU MSW program seeks to:

1. Prepare students for competent advanced generalist practice through the acquisition and demonstration of social work competencies consistent with Council on Social Work Education (CSWE) educational policy and accreditation standards.
2. Prepare students with the specialized knowledge and skills for social work practice with client systems to facilitate change within boundaries of ethical practice with attention to the profession's commitment to social justice and human rights.
3. Encourage students' commitment to continued professional development and lifelong learning by providing opportunities for community engagement and real-life learning experiences.

SPECIALIZED PERSPECTIVE: Advanced Generalist

The specialized advanced generalist approach to direct and indirect practice is characterized by the practitioner's ability to address complex situations within multiple roles and levels. This strengths-based orientation is grounded in a liberal arts foundation and guided by a systems approach incorporating core social work values and ethics and respect for diversity. Using research-informed practice, the advanced generalist social worker promotes positive change in the social, political, and economic arenas to advance human rights.

PRACTICUM

As explained on p. 12 of the *2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs* "Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Practicum is the signature pedagogy for social work. The intent of practicum is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and practicum—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Practicum education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Practicum education may integrate forms of technology as a component of the program."

Practicum provides an opportunity for the student to apply the general knowledge of theories and principles presented in the classroom to problems and challenges in the placement. The practicum experience allows the student to try on and develop the role of professional social worker. The site supervisor serves as a mentor, role model, and a source of feedback to the student regarding the student's performance and professional growth.

Therefore, the purpose of practicum is summed up in three words: integration, application, and socialization. The student integrates what has been learned, applies that knowledge in specific practice situations, and in the process, develops an identity as an emerging, professional social worker. Practicum gives students the opportunity to connect theory with practice (integration of empirical and practice-based knowledge), experience situations that focus attention on the use of social work values and ethics, and encourage identification with the purposes and functions of the profession. Additionally, in a specialization program, students have the opportunity to acquire expertise in assessment and intervention at all levels of client systems from the individual (micro practice), family and group (mezzo practice), to the organizational and community (macro practice).

During the generalist year, MSW practicum (SOWK/SWK 530/531), students will have opportunity to observe the site supervisor and other appropriate professionals as approved by the site supervisor, and to practice alongside these professionals as they build initial skills and incorporate theoretical perspectives and research informed intervention techniques from classroom learning. During the specialization year, MSW practicum (SOWK/SWK 630/631), students are expected to take on increasing levels of autonomous practice, especially as the practicum progresses. Students will continue to be supervised by the site supervisor as they move in the direction of "doing" more than "observing" as would have been the case during generalist practicum. Skills at the specialization level are expected to incorporate more complexity in terms of a) systems addressed and their

problems; b) theoretical perspective and interventions employed; and c) problem-solving skills and independent critical thinking of the student, all under the supervision of the site supervisor as supervisor.

MSW CURRICULUM COMPETENCIES AND BEHAVIORS

During the practicum experience students are expected to demonstrate all of the competencies and behaviors to their level of practicum, i.e., generalist or specialization year. These competencies and behaviors are listed here and are incorporated in the student practicum evaluations.

Social Work Competencies

Practicum experiences provide a rich basis for advancement of our program educational goals. In addition, such participation in practicum helps students to develop a sense of competency as they explore and increase knowledge, values, skills while also engaging in cognitive and affective processes which further aid in their fulfillment as social work professionals. However, it is the full integration of the practice experiences and the rest of the curriculum that completes the educational process. One without the other is not sufficient to achieve program goals or to develop full professional competencies.

Practicum settings in the generalist curriculum must offer the student foundation level experiences with individuals, families, groups, organizations and communities, as well as experiences in the organization and planning in a micro or macro project. Those experiences are integrated with classroom instruction in the generalist year social work practice courses, as well as other courses in the generalist curriculum. Behaviors appropriate to generalist students are emphasized.

During the specialization year, the student is placed in a different setting consistent with the advanced requirements of the social work practice courses SWK/SOWK 620 and SWK/SOWK 621 and the specialization behaviors. In SWK/SOWK 620 students will learn and apply multiple complex assessment and intervention theories and practice models in micro, mezzo (i.e., families and groups). The SWK/SOWK 621 course focuses on advanced macro activities that support the delivery of social services. Practicum in both semesters will be expected to support these goals. Agencies will be expected to provide students with increasingly complex relationship building situations that give them experience with diverse, vulnerable client populations requiring multi-level interventions. Agencies will also be expected to assist the student in developing competence to practice independently under supervision; i.e., students should be taking the lead in service delivery increasingly as the specialization year of practicum proceeds.

The MU-SU MSW program has adopted the core competencies and behaviors as defined in the CSWE 2015 EPAS. Each core competency is identified below followed by the generalist year behaviors and specialization behaviors.

Generalist Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

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

Behaviors:

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

Competency 2: Engage Diversity and Difference in Practice

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

Behaviors:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.

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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Behaviors:

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

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

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

Behaviors:

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

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Behaviors:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

Behaviors:

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

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

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

Behaviors:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

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

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

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

Behaviors:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Behaviors:

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Specialization Competencies

Competency 1: Demonstrate Ethical and Professional Behavior.

Practitioners in specialization social work model ethical standards of professional behavior at all levels of practice. Specialist social workers articulate and advocate for social work values and ethics in practice, research, and policy arenas. Practitioners in specialized social work demonstrate enhanced professional judgment and behavior.

Behaviors:

- Model professional demeanor in behavior and all modes of communication.
- Consistently model conscious use of self, self-reflection, and self-correction in practice.
- Advocate with and/or on behalf of clients for access to services.
- Provide supervision and consultation to guide other professional social workers.
- Provide leadership in resolving complex ethical dilemmas by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making.
- Develop a plan for continuing professional education and development.

Competency 2: Engage Diversity and Difference in Practice.

Practitioners in specialized social work are knowledgeable about many forms of diversity and demonstrate an advanced understanding of how diversity and difference are critical to the formation of identity. They understand that dimensions of diversity exist in a context of intersectionality and that factors include but are not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, and relationship status. Specialization social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. Practitioners in specialized social work demonstrate their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Specialization social workers understand that differences influence professional relationships and understandings of social problems at all levels of practice. They critique, synthesize, and differentially apply human behavior and social theories to guide advanced generalist practice and recognize how practice choices on all levels are shaped by cultural context. Specialization social workers apply research knowledge of diverse populations to enhance client well-being, work effectively with diverse populations, and identify and use practitioner/client differences and life experiences from a strengths perspective.

Behaviors:

- Critique, synthesize, and differentially apply human behavior and social theories to guide specialized practice and recognize how practice choices on all levels can be influenced by cultural context
- Model anti-oppressive practice and critically evaluate the impact of culture, privilege, and oppression, on one's personal and professional behavior.

- Provide leadership and actively promote opportunities for diverse perspectives and participation of diverse constituencies.
- Adapt interventions in culturally responsive ways that challenge oppressive systems and that show recognition of issues of intersectionality at the micro, mezzo, and macro levels.

Competency 3: Advance Human Rights and Social, Economic, and Environmental justice.

Specialization social workers articulate a framework of fundamental human rights such as freedom, safety, privacy, and an adequate standard of living. Practitioners in specialized social work critically apply knowledge about oppression, historical trauma, and human rights violations in the lives of clients at all levels of practice, incorporating global interconnections, as well as theories of human need and social justice. They actively promote social and economic justice and human rights at all levels of practice. Specialization social workers challenge the structures that perpetuate oppression and embrace the obligation to advance human rights and foster social, economic, and environmental justice. They advocate for policies to ensure that social goods, rights, and responsibilities are distributed equitably.

Behaviors:

- Appraise how mechanisms of oppression and discrimination affect client populations.
- Utilize an integrative, anti-oppressive perspective to promote human rights as well as equitable access to services and resources for vulnerable groups.
- Design and implement strategies to advance social, economic, and environmental justice across system levels.

Competency 4: Engage In Practice-Informed Research and Research-Informed Practice.

Specialization social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice across diverse populations and settings. They know and apply the principles of logic, scientific inquiry, and culturally-informed and ethical approaches to building knowledge. Specialization social workers understand and demonstrate that evidence-informed practice derives from multi-disciplinary sources and multiple ways of knowing. They demonstrate the processes for translating research findings into their area of practice, and apply ethical and culturally responsive/relevant research methods to generate data from practice settings and to evaluate social policies and programs.

Behaviors:

- Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the specialization.
- Conduct practice in a recursive and research-informed manner that includes constant assessment while implementing interventions in social work settings.
- Translate practice knowledge in order to contribute to scientific inquiry.

Competency 5: Engage in Policy Practice to Advance Social and Economic Well-Being and to Deliver Effective Social Work Services.

Specialization social workers demonstrate a developed understanding that human rights, social justice, social welfare, and services are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Specialization social workers understand, demonstrate, and engage policy development and implementation within their areas of practice at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation.

Behaviors:

- Demonstrate an advanced understanding of the ways in which human rights, social justice, social welfare, and services are mediated by policy.
- Evaluate, formulate, and advocate for policies that advance outcomes relevant to practice at all levels.
- Demonstrate collaboration with clients, colleagues, and other constituencies for policy action.

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

Specialization social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive processes of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Practitioners in specialized social work value the importance of human relationships and engage with individuals, families, groups, organizations, and communities in a client-centered, strengths-based perspective that builds rapport through affirmation of the client's perspective and goals. Specialization workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. They use differential engagement skills in preparing for interaction with multiple systems in a culturally responsive manner. Specialization social workers demonstrate a full understanding of how their personal experiences and affective reactions may impact their ability to engage effectively with diverse clients and constituencies.

Behaviors:

- Use differential engagement skills for empathy, reflection, and use of self to engage effectively diverse clients and constituencies in complex practice situations.
- Model effective engagement practices that mitigate personal biases and professional values to build productive rapport with client systems.

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

Practitioners in specialized social work assess individuals, families, groups, organizations and communities using a multi-level, ecological approach to identify the locus of intervention targets. Specialization social workers apply and demonstrate disciplined theoretical eclecticism, a complex analysis of human development and life-cycle issues, as well as relevant policy, environmental, and structural issues within a strengths-based assessment of personal and social change potential. They engage in cross-discipline collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness. Specialization social workers demonstrate an understanding of how their personal experiences and affective reactions may influence their assessment and decision-making.

Behaviors:

- Collect and critically synthesize multiple points of assessment information (HBSE and other multidisciplinary theory, data from assessment tools, practice experiences, diverse client characteristics, research findings, interviews, etc.) to create a comprehensive assessment.
- Identify, evaluate, select, and potentially modify assessment tools, methods, and approaches in advanced practice with consideration for the needs, backgrounds, and social characteristics of clients and constituencies.

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

Practitioners in specialized social work differentially apply multiple types of intervention strategies using culturally grounded approaches with individuals, families, groups, organizations and communities. Specialization social workers use and critically analyze multiple theoretical perspectives and evidence-informed practices and policies across levels of intervention to enhance client system health and well-being.

Behaviors:

- Critically assess and apply appropriate intervention strategies in response to client systems' unique circumstances and needs.
- Design an intervention strategy based upon assessment data at multiple system levels.
- Provide the social work perspective to inter-professional teams with the ability to collaboratively design interventions.

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

Specialization social workers recognize the importance of ongoing evaluation in the dynamic and interactive processes of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness and incorporate their knowledge of theories of human behavior and the social environment when evaluating both process and outcomes. Specialization social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness.

Behaviors:

- Identify appropriate evaluation methods to assess interventions.

- Use appropriate tools and technology in an ethical manner to facilitate accurate data management, both in the evaluation of the process and outcomes of interventions.
- Use self-reflection, supervision, and research methods to regularly evaluate and, if necessary, modify practice.

Practicum Roles

Practicum Co-Directors – MU and SU department of social work faculty members are primarily responsible for the overall organization of MSW practicum. This role is held by one faculty member or assigned staff at each University who is appointed by the department chair.

Site Supervisor - the MSW-level social worker, with an MSW degree from a CSWE accredited social work program as well as two-year post MSW social work practice experience, who has been approved by the MU-SU practicum program through the practicum Co-Directors and has agreed to supervise a practicum student (or more than one) placed within their site for a designated time.

Task Supervisor – on occasion, the student may have a task supervisor with whom they consult on their daily practicum activities but who does not have an MSW from a CSWE accredited social work program. In these cases, the task supervisor should sign off on the learning contract and the hours reports and should maintain weekly contact with the Site Supervisor to report on student progress. In such cases, the Site Supervisor will provide the social work perspective and meet weekly with the student for supervision in addition to the task supervisor meetings. It is expected that both the task supervisor and site supervisor be present for faculty liaison meetings with the student and both participate in the development of the learning contract and evaluations.

Faculty Liaison - the MU and SU department of social work faculty members who serve as the link between specific students and site practicums during a given semester as well as responsible for facilitating seminar course.

Procedures for Practicum

Criteria for Selection of Students

In order to begin practicum, students are required to meet the following criteria, which apply to both generalist and specialization year students.

Professional standards and course sequence:

1. Students must be in good academic standing. Faculty review students for good academic standing and professional standards prior to the beginning of practicum. Students who have received a C in one or more courses are considered to be at risk academically and will be referred to the professional performance policy and process at their respective institutions.
2. Students must demonstrate behaviors that are consistent with the profession's values. Faculty review students for professional conduct prior to the beginning of practicum. Students who exhibit behaviors that are inconsistent with the profession's values and/ Code of Ethics will be referred to the professional performance policy and process at their respective institutions.

3. Students must have completed the required prerequisite courses and must take the required co-requisite courses to be in a practicum, as indicated below.

Generalist Year – Fall Semester	
<i>Prerequisites (must be completed BEFORE the placement)</i>	<i>Co-Requisites/Prerequisites (may be taken prior to or concurrently)</i>
<ul style="list-style-type: none"> • SWK/SOWK 501: Principles and Philosophies of Social Work • SWK/SOWK 510: HBSE I 	<ul style="list-style-type: none"> • SWK/SOWK 525: Social Work Research • SWK/SOWK 505: Understanding Diverse Populations • SWK/SOWK 530: Field Practicum I • SWK/SOWK 520: Micro/Mezzo Social Work Practice (must be taken concurrently with practicum, SWK/SOWK 530)
Generalist Year – Spring Semester	
<i>Prerequisites (must be completed BEFORE the placement)</i>	<i>Co-Requisites/prerequisites (may be taken prior to or concurrently)</i>
<ul style="list-style-type: none"> • SWK/SOWK 530: Field Practicum I 	<ul style="list-style-type: none"> • SWK/SOWK 515 Foundation Policy • SWK/SOWK 531 Field Practicum II • SWK/SOWK 521: Social Work Macro Practice (must be taken concurrently with practicum, SWK/SOWK 531)

Specialization Year – Fall Semester	
<i>Prerequisites (must be completed BEFORE the placement)</i>	<i>Co-Requisites/prerequisites (may be taken prior to or concurrently)</i>
All Generalist Year Courses and Practicum <ul style="list-style-type: none"> • SWK/SOWK 601: Integrative Seminar (IF admitted as Advanced Standing status) • SWK/SOWK 610: Advanced Micro Practice and Assessment 	<ul style="list-style-type: none"> • SWK/SOWK 625: Advanced Research • SWK/SOWK 620: Advanced Practice with Groups and Families (must be taken concurrently with practicum, SWK/SOWK 630) • SWK/SOWK 630: Advanced Field Practicum I
Specialization Year – Spring Semester	
<i>Prerequisites (must be completed BEFORE the placement)</i>	<i>Co-Requisites (MUST be taken concurrently with practicum)</i>
<ul style="list-style-type: none"> • SWK/SOWK 630: Advanced Field Practicum I 	<ul style="list-style-type: none"> • SWK/SOWK 615: Advanced Social Welfare Policy • SWK/SOWK 621: Advanced Social Work Macro Practice (must be taken concurrently with Field Practicum II SWK/SOWK 631) • SWK/SOWK 631: Advanced Field Practicum II

4. Students must submit the following documentation prior to beginning the generalist and specialization practicum: (all uploaded into Tevera)

- Pre-Placement Form (Tevera)
- Updated copy of resume
- Placement Site Contact Information form
- Child Abuse History Clearance
- Criminal Background Check
- FBI Criminal History Clearance and
- Proof of professional liability (malpractice) insurance
- Proof of up-to-date mandated reporter training

5. Additional requirements may be specified by agencies such as (but not limited to) other testing, training, documentation, and additional car insurance coverage, which may be required if transporting clients.

The Student- Placement Matching Process

When the student registers for practicum courses they will complete a practicum interest form and submit it to the appropriate Practicum Co-Director in Tevera. The profile must contain complete and accurate information about (1) their employment and practicum backgrounds, (2) practice areas of interest, e.g. aging, (3) career goals, and (4) other information pertinent to practice choices. The profile should also contain a list of at least three sites, if known, or populations of interest if sites are not known, the student would be interested in considering for that year's practicum. The information from these profile documents, along with discussion and consultation with the student, will be used by the Practicum Co-Director to work with the student on an individualized plan for that year's practicum. Students are expected to provide thorough and accurate information regarding their work and volunteer history. **Placements in a specific location, time of day, or area of interest are not guaranteed and students must complete a successful interview in order to secure a placement.** Potential sites will be contacted to determine whether they will consider hosting a student at this time, and the Practicum Co-Director will be responsible for providing the potential site supervisor with necessary program information. The Practicum Co-Director will also determine whether the site is prepared to provide the student with experiences appropriate to the level of practicum (generalist or specialization) that the student is entering and can comply with social work standards and ethics, including having a commitment to antiracism, diversity, equity, and inclusion.

Generalist year placements and learning contracts are characterized by:

- Initially more observation by the student of the instructor or others in practice
- Opportunities to practice alongside the site supervisor or other experienced MSW professionals in the placement site
- Opportunities to increase student's understanding of systems theory and strength perspective across all levels of practice (micro/mezzo/macro)
- Laying a strong foundational knowledge of practice theories and evidence supported interventions with the view towards establishing a base for more independent practice in the specialization year.

Specialization year placements are characterized by:

- Increasing complexity of tasks at all levels of practice (micro/mezzo/macro)
- Increasing independence of practice on behalf of the student who will be supervised by the instructor
- As the specialization year progresses, direct supervision may taper as the instructor and the student develop more confidence in the student's ability to work autonomously with a more indirect approach to supervision.

Hourly Practicum Requirements

The practicum is designed to give students the fullest possible understanding of the site experience and “the opportunity to apply the general knowledge of theories and principles presented in the classroom in dealing with problems in practice. The practicum experience allows the student to try on and develop the role of professional social worker.” In order to accomplish these goals, there is a required number of sequencing placement hours.

During their generalist year, students will be in practicum for 200 hours each semester (the equivalent of, on average, 14 hours per week). During their specialization year, students will be in practicum 250 hours each semester (on average, 16 hours per week). Students are not required to be in practicum during fall or spring breaks or final exam week but students may put in hours during those weeks in order to meet the required hours. Students may not begin earlier than one week before each semester and cannot end earlier than the last week of classes. In no case may students end their practicum (even if total hours have been completed) before the last week of classes in the semester.

Students must do practicum hours in a minimum of four-hour blocks of time. Specific practicum hours must be negotiated between placement site and student.

Exceptions to practicum scheduling and hours requirements can be made only with written permission by the appropriate Practicum Co-Director, in consultation with the faculty liaison and site supervisor. Examples of such exceptions would be a situation where the sites policies and procedures require a modification of this plan or where a student with a disability requires an accommodation in hours as documented by the appropriate university office. No exceptions can be made to the total number of hours required unless allowable by CSWE and COA due to an emergency declaration. In the event of this, students will be notified by the practicum education office.

Criteria for Selection of Placement Sites

The following section explains how the practicum process is designed and the criteria used to select sites and supervisors.

The selection of placement sites that are appropriate to provide practicum experiences for our students is of vital importance to the program. Therefore, we have developed the following procedures to ensure quality educational experiences:

1. Practicum settings are selected to provide students the opportunity to practice from the base of the generalist or specialization perspective, consistent with the level of practicum, and consistent with content from the practice sequence.
2. Site supervisors must be familiar with the mission, goals, and objectives of the MU-SU MSW program.
3. Agencies' practice must be consistent with social work values and ethics concerning professional service delivery activities.
4. The practicum must be viewed as an individualized integrative learning experience by all involved. Agencies need to provide practice opportunities consistent with identified learning needs of the student, and consistent with the level of practicum (e.g., generalist practice at the foundation level; advanced generalist practice at the specialization level).
5. Practicum performance must be evaluated on the basis of criteria consistent with the program's specialization definition of practice and competencies and practice behaviors as articulated by CSWE and conceptualized by the program. A student should not be evaluated solely on the ability to deliver a particular agency's services.

6. The availability and activity level of the agency must ensure sufficient quality opportunities to allow for the required number of hours of practicum experience. At the specialization level, the opportunity to practice more independently and with increasingly complex situations must be available and afforded to the specialization level student.
7. Every time it is possible, the agency must ensure the provision of site supervisor(s) in terms of availability to work consistently with the student for integration of competencies and demonstration of practice behaviors at the appropriate level of placement. This is not an agency supervision function, but rather a teaching and mentoring function. The agency should allow site supervisors time to attend the orientation, training seminars, curriculum development, and integrative learning-supervisory conferences with students and faculty liaisons.
8. When practica are arranged with an agency in a service area in which there are standard setting bodies, the agency should qualify for membership.
9. The policy setting body, administration, and staff of the agency should have respect for and support professional education. This would be demonstrated by the provision of site supervisors; authorized activities for students; an orientation process; safety procedures; and provision of supports necessary to complete the required activities such as workspace, supplies, transportation policies, technology such as computers, and software.
10. The agency must be willing to participate in a mutual evaluation process involving agency, student, and program to monitor the quality and effectiveness of the experience for the student as well as the compatibility of the experience with program objectives.
11. Selection of the agency can be initiated by the agency, the student, faculty, or any combination thereof. Completion of a Social Work Placement Agency Information Form is required as the initial step in the selection and approval of an agency for a practicum. This is completed and sent to the Practicum Co-Director for review.
12. The Practicum Co-Director will review the Social Work Placement Agency Information Form as well as talk with the agency representative to determine appropriateness and compatibility with program mission and goals and level of practicum experience. It is the responsibility of the Practicum Co-Director to approve or not approve an agency for a practicum opportunity.
13. Once an agency is approved, it will be asked to sign a formal affiliation agreement, which will be in effect for 5 years. The Practicum Co-Director is responsible for maintaining these affiliation agreements.
14. The agency has the prerogative to discontinue its participation for interim periods or completely. It also has the right to choose those students whose learning needs can be met with agency resources available. The agency can refuse to accept a student for practicum.
15. Practica are to be primarily for the benefit of the student rather than the agency, in accordance with federal labor law and policies promulgated by the United States Department of Labor concerning appropriateness of unpaid internships. It is the responsibility of the agency to ensure that it is in compliance with all applicable laws and regulations, including labor law.
16. The agency must provide student with a safety orientation, including but not limited to any safety related policies and procedures; protocols related to incidents of violence, abuse, or harassment; use of technology and protecting personal information; office safety; and concerns related to transporting clients.

Criteria for the Selection of Site Supervisor

The availability of qualified site supervisors is essential to practice integration. The site supervisors' approaches must be congruent with the specialization mission of the program and they must support and understand the concept of practice integration.

1. The site supervisor must have time available separate from the normal job function that allows for access to the student to focus with the student on the learning objectives for the practicum. A minimum of one-hour conference per week for the student-instructor conference is required. It is expected that an instructor could adjust time availability to the individualized learning needs of the student, within reason.
2. Assessment of the site supervisor's qualifications takes into account professional education (Master of Social Work from a CSWE accredited program), professional experience demonstrated by two years post MSW social work practice experience, commitment to the values of the social work profession, competence in practice, interest and competence in teaching, and willingness to participate in training seminar given by the program.
3. The site supervisor must have the recognition and the support of the agency and the program as a site supervisor to assure the clarity of role and function in relation to the student's learning.
4. If the agency does not have a person on staff who meets the criteria and credentials to serve as a site supervisor, the agency will work with the practicum director to identify a site supervisor who can provide external supervision. Options may include but are not limited to: Identifying a staff member within another program in the same agency, identifying a professional volunteer within the agency, and contracting with a professional at another agency/organization within the community. In such circumstances, the agency must provide an on-site task supervisor with whom the student may consult on their daily practicum activities.
5. The site supervisor must work with the student and the faculty liaison to create a learning plan that addresses the competencies outlined by CSWE (at the appropriate generalist or specialization level) as adopted by the program to operationalize the CSWE competencies, complete written evaluations of the student and involve the student directly in the evaluation process.
6. The site supervisor is required to attend orientation sessions and training seminars given by the program to insure familiarity with the advanced generalist model of practice, the program mission, curriculum, and competencies/practice behaviors for students.
7. The site supervisor will complete a Site Supervisor Application outlining credentials and experiences. This will be forwarded to the Practicum Co-Director for review and approval to ensure the site supervisor's qualifications are appropriate for social work practice integration.

Request for Practicum at Student's Place of Employment

Students hoping to develop a practicum at their place of employment must also follow the regular procedure for securing a practicum. However, before the student meets with the Practicum Co-Director, the student should have a preliminary discussion with their employer, including their immediate supervisor and appropriate administrators, in order to gauge the employer's willingness to work with the MU-SU MSW program and the student to create an employed practicum opportunity. Proposals for practicum in a student's place of employment will be considered when specific educational opportunities are present. Should a student become unemployed during the placement year, for reasons that do not violate the MU-SU program policies, the practicum co-directors will work with the student to promote the continuation of the placement or to secure an alternative placement.

A practicum in an agency in which the student is or will be simultaneously employed, must meet the following minimal conditions:

1. The agency employs MSW social work staff or can provide MSW supervision in another way.
2. An individual with an MSW from a CSWE accredited program and at least two years post-MSW practice experience must be available as a site supervisor, subject to the approval of the program.
3. Proposed practicum assignment must meet curriculum requirements.
4. Students must do internship hours in a minimum of four-hour blocks of time.
5. A work-based placement is considered for only one of the two required practicums. Rare exceptions can be made when there are unique and distinct experiences available for the generalist and specialization year placement.
6. Paid practicum requests are reviewed by and can only be approved by the Practicum Co-Director with final approval from the Program Co-Director from the student's home institution.

Practicum supervision may be provided by the same supervisor if practicum education supervision is distinct from employment supervision and the supervisor meets the site supervisor requirements. A proposal for work-based placement is initiated by completion of the MSW Employment Based Practicum Proposal and Agreement form after consultation with the Practicum Co-Director.

Practicum within a place of employment is not guaranteed. The placement site must meet the same onboarding criteria that all other sites adhere to, including commitment to anti-racism, diversity, equity, and inclusion. If competencies cannot be met within the current employed position, it may not qualify for practicum. If planning for an employment-based practicum, please submit the employer's name, student's job title, and job description to the practicum co-director at students' perspective campus. The information will be reviewed, and an onboarding meeting scheduled if there is not already an affiliation agreement in place.

Problem Resolution Process

Professional Performance Policies

The MU-SU MSW Program reserves the right to dismiss students for failure to maintain professional standards.

- **Probation.** A student may be placed on probation until such time as the concern about professional behavior has been eliminated or the student is dismissed.
- **Dismissal.** The MU-SU MSW Program reserves the right to dismiss students for failure to maintain professional standards. Depending on the seriousness of the professional concerns, the student may be immediately dismissed, without a Professional Development Plan process.

Initiating a Professional Development Plan (PDP). If a faculty member or school partner identifies a concern, the faculty member should address the concern with the student. If informal strategies are not effective faculty should discuss those concerns with the Department Chair (the Chair of the student's "home school" is consulted) to determine if a meeting with the student is warranted.

If a meeting is warranted, the Department Chair will call a meeting to include relevant faculty (e.g., teaching faculty, advisor, site supervisor, practicum director). The decision of whom to include will be made by the

Department Chair.

- Prior to the meeting, students must be notified of the purpose of the meeting, the nature of the concerns, and the fact that the outcome of the meeting could result in the development of a PDP.
- The purpose of the meeting is for the student's professional improvement; however, failure to be successful with any subsequent PDP implemented may have consequences for how the student will continue in the social work program.
- Students have the right to have advocates present at this meeting and bring forth any evidence. Further, students have the right to appeal the outcome. See below for appeal process.

If a PDP is developed, it must specify current deficiencies, goals, and potential consequences for failure. Point-in-time re-evaluation must be scheduled, and the PDP must include an articulation of students' rights to appeal in case of failure to meet goals of plan.

- The PDP must have a place for Department Chair to sign as well as other relevant faculty members.
- In addition to signing the PDP, the student must sign a statement acknowledging they have been informed of their rights.

Evaluation of Professional Development Plan (PDP). As outlined on the PDP, the individuals involved in the development of the PDP will assess whether the student was successful at meeting the goals. The positive and negative consequences of the evaluation will be put in writing and articulated to the student as will the student's right to appeal. Each individual, including the student, involved in the evaluation process will sign the document.

Appeals Process. The appeals process applies only to cases where a PDP or failure to succeed in a PDP results in the student needing to complete extra credits or extra placement hours that delays the student's progression through the graduate social work program. The appeals process of the university the student is in is followed in this case.

Readmission. Readmission following dismissal for not meeting professional performance standards is rarely granted. It *may* be granted if the student presents compelling evidence of some fundamental change which would demonstrate the ability and willingness to maintain professional standards.

Unexpected Termination of Placement

Although the faculty works very hard with students and agencies to foster healthy and meaningful placements, unusual circumstances can result in an unexpected termination of placement. The following additional conditions can lead to an unscheduled termination:

- The agency's failure to provide appropriate and adequate learning opportunities for the student to complete program objectives; or the agency's failure to provide adequate and appropriate supervision including the following:
 - o Agency closure, change in regulations governing agency's activity, change in supervisor, or agency restructuring, which does not support internship requirements. Students will not forfeit any hours earned.
 - o Agency and/or task supervisor/site supervisor's failure to demonstrate commitment to the values and ethics of social work practice in dealings with students, clients, and/or community.
 - o Agency and/or site supervisor failure to demonstrate commitment to the Social Work Program mission and program goals as an approved placement site.
 - o Continuing placement jeopardizes student's personal safety.

If an unexpected termination of a student occurs, the social work faculty will meet to discuss an appropriate course of action, including the student being placed in another agency in a timely manner.

Practicum Responsibilities

In order for the practicum to provide a fulfilling educational experience for the student, it is essential that the roles and responsibilities be clearly defined for those involved. The following lists clarify role expectations.

Responsibilities of the Practicum Co-Directors

1. Maintain compliance with CSWE standards and quality of practicum experience.
2. Screen, review, and approve agencies for practicum according to established standards and criteria for agency selection keeping in mind the different needs of generalist level and specialization year learning situations.
 - Receive and process agency requests for student practica.
 - Explore new agencies to satisfy special learning needs of students and special program developments.
 - Develop and maintain professional working relationships with agencies.
 - Screen, review, and approve the site supervisors designated by the approved agencies.
3. Mediate the students' selection of an agency for practicum.

- Meet with each student as part of a group and/or individually to review expectations and to review the student's learning needs.
 - Mediate the choice of the student by considering interests and assessed needs of the students and the resources of available agencies. Maintenance of agency information files for students' use is part of this responsibility.
 - Direct student to agencies for interviews. If a choice is not approved, direct student to other agencies within program guidelines.
 - Act as mediator to resolve any initial concerns or questions between the agency and student.
 - Present the tentative practicum assignments to the MU-SU MSW faculty for consultation.
 - Confirm final arrangements between the student and the agency. Complete the Letters of Confirmation and Affiliation Agreement with Agency.
4. Structure and organize meetings and seminars for orientation and training of site supervisors faculty liaisons, and students.
 5. Be a member of the MU-SU MSW Program Advisory Council and subcommittee about practicum.
 6. Coordinate all practicum responsibilities, policies, and procedures between the two Universities.

Responsibilities of the Student

1. All students must attend a mandatory practicum orientation at the start of each placement experience. This orientation is scheduled by the Practicum Co-Directors in conjunction with faculty and MSW Program Co-Directors. There are two main purposes of this orientation: 1) to familiarize students with procedures of the practicum program such as site assignments, time keeping, expected reports and evaluations; and 2) to provide students with beginning knowledge about key issues in practicum experience that will permit them to enter the placement well prepared for their agency experience.
2. Participate responsibly in the selection of the practicum site.
 - Complete all required forms for practicum selection including child abuse and criminal record check clearance documentation. Forms are available from the Practicum Co-Director. All clearances are considered valid if they are less than 2 years old by the end of your internship. It is the responsibility of the placement site to collect and review clearances from prospective students. All required clearances, liability insurance, and mandated reporter training certificate must be received by the end of the University add/drop period or other designated date, or you will be dropped from both practicum and practice courses.
 - Meet with practicum Co-Director to discuss learning needs, level of practicum, and choices of agencies.
 - Make appointments with approved agencies and attend interviews to determine feasibility and to clarify working agreements. Report back after interviews.
 - If employed at an agency, follow procedures to request practicum at the employing agency.
 - Understand that practicum is not confirmed until a letter is received from the Practicum Co-Director with a specific practicum agency indicated.
 - Complete learning contract in collaboration with site supervisor and in consultation with the faculty liaison.
3. Fulfill time requirements for the practicum.
 - The specific days and hours will be determined by the agency's service structure and agreed upon by the program, agency, and the student.

- The student will follow the agency calendar and is entitled to agency holidays. Any time lost due to illness or for other reasons must be made up. If required hours are not achieved during any week, a plan for compensatory time should be arranged. The student is required to negotiate with the agency whether and when academic vacation time will be taken.
4. Arrange for transportation.
 - Have a responsible plan for getting to the practicum site regularly and on time.
 - Clarify if the use of own auto is needed for the practicum. If needed, then adequate public liability auto insurance is expected.
 5. Comply with agency standards and requirements.
 - Honor the dress code.
 - Fulfill all commitments made and complete all assigned tasks.
 - Keep the agency informed of relevant events and transactions.
 - Show due respect to agency property, agency rules and regulations, agency staff, and agency clients.
 - Obtain practice liability insurance and provide documentation to Practicum Co-Director.
 - Upholding core social work values as specified in the NASW Code of Ethics.
 - Actively engage in the practicum experience to advance own learning.
 - Use the experience consciously to develop knowledge, values, and skills.
 - Make appropriate use of supervision and structured conferences.
 - Be responsible for developing initiative, independence, and responsibility.
 - Develop openness and sharing of feelings, opinions, and ideas.
 - Develop critical professional self-assessment and system assessment.
 - Develop a strong commitment to the quality of client service delivery.
 - Apply NASW's professional values and ethics as the code of conduct.
 - Develop abilities for practice integration.
 - Complete monthly progress notes and submit to the faculty liaison.
 - Complete the Site Supervisor's Evaluation of MSW Student's Practicum with site supervisor and discuss with the faculty liaison.
 - Attend all scheduled practicum seminars.

Responsibilities of the Site Supervisor

In many instances, the most important learning tool available to the practicum student is the practicum site supervisor. Site supervisors fill multiple roles; they are “teachers in practice,” supervisors, mentors, and professional role models. Students are to be provided with opportunities to engage with individuals, groups, families, organizations, and communities at the appropriate level to their practicum, i.e. generalist or specialization.

Given the limitations of some agency settings, there may be practice situations where direct intervention with a particular level of client system is impossible. In those agencies where not all levels of intervention are available, each individual client's circumstances can, nonetheless, be assessed and understood within the larger context of various other system-level interventions.

The following are the minimum tasks expected from the site supervisors who have been approved by the MU- SU MSW program and who have agreed to supervise a practicum student, or students, placed within their agency for a designated semester:

1. Administrative Tasks

- Complete the Site Supervisor Application and forward it to the appropriate Practicum Co-Director.
- Interview each student and reach agreement with Practicum Co-Director regarding acceptance.
- Attend the site supervisors' training and other on-going professional development sessions.
- Provide adequate space and physical facilities for the student.
- Develop a plan for student learning, including:
 - Structure a workload of reasonable volume and complexity with focus on the individual learning needs of the student and their level of practicum in the program.
 - Provide a variety of assignments that permit depth and breadth.
 - Provide the student with opportunities in practice as early as possible.
- Negotiate with the student a mutually agreed upon learning contract regarding the student's learning needs and the agency's expectations. This should be consistent with the competencies and practice behaviors for the level of the practicum (generalist or specialization).
- Structure a regular supervisory-learning conference time weekly, minimum of one hour, with a mutual agenda from both the site supervisor and the student.
- Include the student in ongoing operations of the agency, beginning with agency orientation and including such activities as staff meetings, workshops, agency conferences, and board meetings.

2. Orientation

- Provide an orientation to the agency and the respective functions of its components as well as safety planning.
- Provide the student with opportunities to visit community resources that are used by the agency and the clients.
- Provide the student with opportunities to attend training sessions and workshops available to the agency or others.
- Recommend readings that are appropriate for the student and the particular agency.

3. Instructional Format

The site supervisor will provide a teaching/learning environment that encourages the student to conceptualize practice around knowledge, values, and skills used or required in specific situations. Client situations will be analyzed with particular emphases upon gender, gender identity, ethnicity/race, class, sexual orientation, religion, spirituality, age, disability, developmental issues, and other human diversity issues.

4. Planning

A Learning Contract will be completed by each student and their site supervisor by the end of the third week of the practicum. The original of the learning contract should be signed and given to the assigned faculty liaison. A copy of this plan should be kept with the site supervisor to be available for any revisions, new assignments, and as an aid in the completion of the final evaluation.

Generalist year placements and learning contracts are characterized by:

- Initially more observation by the student of the instructor or others in practice
- Opportunities to practice alongside the site supervisor or other experienced MSW professionals in the agency

- Opportunities to increase student's understanding of systems theory and strength perspective across all levels of practice (individuals, families, groups, organizations and communities)
- Laying a strong foundational knowledge of practice theories and evidence supported interventions with the view towards establishing a base for more independent practice in the specialization year.

Specialization year placements are characterized by:

- Increasing complexity of tasks at all levels of practice (individuals, families, groups, organizations and communities)
- Increasing independence of practice on behalf of the student who will be supervised by the instructor
- As the specialization year progresses, direct supervision may taper as the instructor and the student develop more confidence in the student's ability to work autonomously with a more indirect approach to supervision.

5. Evaluation

Discuss the student's progress at mid-term (end of the first semester of practicum) and complete a written Evaluation Form at the end of the final semester of the practicum; each of these to be discussed with student and faculty liaison.

6. Student Issues

In the event of concerns regarding student performance, the site supervisor will provide documentation to the faculty liaison regarding any issues, events, or problems.

Responsibilities of the Faculty Liaison

1. Coordinate relationships among the program, placement site, and student.
2. Facilitate practicum seminar sessions with the students in a group format.
3. Meet with agency site supervisors to coordinate program/agency efforts for practice integration for the student.
4. Consult with site supervisor in identifying individualized learning needs of student and any obstacles in meeting them.
5. Clarify and mediate between site supervisor, student, and/or program when there are indications of a student not meeting expectations.
6. Meet with site supervisor and student in conference to review and evaluate the Learning Contract, goals, progress, and problems. This will entail a minimum of one visit per semester.
7. Meet separately with the student as is necessary.
8. Review Status Report Form and provide feedback to students.
9. Determine the final grade (Pass/Fail) for the student using both their own assessments and input from the agency site supervisor as well as the student. Submit such grade according to university procedures established for all faculty.
10. Participate in and share in the responsibility for structuring and presenting the orientation and training seminars for site supervisors.
11. Arrange for student evaluation of the agency in which the student completes a written assessment of his or her practicum and returns the evaluation to the Practicum Co-Director.
12. Work closely with Practicum Co-Director regarding use of placement sites and site supervisors.
13. Serve as a professional consultant to agencies when mutually agreed upon by university, faculty person, and the agency.

14. Provide evaluative feedback to the Practicum Co-Director about the practica such as appropriateness of the agencies and site supervisors, the need for orientation, or the need for training.
15. Provide ongoing professional development support to students through consultation, discussion, and other activities.
16. Regularly communicate any placement issues with the Practicum Co-Director and work with site supervisor regarding documentation of performance concerns.

Method of Student Practicum Evaluation

A mid-term evaluation discussion between student and site supervisor is to occur halfway through the semester, with prompt notification to the faculty liaison of any problem areas identified. A final, written, evaluation at the end of the semester is required. Faculty liaisons assign a grade of “Pass” or “Fail” based on their own assessments and input from the site supervisor.

In addition to adequate progress in the regard to competencies and practice behaviors, the following are the minimum behaviors that contribute toward a passing grade:

Students are expected to treat the faculty, other students, site supervisor, agency colleagues, and themselves with respect at all times. Respect for these parties in this context is demonstrated by the following:

- Student makes progress towards achievement of competencies operationalized through the demonstration of practice behaviors at the appropriate level, i.e. generalist or specialization.
- Student receives satisfactory evaluations from site supervisor and faculty liaison.
- Student consistently applies graduate social work knowledge base to their practicum experience.
- Student practices in conformance with the NASW Code of Ethics.
- Student maintains professional relationships with clients, supervisor(s), and instructor(s).
- Student is at the practicum site during working hours without unjustified tardiness or absences.
- Student uses agency time and resources appropriately.
- Student engages in culturally appropriate practice.
- Student demonstrates the uses of critical thinking skills.
- Student demonstrates effective verbal and written communication skills.
- Student attends all practicum seminar sessions.
- Student achieves practicum seminar competencies.

Behaviors that contribute toward a grade of “fail.”

Student does not accomplish the above despite the support from the site supervisor and the faculty liaison.

Should concerns emerge in the practicum, the faculty practicum liaison is available to assist toward a resolution of the concern. Should further intervention be needed, the appropriate practicum Co-Director will be consulted. Site supervisors and liaisons are strongly encouraged to bring problems to the attention of the practicum Co-Director and Program Co-Director early in the process and to avail themselves of the opportunity to receive professional guidance from these administrators in an effort to resolve problems early. Informal consultation is available to instructors, liaisons, and students to help resolve problems prior to entering a formal resolution process.

In instances where there is serious concern about a student's "fit" with professional social work, or with the student's performance in their practicum, students will be referred to the student handbook and professionalism policy and process at their respective institutions.

Extensions of the practicum or a new assignment to a different agency/organization are not guaranteed as options for any student. Repetition of practicum after a "fail" grade or the removal from a practicum is not customary.

While reasonable efforts will be made to obtain an appropriate practicum for students, the MU-SU MSW program cannot guarantee a specific practicum site or type of placement. This includes but is not limited to requests for a specific geographic location, population served, hours available, or type of placement.

Dismissal from Practicum

When students fail to achieve minimum academic standards as defined by the university the student attends, they will be dismissed from the program and removed from practicum. Dismissals from practicum may also occur when there is evidence of unprofessional conduct in practice. The criteria and process for dismissal from practicum are clearly delineated in the MU SU MSW Student Handbook, Section IV: Academic and Professional Policies and Procedures.

Learning Resources

The major resources in the practicum are the student's practicum experiences, the MSW site supervisor, the faculty practicum liaison, and student colleagues. The faculty liaison will meet with the student and site supervisor at the practicum site at least once a semester and will be available as needed. Students and site supervisors are encouraged to utilize the bibliographic materials attached to the practicum syllabus and any other readings suggested by participants of the practicum.

Support for Student Professional Development

If you are attending professional development opportunities as part of your placement, there may be financial support from the department, college, or university. Please contact your department chair or the dean's office for more information.

Course Schedule

The general schedule for practicum has been noted above. Each year, a current schedule with specific dates will be given to students and to site supervisors in the form of a complete program schedule.

Safety

The MU-SU MSW Program prioritizes student safety. If a student has any safety concerns regarding their placement site, the concerns must be reported to the faculty liaison and to the practicum co-director as soon as possible.

The following guidelines, procedures, and tips were created in recognition of the fact that physical vulnerability of professional social workers and violence in the lives of clients/consumers/communities are current realities. This policy clarifies the respective roles of the MU-SU Universities/Departments, the agency, and the student with the goal of collaboration to maximize safe practice. Unfortunately, we are aware that there can be safety issues in all social work settings.

Responsibilities and Roles – MU-SU MSW Program, Agencies and Students

Millersville and Shippensburg Universities: The Universities do not provide personal health, auto, property or accident insurance coverage in any situation including off campus activity participants. Participants and volunteers are responsible for personal medical costs or personal property losses incurred during their participation in the off-campus activity. The University strongly recommends participants have health insurance and personal property insurance.

The MU-SU MSW Program will:

- Provide students with an overview of safety in the practicum during the required practicum retreat.
- Provide feedback to students on safety practices through seminar classes, practicum visits and Practicum

Evaluation of Student Performance.

- Contact the student's faculty liaison if the student's concerns about safety interfere with the learning process. In consultation with the faculty liaison, develop a plan that addresses the student's educational needs and the agency's requirement to provide services.

Social Work Students will:

- Read and be familiar with safety materials provided in this manual.
- Read and be familiar with the safety policy and procedures of the MU-SU MSW Program and of the agency where they are placed, as well as abide by health precautions and protocols related to the specific agency setting.
- Attend orientation, workshops, and training programs related to safety and safe social work practice offered by the MU-SU MSW Program and their agency.
- Discuss site specific safety concerns with their site supervisor at the beginning of the semester.
- Inform the site supervisor if they are concerned about their safety. The faculty liaison and site supervisor should consult to determine the best course of action to support the student's education.
- Make careful decisions on whether or not to share rides to placement sites. Not drive in weather that compromises their safety (i.e. snow that closes schools, driving rain, thick fog on mountain passes.)
- Report to agency site supervisor and faculty liaison any incident related to student safety. Incidents may include but are not limited to: traffic violations while on practicum time; injuries; verbal or physical threats to students or clients that they are with; or any perceived threat to student safety.

Security of Belongings: Valuables should not be brought to placement settings. The agency may provide students with a secure place to keep belongings while at placement. It is preferable that the space be one that can be locked (e.g., a desk drawer or filing cabinet). Students should not leave electronic devices, backpacks, purses, and other personal articles visible and unattended, even in an office with the door closed. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

Safety Issues Related to COVID-19: Given that practicum is a required course in the social work curriculum that involves an outside agency; the faculty liaison, student, and site supervisor will develop and agree to a plan that takes into consideration the shared responsibilities of all parties. Reducing the spread of COVID-19 in our communities is a responsibility that we all share. Please adhere to policies set forth by the placement site.

Safety Issues Related to Working with Clients: Social work students work with clients/consumers in a range of settings and situations. Some of these include work with individuals dealing with overwhelming emotions and environmental stressors that result in behaviors that are or appear to be threatening. These behaviors may include (but are not limited to) swearing, yelling, insulting, threatening or acting to cause physical harm, and other out-of-control behavior.

Some individuals may be prone to violence and may possess a weapon. Others may be intoxicated, high on drugs, in withdrawal, or may have other medical, psychiatric, or neurological disorders. Students should always consult with agency site supervisors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Sexual Harassment

Both Millersville and Shippensburg Universities have a Title IX policy that seeks to guarantee each student a learning environment free from sexual harassment. Sexual harassment is unacceptable conduct and will not be condoned in any form at the University or at a practicum site. If a student feels they are being sexually harassed in their placement, the student should notify their Site Supervisor, Faculty Liaison, and the Practicum Co-Director as soon as possible. A report will be made to the University in accordance with the campus Title IX policy.

The SU Title IX policy can be found here: https://www.ship.edu/EIC/title_ix_statement/

The SU sexual misconduct reporting procedures can be found here:

https://www.ship.edu/about/offices/hr/title_ix_statement/how_to_report/

The MU Title IX policy: Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at <https://www.millersville.edu/titleix/>

APPENDIX A BACKGROUND AND INSURANCE REQUIREMENTS



Millersville University
SCHOOL OF SOCIAL WORK
BASW • MSW • DSW

Masters of Social Work Program Background and Insurance Requirements for Practicum

In order to complete the requirements for practicum experience students will need to complete three background checks and purchase malpractice insurance. This must be completed prior to the beginning of the semester. Students will not be permitted to work in their practicum until the background checks have been completed and the insurance has been purchased.

All students entering practicum are required to complete background checks, including Childline, FBI, and PA State criminal clearance prior to starting placements. All three clearances, must be current (within the past two years) and cannot expire (be more than two years old) prior to the end of the final practicum semester or completion of internship hours, whichever is latest. Students must upload clearances and proof of insurance to MU practicum director through Tevera. Shippensburg students should provide copies of their documentation to the social work department office. Should a placement site require that clearances be more recent, students must follow the guidelines of their placement site. If any clearances change prior to or during the practicum (ex. new record exists), students must make the practicum director aware and may need to submit updated clearances. Placement sites are responsible for collecting and reviewing clearances from their student(s). No student is authorized to begin in placement prior to completion and submission of all background clearances, liability insurance, and mandated reporter training certificate. **All required clearances, liability insurance, and mandated reporter training certificate must be received by the end of the University add/drop period, or student will be dropped from both practicum and practice courses.**

The MU Program requires that all of the clearances/insurance are submitted, regardless of individual agency requirements. This includes work-based placements.

Please note: All clearances must be mailed to your home address. Please retain the original copies of your clearances and submit copies (pursuant to School of Social Work guidelines) in Tevera. If the links do not work, please copy and paste in a new window.

1. CHILD ABUSE HISTORY CLEARANCE

Child Abuse History Clearance Online: <https://www.compass.state.pa.us/cwis/public/home>

Complete the CHILD ABUSE HISTORY CLEARANCE FORM online. As of December 31, 2014, this process can be completed online immediately. If you have questions, please visit: <https://www.compass.state.pa.us/CWIS/Public/FAQ>

On this form the appropriate box to check for Purpose of Clearance is "Volunteer".

2. ACT 34 (CRIMINAL RECORD CHECK)

Visit: <https://epatch.state.pa.us/RecordCheckHome.jsp>

At the top of the page, select “New Record Check” (VOLUNTEERS ONLY). When completed, click on the “Certification Form” button and print the results page with the state seal watermark. Because you will be doing community service-learning and volunteer service during your education, you may select the “Volunteer” option. If you know where you will be doing community service-learning/volunteer work already, please list the name of this organization. If not, you may list Millersville University, School of Social Work or Shippensburg University. If you are unable to complete the online transaction for the Criminal Record Check you may fill out a hard copy and mail it to the appropriate address listed on the form. It may take 4-6 weeks to receive your record check. It is highly recommended that you complete this application online as you will receive your results instantly. Some agencies require a criminal record check that is for employees, so it is possible that you will need to submit this again if your particular agency requires it. If you know where you will be completing your practicum, you can ask them what they require.

3. FBI FEDERAL CRIMINAL HISTORY (FINGERPRINTING)

Option 1: For students going into a non-school setting: (Human Services)

PA DHS Volunteer: Visit: <https://uenroll.identogo.com>

If you do not plan on doing your internship in a school setting, please select this option and use the **Service Code: 1KG756**. **Read all instructions very carefully and select the most convenient option/location for you to complete your request.**

Option 2: For students going into a school-setting: (Education)

PA PDE Volunteer: Visit: <https://uenroll.identogo.com>

If you know that you will be interning within a school setting, please select this option and use the **Service Code: 1KG6RT**. Many schools require that you select this option, which provides the school with online access to your clearance. **Read all of the instructions very carefully and select the most convenient option/location for you to complete your request. If you select this option, you should receive an unofficial copy of your clearances in the mail within two weeks.**

When registering on-line, an applicant **must use the appropriate agency specific Service Code to ensure they are processed for the correct agency and/or applicant type**. Using the correct service code ensures the background check is submitted for the correct purpose. Fingerprint requests processed through any other agency or purpose cannot be accepted and are not transferrable. If an applicant enters the wrong code by mistake, the incorrect applicant type will appear at the top of the screen. The applicant should select the “Back to Home” button and begin the process again, by reentering the correct Service Code. If the applicant proceeds with the process under the incorrect code, the pre-enrollment and/or results cannot be transferred to another state agency and the applicant will have to start the process over and pay for the background check again.

4. PROFESSIONAL LIABILITY (MALPRACTICE) INSURANCE

Unless the agency where you are doing your practicum has PROFESSIONAL LIABILITY (MALPRACTICE) INSURANCE that covers interns, **you will have to purchase student professional liability coverage.** There are two options available to you regarding professional liability coverage.

Option #1 NASW Assurance

Purchasing insurance through NASW Assurance

You can purchase liability insurance through NASW Assurance. You must have at least a \$1,000,000/\$3,000,000 level of coverage. You can visit the following website to purchase the professional liability coverage through NASW Assurance:

<https://naswassurance.org/liability-products/>

Option #2 American Professional Agency Inc.

The second option for professional liability insurance is through American Professional Agency Inc. Limits must be at least coverage of \$1,000,000/\$3,000,000. To purchase insurance through American Professional Agency Inc., visit the following website and apply online:

<http://www.americanprofessional.com/>

You must purchase the \$1,000,000/3,000,000 level of coverage. Be sure to include your email address on the form because they will most likely send you the certificate of coverage electronically. **Once you get the certificate of insurance, you must provide a copy to the Practicum Director through Tevera for the Department records before you will be allowed to start your practicum hours.**

FORMS

The MU-SU MSW program uses Tevera for practicum, which is a placement software that houses practicum materials and assignments during your practicum year. This is where the site placement process is completed. There is an associated fee with this software that is considered materials for practicum. You will receive further instructions on how to access Tevera from the practicum co-directors.

The sites for Tevera are as follows:

Shippensburg: <https://ship.tevera.app/>

Millersville: <https://millersville.tevera.app>

**APPENDIX B
GENERALIST YEAR LEARNING CONTRACT**



Millersville University
SCHOOL OF SOCIAL WORK
BASW • MSW • DSW

**Master of Social Work Program
Generalist Year Learning Contract**

This document represents a learning contract between a student in the MU- SU MSW program, and a practicum site participating in the MU-SU MSW program.

This document identifies the activities and experiences the student will be involved with during the practicum. Activities should be related to each of the practice behaviors associated with each of the 9 CSWE Competencies, as outlined in the MU-SU MSW Practicum Manual. For competencies 6, 7, 8 and 9, please specify activities/assignments for each client system level: individuals, groups, families, organizations and communities. Target dates should be identified for each activity. The learning contract spans fall and spring semesters, with the opportunity to update it in the spring semester.

COMPENTENCY 1: Demonstrate Ethical and Professional Behavior

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

Learning Plan Contract Updates:

Notes:

COMPETENCY 2: Engage Diversity and Difference in Practice

Behaviors	Activities/Assignments	Target Date
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.		
Present themselves as learners and engage clients and constituencies as experts of their own experiences.		
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		

Learning Plan Contract Updates:

Notes:

COMPETENCY 3: Advance Human Rights and Social, Economic, and Environmental Justice

Behaviors	Activities/Assignments	Target Date
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		
Engage in practices that advance social, economic, and environmental justice.		

Learning Plan Contract Updates:

Notes:

COMPETENCY 4: Engage In Practice-informed Research and Research-informed Practice

Behaviors	Activities/Assignments	Target Date
Use practice experience and theory to inform scientific inquiry and research.		
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.		
Use and translate research evidence to inform and improve practice, policy, and service delivery.		

Learning Plan Contract Updates:

Notes:

COMPETENCY 5: Engage in Policy Practice

Behaviors	Activities/Assignments	Target Date
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.		
Assess how social welfare and economic policies impact the delivery of and access to social services.		
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		

Learning Plan Contract Updates:

Notes:

COMPETENCY 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Behaviors	Activities/Assignments	Target Date
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.		
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		

Learning Plan Contract Updates:

Notes:

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

Behaviors	Activities/Assignments	Target Date
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.		
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		

Learning Plan Contract Updates:

Notes:

COMPETENCY 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Behaviors	Activities/Assignments	Target Date
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.		
Facilitate effective transitions and endings that advance mutually agreed-on goals.		

Learning Plan Contract Updates:

Notes:

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

Behaviors	Activities/Assignments	Target Date
Select and use appropriate methods for evaluation of outcomes.		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		
Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro level.		

Learning Plan Contract Updates:

Notes:

Signatures

Faculty Liaison:	Date:
Site Supervisor:	Date:
Task Supervisor (if applicable):	Date:
Student Intern:	Date

APPENDIX C GENERALIST YEAR EVALUATION FORM



Master of Social Work Program Generalist Year Evaluation Form Covering the Period:

Fall Semester (SWK/SOWK 530) September ____ through Dec. ____, 20 ____
 Spring Semester (SW/SOWK 531) January ____ through May ____, 20 ____

Student's Name: _____

Site Supervisor: _____

Task Supervisor: _____

Placement Site Name: _____

Phone: _____ Faculty Liaison: _____

Number of practicum hours completed to date: _____

INSTRUCTIONS: This evaluation instrument is designed to provide input from the site supervisor to the student and faculty liaison about the quality of the student's performance in the practicum. The faculty liaison is responsible for assigning the student's semester grade on the basis of this evaluation and on the student's participation in the practicum seminar. **The site supervisor should review the student's learning contract before initiating the evaluation.** Student performance should be rated on the basis of the established criteria set forth in the Learning Contract. Evaluation of the student for SWK/SOWK 530 (first semester) should be reflective of the student's beginning level of knowledge and skill. Evaluation for SWK/SOWK 531 (second semester) should reflect the student's advanced knowledge in each performance area.

Instructions to Site Supervisor *Please select only one score for each performance area.*

1 = Unsatisfactory: The student has not yet developed this skill

2 = Needs Improvement: The student is beginning to recognize how it might be applied in a practice situation.

3 = Acceptable - The student demonstrates the skill at the expected level.

4 = Above average - Higher than average skills are applied fairly consistently.

5 = Outstanding- The skill is a fully integrated part of the student's practice. Advanced skill level observed.

NYC = Not yet completed

Evaluation should also include an assessment of the display of the four dimensions for each competency, i.e., knowledge, values, skills, and cognitive and affective processes in the comments section. The process may be guided by the narrative that accompanies each competency, where the related knowledge, values, skills, and cognitive and affective processes are stated.

The agency site supervisor is required to use the comment section of the evaluation to support and clarify ratings and provide feedback on the display of the four dimensions. Student and agency site supervisor are expected to prepare the evaluation together, using this opportunity to identify areas of mastery, as well as strategies for continued professional development.

STUDENTS: You are responsible for assuring that the evaluation is completed, signed, and submitted to the faculty practicum liaison. Your signed evaluation must be submitted to your faculty liaison by the last scheduled meeting of your practicum seminar each semester. You must keep a copy for your records.

Competency 1: Demonstrate ethical and professional behavior.

FALL							SPRING				
	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.											
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.											
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.											
Use technology ethically and appropriately to facilitate practice outcomes.											
Use supervision and consultation to guide professional judgment and behavior.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 2: Engage diversity and difference in practice.

FALL							SPRING				
	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e d s I m p r o v e m e n t	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e d s I m p r o v e m e n t	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.											
Present themselves as learners and engage clients and constituencies as experts of their own experiences.											
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 3: Advance human rights and social, economic, and environmental justice.

FALL							SPRING				
	O u t s t a n d i n g	A b o v e A v e r a g e	A c c e p t a b l e	N e d s I m p r o v e m e n t	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	A b o v e A v e r a g e	A c c e p t a b l e	N e d s I m p r o v e m e n t	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.											
Engage in practices that advance social, economic, and environmental justice.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 4: Engage in practice-informed research and research-informed practice.

FALL							SPRING				
	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Use practice experience and theory to inform scientific inquiry and research.											
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.											
Use and translate research evidence to inform and improve practice, policy, and service delivery.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 5: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

FALL							SPRING				
	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.											
Assess how social welfare and economic policies impact the delivery of and access to social services.											
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 6: Engage with individuals, families, groups, organizations, and communities.

FALL							SPRING				
	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.											
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 7: Assess individuals, families, groups, organizations, and communities.

FALL							SPRING				
	O u t s t a n d i n g	Ab ov e Av er a g e	A c c e p t a b l e	Ne eds Im pr ov e m e n t	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	Ab ov e Av er a g e	A c c e p t a b l e	Ne eds Im pr ov e m e n t	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.											
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.											
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.											
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 8: Intervene with individuals, families, groups, organizations, and communities.

FALL							SPRING				
	O u t s t a n d i n g	A b o v e A v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	A b o v e A v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.											
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.											
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.											
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.											
Facilitate effective transitions and endings that advance mutually agreed-on goals.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

FALL							SPRING				
	O u t s t a n d i n g	A b o v e A v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	A b o v e A v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Select and use appropriate methods for evaluation of outcomes.											
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcome.											
Critically analyze, monitor, and evaluate intervention and program processes and outcomes.											
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro level.											

MID-TERM COMMENTS:

FINAL COMMENTS:

MID-TERM EVALUATION

The following parties have participated in this evaluation:

Signatures

Intern:	Date:
Field Instructor:	Date:
Task Supervisor (if applicable):	Date:
Field Liaison:	Date:

FINAL EVALUATION

The following parties have participated in this evaluation:

Signatures

Intern:	Date:
Field Instructor:	Date:
Task Supervisor (if applicable):	Date:
Field Liaison:	Date:

APPENDIX D SPECIALIZATION YEAR LEARNING CONTRACT



Millersville University
SCHOOL OF SOCIAL WORK
BASW-MSW-DSW

Master of Social Work Program Specialization Year Learning Contract

This document represents a learning contract between a student in the MU- SU MSW program, and a practicum site participating in the MU-SU MSW program.

This document identifies the activities and experiences the student will be involved with during the practicum. Activities should be related to each of the practice indicators associated with each of the 9 CSWE Competencies, as outlined in the MU-SU MSW Practicum Manual. For competencies 6, 7, 8 and 9, please specify activities/assignments for each client system level: individuals, groups, families, organizations, and communities. Additionally, target dates should be identified for each activity. The learning contract spans fall and spring semesters, with the opportunity to update it in the spring semester.

COMPETENCY 1: Demonstrate ethical and professional behavior.

Behaviors	Activities/Assignments	Target Date
Model professional demeanor in behavior and all modes of communication.		
Consistently model conscious use of self, self-reflection, and self-correction in practice.		
Advocate with and/or on behalf of clients for access to services.		
Provide supervision and consultation to guide other professional social workers.		
Provide leadership in resolving complex ethical dilemmas by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making.		
Develop a plan for continuing professional education and development.		

Learning Plan Contract Updates:

Notes:

COMPETENCY 2: Engage diversity and difference in practice.

Behaviors	Activities/Assignments	Target Date
Critique, synthesize, and differentially apply human behavior and social theories to guide advanced generalist practice and recognize how practice choices on all levels can be influenced by cultural context		
Model anti-oppressive practice and critically evaluate the impact of culture, privilege, and oppression, on one's personal and professional behavior.		
Provide leadership and actively promote opportunities for diverse perspectives and participation of diverse constituencies.		
Adapt interventions in culturally responsive ways that challenge oppressive systems and that show recognition of issues of intersectionality at the micro, mezzo, and macro levels.		

Learning Plan Contract Updates:

Notes:

COMPETENCY 3: Advance human rights and social, economic, and environmental justice.

Behaviors	Activities/Assignments	Target Date
Appraise how mechanisms of oppression and discrimination affect client populations.		
Utilize an integrative, anti-oppressive perspective to promote human rights as well as equitable access to services and resources for vulnerable groups.		
Design and implement strategies to advance social, economic, and environmental justice across system levels.		

Learning Plan Contract Updates:

Notes:

COMPETENCY 4: Engage in practice-informed research and research-informed practice.

Behaviors	Activities/Assignments	Target Date
Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the specialization.		
Conduct practice in a recursive and research-informed manner that includes constant assessment while implementing interventions in social work settings.		
Translate practice knowledge in order to contribute to scientific inquiry.		

Learning Plan Contract Updates:

Notes:

COMPETENCY 5: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Behaviors	Activities/Assignments	Target Date
Demonstrate an advanced understanding of the ways in which human rights, social justice, social welfare, and services are mediated by policy.		
Evaluate, formulate, and advocate for policies that advance outcomes relevant to practice at all levels.		
Demonstrate collaboration with clients, colleagues, and other constituencies for policy action.		

Learning Plan Contract Updates:

Notes:

COMPETENCY 6: Engage with individuals, families, groups, organizations, and communities.

Behaviors	Activities/Assignments	Target Date
Use differential engagement skills for empathy, reflection, and use of self to engage effectively diverse clients and constituencies in complex practice situations.		
Model effective engagement practices that mitigate personal biases and professional values to build productive rapport with client systems.		

Learning Plan Contract Updates:

Notes:

COMPETENCY 7: Assess individuals, families, groups, organizations, and communities.

Behaviors	Activities/Assignments	Target Date
Collect and critically synthesize multiple points of assessment information (HBSE and other multidisciplinary theory, data from assessment tools, practice experiences, diverse client characteristics, research findings, interviews, etc.) to create a comprehensive assessment.		
Identify, evaluate, select, and potentially modify assessment tools, methods, and approaches in advanced practice with consideration for the needs, backgrounds, and social characteristics of clients and constituencies.		

Learning Plan Contract Updates:

Notes:

COMPETENCY 8: Intervene with individuals, families, groups, organizations, and communities.

Behaviors	Activities/Assignments	Target Date
Critically assess and apply appropriate intervention strategies in response to client systems' unique circumstances and needs.		
Design an intervention strategy based upon assessment data at multiple system levels.		
Provide the social work perspective to inter-professional teams with the ability to collaboratively design interventions.		

Learning Plan Contract Updates:

Notes:

COMPETENCY 9: Evaluate practice with individuals, families, groups, organizations, and communities.

Behaviors	Activities/Assignments	Target Date
Identify appropriate evaluation methods to assess interventions.		
Use appropriate tools and technology in an ethical manner to facilitate accurate data management, both in the evaluation of the process and outcomes of interventions.		
Use self-reflection, supervision, and research methods to regularly evaluate and, if necessary, modify practice.		

Learning Plan Contract Updates:

Notes:

Signatures

Intern:	Date:
Site Supervisor:	Date:
Task Supervisor (if applicable):	Date:
Faculty Liaison:	Date

**APPENDIX E
SPECIALIZATION YEAR EVALUATION FORM**



Millersville University
SCHOOL OF SOCIAL WORK
BASW • MSW • DSW

**Master of Social Work Program
Specialization Year Evaluation Form**

Covering the Period:

[] Fall Semester (SWK/SOWK 630) September ____ through Dec. ____, 20____
[] Spring Semester (SW/SOWK 631) January ____ through May ____, 20____
_____ Student's Name: _

Site Supervisor: _____

Task Supervisor: _____

Agency Name: _____

Phone: _____ Faculty Liaison: _____

Number of practicum hours completed to date: _____

INSTRUCTIONS: This evaluation instrument is designed to provide input from the site supervisor to the student and faculty liaison about the quality of the student's performance in the practicum. The faculty liaison is responsible for assigning the student's semester grade on the basis of this evaluation and on the student's participation in the practicum seminar. **The site supervisor should review the student's learning contract before initiating the evaluation.** Student performance should be rated on the basis of the established criteria set forth in the Learning Contract. Evaluation of the student for SWK/SOWK 630 (first semester) should be reflective of the student's beginning level of knowledge and skill. Evaluation for SWK/SOWK 631 (second semester) should reflect the student's advanced knowledge in each performance area.

Instructions to Site Supervisor: *Please select only one score for each performance area.*

- 1 = Unsatisfactory:** The student has not yet developed this skill
 - 2 = Needs Improvement:** The student is beginning to recognize how it might be applied in a practice situation.
 - 3 = Acceptable -** The student demonstrates the skill at the expected level.
 - 4 = Above average -** Higher than average skills are applied fairly consistently.
 - 5 = Outstanding-** The skill is a fully integrated part of the student's practice. Advanced skill level observed.
- NYC = Not yet completed**

Evaluation should also include an assessment of the display of the four dimensions for each competency, i.e., knowledge, values, skills, and cognitive and affective processes in the comments section. The process may be guided by the narrative that accompanies each competency, where the related knowledge, values, skills, and cognitive and affective processes are stated.

The agency site supervisor is required to use the comment section of the evaluation to support and clarify ratings and provide feedback on the display of the four dimensions. Student and agency are expected to prepare the evaluation together, using this opportunity to identify areas of mastery, as well as strategies for continued professional development.

STUDENTS: You are responsible for assuring that the evaluation is completed, signed, and submitted to the faculty practicum liaison. Your signed evaluation must be submitted to your faculty liaison by the last scheduled meeting of your practicum seminar each semester. You must keep a copy for your records.

Competency 1: Demonstrate ethical and professional behavior.

FALL							SPRING				
	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Model professional demeanor in behavior and all modes of communication.											
Consistently model conscious use of self, self-reflection, and self-correction in practice.											
Advocate with and/or on behalf of clients for access to services.											
Provide supervision and consultation to guide other professional social workers.											
Provide leadership in resolving complex ethical dilemmas by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making.											
Develop a plan for continuing professional education and development.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 2: Engage diversity and difference in practice.

FALL							SPRING				
	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e d s I m p r o v e m e n t	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e d s I m p r o v e m e n t	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Critique, synthesize, and differentially apply human behavior and social theories to guide advanced generalist practice and recognize how practice choices on all levels can be influenced by cultural context											
Model anti-oppressive practice and critically evaluate the impact of culture, privilege, and oppression, on one’s personal and professional behavior.											
Provide leadership and actively promote opportunities for diverse perspectives and participation of diverse constituencies.											
Adapt interventions in culturally responsive ways that challenge oppressive systems and that show recognition of issues of intersectionality at the micro, mezzo, and macro levels.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 3: Advance human rights and social, economic, and environmental justice.

FALL							SPRING				
	O u t s t a n d i n g	A b o v e A v e r a g e	A c c e p t a b l e	N e d s I m p r o v e m e n t	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	A b o v e A v e r a g e	A c c e p t a b l e	N e d s I m p r o v e m e n t	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Appraise how mechanisms of oppression and discrimination affect client populations.											
Utilize an integrative, anti-oppressive perspective to promote human rights as well as equitable access to services and resources for vulnerable groups.											
Design and implement strategies to advance social, economic, and environmental justice across system levels.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 4: Engage in practice-informed research and research-informed practice.

FALL								SPRING			
	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the specialization.											
Conduct practice in a recursive and research-informed manner that includes constant assessment while implementing interventions in social work settings.											
Translate practice knowledge in order to contribute to scientific inquiry.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 5: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

FALL								SPRING			
	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	A b o v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Demonstrate an advanced understanding of the ways in which human rights, social justice, social welfare, and services are mediated by policy.											
Evaluate, formulate, and advocate for policies that advance outcomes relevant to practice at all levels.											
Demonstrate collaboration with clients, colleagues, and other constituencies for policy action.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 6: Engage with individuals, families, groups, organizations, and communities.

FALL							SPRING				
	O u t s t a n d i n g	A b o v e A v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	A b o v e A v e r a g e	A c c e p t a b l e	N e e d s I m p r o v e m e n t	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Use differential engagement skills for empathy, reflection, and use of self to engage effectively diverse clients and constituencies in complex practice situations.											
Model effective engagement practices that mitigate personal biases and professional values to build productive rapport with client systems.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 7: Assess individuals, families, groups, organizations, and communities.

FALL							SPRING				
	O u t s t a n d i n g	Ab ov e Av er a g e	A c c e p t a b l e	Ne eds Im pr ov em ent	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	Ab ov e Av er a g e	A c c e p t a b l e	Ne eds Im pr ov em ent	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Collect and critically synthesize multiple points of assessment information (HBSE and other multidisciplinary theory, data from assessment tools, practice experiences, diverse client characteristics, research findings, interviews, etc.) to create a comprehensive assessment.											
Identify, evaluate, select, and potentially modify assessment tools, methods, and approaches in advanced practice with consideration for the needs, backgrounds, and social characteristics of clients and constituencies.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 8: Intervene with individuals, families, groups, organizations, and communities.

FALL							SPRING				
	O u t s t a n d i n g	Ab ov e Av er a g e	A c c e p t a b l e	Ne eds Im pr ov em ent	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	A b ov e Av er a g e	A c c e p t a b l e	Ne eds Im pr ov em ent	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Critically assess and apply appropriate intervention strategies in response to client systems' unique circumstances and needs.											
Design an intervention strategy based upon assessment data at multiple system levels.											
Provide the social work perspective to inter-professional teams with the ability to collaboratively design interventions.											

MID-TERM COMMENTS:

FINAL COMMENTS:

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

FALL							SPRING				
	O u t s t a n d i n g	Ab ov e Av er a g e	A c c e p t a b l e	Ne ed s Im pr ov em ent	U n s a t i s f a c t o r y	N o t Y e t C o m p l e t e	O u t s t a n d i n g	Ab ov e Av er a g e	A c c e p t a b l e	Ne ed s Im pr ov em ent	U n s a t i s f a c t o r y
	5	4	3	2	1		5	4	3	2	1
Identify appropriate evaluation methods to assess interventions.											
Use appropriate tools and technology in an ethical manner to facilitate accurate data management, both in the evaluation of the process and outcomes of interventions.											
Use self-reflection, supervision, and research methods to regularly evaluate and, if necessary, modify practice.											

MID-TERM COMMENTS:

FINAL COMMENTS:

MID-TERM EVALUATION

The following parties have participated in this evaluation:

Signatures

Intern:	Date:
Field Instructor:	Date:
Task Supervisor (if applicable):	Date:
Field Liaison:	Date:

FINAL EVALUATION

The following parties have participated in this evaluation:

Signatures

Intern:	Date:
Field Instructor:	Date:
Task Supervisor (if applicable):	Date:
Field Liaison:	Date:

**APPENDIX F
HOURS REPORT FORM FOR PRACTICUM**



**Master of Social Work Program
Hours Report Form for Practicum**

Student Name:	Dates Covered:
Agency Name:	Site Supervisor:
Task Supervisor (if applicable):	Faculty Liaison:

Practicum Hours Worked (Fill out table below. Include supervision hours and time spent in practicum Seminar.)

Date	Start Time	End Time	Total Hrs.
		TOTALS:	
		CUMULATIVE TOTAL:	
		HOURS REMAINING:	

Signatures

Intern:	Date:
Site Supervisor:	Date:
Task Supervisor (if applicable):	Date:

**APPENDIX G
STATUS REPORT FORM FOR PRACTICUM**



Master of Social Work Program Status Report Form for Practicum

Student Name:

Date: _

A. Describe one event that occurred in your placement during the biweekly period in detail, including both objective (facts) and subjective (personal reaction) components with the following headings:

Assessment:

In this section, you will be demonstrating your understanding of "incorporating theory into practice" by utilizing an academic and/or professional resource from your social work program that coincides with the experience you described in the above section.

You must have in APA format the resource/reference that you utilized in this section.

Some examples are listed below:

During the completion of a bio-psychosocial assessment, you realize that your client needs assistance in connecting with services that are available in the community. In remembering what you have learned about ecological systems theory, you remember that people may often experience problems as they interface with the external environment. Therefore, you recognize the need to act as a services broker in helping to link your client with needed services.

OR

Your supervisor states, in a client case staffing, that a client has been afraid to confront his boss about unfair treatment at the workplace and has instead been directing his anger at his children, becoming very agitated over easily resolvable issues. From your study of psychoanalytic theory, you recognize the client's behavior sounds very much like the defense mechanism of displacement.

OR

You may be working with behaviorally different children in a school setting, where you notice that the teacher praises good behavior and ignores disruptive behavior. From your study of behaviorism, you know that behavioral approaches of positive reinforcement combined with extinction are being used to modify the student behavior.

Plan:

Develop a plan for possible next steps to improve skills.

B. Client Systems:

Please report the number of client systems with whom you have had significant contact during this period and *briefly* describe your interactions with them (interview, assessment, consultation, etc.).

How many of these client systems involve on-going relationships? Have you participated in any group work (facilitated, co-facilitated, and/or observed)? If so, please *briefly* describe these activities.

C. Describe any other significant events that occurred during this period (e.g., participated in staff meeting, attended training).

D. Please indicate dates and times that weekly supervision occurred with the Site Supervisor or Task Supervisor (TS)

FI/TS				FI/TS			
Date		Time (from-to)		Date		Time (from-to)	
Date		Time (from-to)		Date		Time (from-to)	
Date		Time (from-to)		Date		Time (from-to)	
Date		Time (from-to)		Date		Time (from-to)	
Date		Time (from-to)		Date		Time (from-to)	

If you did not receive at least one hour of in-person weekly supervision any week during this period, why not?

E. Are there any concerns and/or issues that you would like to discuss with your liaison?

F. Describe your progress with your Learning Plan Contract.

Select two competencies that you have touched on during this two-week period. Explain activities, which helped you demonstrate the associated practice behaviors. How are you applying ethical principles and critical thinking in practice at the micro, mezzo, and macro levels? This summary should be no more than 2 pages.

APPENDIX H
EMPLOYMENT BASED PRACTICUM
FORM

Master of Social Work Program
Requirements for Practicum at Place of Employment

Students enrolled in the MU/SU MSW Program may be interested in pursuing a work-based practicum. To facilitate this arrangement, the student must:

- a. Indicate this plan in the initial survey form, identifying the agency being considered.
- b. Discuss this plan with the Practicum Co-Director.
- c. Complete the form, below, in collaboration with the proposed practicum Instructor (FI).
- d. Complete the Practicum **Contact Form**.
- e. Facilitate the Site supervisors completion of the supervisor **Application**.
- f. Return this form, the practicum **Contact Form**, and the site supervisor **Application** to the Practicum Co-Director through Tevera.

The practicum Co-Director at Millersville or Shippensburg University will review these materials and assess the appropriateness of the proposed practicum.

Requirements of a work-based practicum are detailed in the practicum Manual. At minimum, a work-based practicum must meet the following conditions:

- The placement employs masters level staff or can provide MSW supervision.
- An individual with an MSW and at least two years post-MSW experience must be available as a Site Supervisor.
- Proposed practicum assignment must meet curriculum requirements.
- Students must do practicum hours in a minimum of four-hour blocks of time.
- Employed practicum is considered for only one of the two required practicums if in the same position. Rare exceptions may be made if there are unique and distinct experiences for each generalist and specialization practicum.
- Paid practicum requests are reviewed by and can only be approved by the Practicum Co-Directors with final approval from the Program Co-Directors.
- Students must show a plan for how they will demonstrate at least one new learning opportunity within their current employment-based role.

It is likely that both students and potential FIs will have additional questions pertaining to their respective roles and responsibilities. Please do not hesitate to contact the Practicum Co-Directors.

Student Name: _____

Date: _____

Agency Name: _____

PROPOSAL FOR PRACTICUM AT PLACE OF EMPLOYMENT

Please provide a description of the placement site (location, size, personnel, population served).

Please provide a detailed description of your current work role. What do you do?
What is your schedule? How many hours do you work? Who is your supervisor?

Describe your proposed practicum and identify your proposed site supervisor. Your site supervisor may be the same individual as your current supervisor only if the practicum supervision is separate from typical work supervision. Be sure to carefully describe the ways in which you will obtain new learning within your current role.

An expectation of all practicum experiences is that they will provide micro, mezzo (preferably in the fall), and macro (preferably in the spring) social work opportunities. Please discuss the ways in which this proposed practicum will meet this requirement.

Generalist students are required to dedicate 14 hours a week to their practicum; specialization students, 17 hours per week. Please identify if there are any site requirements around work-based placements.

Work Supervisor: I understand the minimum requirements for an employment-based placement. The placement site has a social worker with an MSW from a CSWE accredited program who has at least two years post-MSW practice experience who is available as site supervisor or one designated to provide weekly supervision. The practicum assignment outlined in this proposal differs significantly from the student’s previous practicum experience. The agency is committed to assigning duties in a minimum of four-hour blocks of time.

Proposed Site Supervisor: I understand the minimum requirements for an employment-based placement. I hold a Master of Social work from a CSWE accredited program and have at least two years post-MSW practice experience. I agree to supervise this student for the practicum portion of their time within placement and to ensure that the student’s supervision is separate from their typical supervision. I understand that it is my responsibility to review this with the site administrators. I have reviewed this proposal and the proposed schedule, and I agree to supervise the student according to its terms and conditions.

Student: I have read the minimum requirements for an employment-based placement. I agree to abide by all requirements. I agree to provide updated clearances at the start of my internship. I certify that the duties outlined in this proposal differ significantly from any previous practicum assignments. I understand that I must perform my practicum duties in four-hour blocks of time. I understand that violation of these policies can result in discontinuance of my practicum placement at this agency.

Signatures

Student:	Date:
Site Supervisor:	Date:
Task Supervisor (if applicable):	Date:
Work Supervisor (if different than FI):	Date:
Practicum Co-Director:	Date:
MSW Program Coordinator:	Date:

These signatures indicate that all parties agree and support the proposal presented above. Final approval of the practicum site is dependent upon review and approval by the practicum Co-Director and MSW Program Co-Coordinator.

SITE SUPERVISOR FORM



Social Work Placement Site Supervisor Information Form

Contact Information

Full Name: _____ Pronouns: _____ Date: _____
Last First M.I.

Agency: _____ Department/Unit/Program: _____

Title/Position: _____

Mailing Address: _____
Street Address Department/Floor/Suite

City State ZIP Code

Is the physical address different from the mailing address? YES NO

If so, please provide: _____
Street Address City State ZIP Code

Work Phone: _____ Email Address: _____

Cell Phone (optional): _____ Fax: _____

Education and Credentials

Bachelor Institution: _____

Field of Study: _____ Degree Acquired: _____ Date Received: _____

CSWE Accredited? Yes NO

Masters Institution: _____

Field of Study: _____ Degree Acquired: _____ Date Received: _____

CSWE Accredited? Yes NO

Ph.D./Advanced Degree Institution: _____

Field of Study: _____ Degree Acquired: _____ Date Received: _____

Other Degrees and/or Certifications: _____

Professional Credentials (check all that apply):

___ ACSW Date: _____

___ LCSW Date: _____

___ LSW Date: _____

___ Other (please specify): _____ Date: _____

Professional Memberships:

Field Instruction Information

How many years of social services experience do you have? _____

Have you previously been a site supervisor for undergraduate social work students?

___ YES ___ NO

Approximately how many have you supervised? _____

For which institution(s)? _____

Have you previously been a site supervisor for graduate social work students?

___ YES ___ NO

Approximately how many have you supervised? _____

For which institution(s)? _____

Have you previously been a supervisor for students obtaining other degrees?

___ YES ___ NO

Please describe:

Is this your first time supervising a Millersville university social work student?

___ YES ___ NO

Is this your first time supervising a Shippensburg University social work student? ___ YES ___ NO

Please indicate which students you are interesting in supervising (check all that apply):

___ BSW students (1 semester; 450 hours total)

___ MSW students (2 semesters; 400 or 500 hours total)

Please list any training and/or teaching experience:

How do you best describe your area of expertise (both skills and field of practice)?

How do you hope to benefit by supervising a social work student? Why are you interested in being a site supervisor?

Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge. I understand that, as a site supervisor, I will need to provide regular supervision and complete required trainings (please see program practicum manual for details).

Signature

Date

Please return to the appropriate campus via mail, fax, or email:

Shippensburg University
Department of Social Work & Gerontology
Practicum Director
1871 Old Main Drive
Shippensburg, PA 17257
Phone: (717) 477-1717
Fax: (717) 477-4051

Millersville University
School of Social Work
Practicum Director
P. O. Box 1002
Millersville, PA 17551
Phone: (717) 872-7351
Fax: (717) 872-7941
swfieldeducation@millersville.edu

Date Approved: _____

Initials: _____

APPENDIX J
STUDENT EVALUATION OF PRACTICUM FALL SEMESTER



MU/SU MSW Program
Student Evaluation of Practicum
Fall _____

Name of Agency _____

Name of Student _____

Name of Site Supervisor _____

**Please respond to the following questions and submit this completed survey to your Faculty Liaison.
(Type in responses and edit the form as necessary)**

The Practicum Director will consider this feedback while planning for future placements. We will ask you to complete a similar form at the end of the Spring Semester.

You and your Faculty Liaison will share the information you provide below into meetings with your Site Supervisor at the beginning of the Spring Semester. If you would like some of your thoughts to remain confidential, please be sure to indicate within your responses.

Reflect on your Fall Semester at your practicum site...

Has your practicum experience enabled you to meet your Curriculum Competencies and Practice Behaviors? That is, are you “getting what you need” from your practicum experience? If not, why not?

Has your agency welcomed you into the organization, understanding and respecting your role as STUDENT?

Have you received enough support and instruction? Please elaborate.

Has your placement provided you with ample opportunity to experience micro, mezzo, and macro social work practice? Please provide examples and/or discuss barriers that prohibited you from engaging these learning experiences.

What are some strengths of your placement? What has it taught you so far?

Please identify at least one area for your learning development.

Anything else you would like us to know?

THANK YOU FOR YOUR FEEDBACK.

APPENDIX K
STUDENT EVALUATION OF PRACTICUM SPRING SEMESTER



MU SU MSW Program
Student Evaluation of Practicum
Spring _____

Name of Agency _____

Name of Student _____

Name of Site supervisor _____

**Please respond to the following questions and submit this completed survey to your Faculty Liaison.
(Type in responses and edit the form as necessary)**

The practicum o-Director will consider this feedback while planning for future placements.

If you would like some of your thoughts to remain confidential, please be sure to indicate within your responses.

Reflect on your Spring Semester at your practicum site...

Has your practicum experience enabled you to meet your Curriculum Competencies and Performance Indicators? That is, are you “getting what you need” from your practicum experience?

Were there significant changes or differences between your experience in the Fall Semester and your experience in the Spring Semester at your placement? Were they positive or negative?

Did you encounter any barriers during your practicum experience? Were you able to overcome them? Please elaborate.

Has your agency welcomed you into the organization, understanding and respecting your role as STUDENT? Was this different from your Fall Semester experience?

Would you recommend other MSW students to this practicum site? Is it better suited as generalist year or specialization year site? If yes, please elaborate.

Please identify at least one unexpected lesson you learned either this semester or over the academic year at your placement. This may have been something you learned that was not on your learning contract.

Did your practicum experience help to direct your future social work practice goals and/or placement ideas for your next placement?

Anything else you would like us to know?

THANK YOU FOR YOUR FEEDBACK.

APPENDIX L
STUDENT EVALUATION OF SITE SUPERVISOR

STUDENT EVALUATION OF SITE SUPERVISOR

Student's Name _____

Fall Evaluation Date _____ Spring Evaluation Date _____

Agency _____ Department _____

Site Supervisor Name and Position _____

Supervision

1. Describe the arrangements for your practicum supervision (individual, group, formal, informal, frequency, duration, topics discussed).

Fall:

Spring:

2. Describe the ways in which the conferences are helpful. Recommendation for changes?

Fall:

Spring:

EVALUATION OF SITE SUPERVISOR

		Very Good		Satisfactory		Somewhat Unsatisfactory		Unsatisfactory	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
A.	Facilitated the process of integration into the agency system.								
B.	Encouraged and supported attendance at staff meetings, seminars and workshops.								
C.	Encouraged and supported learning about community resources, including visits to other agencies.								
D.	Facilitated my understanding and use of agency policies and procedures.								
E.	Encouraged my critical assessment, appraisal and evaluation of my work with clients.								
F.	Provided clear, understandable feedback on an on-going basis.								
G.	Facilitated learning of specific practice skills.								
H.	Was clear and consistent about the expectations of this placement.								
I.	Was accessible to answer my questions and concerns.								
J.	Assisted me in the process of academic and practicum experience.								
K.	Encouraged and engaged in mutual assessment of learning needs, expectations and progress on an on-going basis.								
L.	Encouraged identification with professional values and encouraged professional behavior consistent with those values.								

STUDENT' COMMENTS: Please make any comments or give examples which would further clarify or expand on your ratings (e.g., teaching methods, areas of strengths and weaknesses, suggestions for changes).

Fall:

Spring:

Fall Signatures:

Student

Spring Signatures:

Student

APPENDIX M
SOCIAL WORK PLACEMENT SITE INFORMATION FORM



Millersville University
SCHOOL OF SOCIAL WORK
BASW • MSW • DSW

Social Work Placement Site Information Form

Agency Name: _____

Mailing Address: _____
Street Address *Department/Floor/Suite*

_____ *City* *State* *ZIP Code*

Is the physical address different from the mailing address? YES NO

If so, please provide: _____
Street Address *Department/Floor/Suite*

_____ *City* *State* *ZIP Code*

Phone: _____ Fax: _____ Website: _____

Standard Setting or Licensing Body for Agency, if applicable: _____
Does the agency have current approval/license from this body? YES NO

Hours of Operation:
Monday _____ Thursday _____ Saturday _____
Tuesday _____ Friday _____ Sunday _____
Wednesday _____

Agency Administrator: _____

Title: _____ Phone: _____ Email: _____

Agency Contact Person for Placements: _____

Title: _____ Phone: _____

Email: _____

Does the agency employ staff with Bachelors-level social work degrees (BSW, BASW)?

___YES___NO

Does the agency employ staff with Masters-level social work degrees (MSW)?

___YES___NO

Please indicate which students you would be willing to host (check all that apply):

___BSW students (1 semester; 450 hours total)

___MSW students (2 semesters; 400 or 500 hours total)

Please indicate any requirements for placement at your agency (check all that apply):

___Child Abuse History Clearance___Criminal Record Check___FBI Background Check

___Medical Clearance___Tuberculosis Test___Drug Test

___Other (please specify): _____

Is a car a necessity?___YES___NO

Is there mileage reimbursement?___YES___NO

Does your agency offer or require evening and/or weekend hours for student placements?

___YES___NO

If so, please explain:

How would you describe the type of agency (check all that apply)

___Addictions

___Health Care

___Aging/Geriatric Services

___Housing

___Chemical Dependency

___Mental Health/Behavioral Health

- Child Welfare
- Occupational/Industrial
- Community Health
- Physical Disabilities
- Correctional/Criminal Justice
- Public Welfare
- Education/School
- Victim Services
- Other (Specify): _____
- Youth Services

Where are your agency's services provided? (check all that apply)

- Agency-Based
- Inpatient
- Community-Based
- Outpatient
- Day Treatment
- Residential
- Home-Based
- Other (Please specify): _____

What types of services does your agency provide? (check all that apply)

- Individual
- Clinical Diagnosis
- Family
- Clinical Therapy
- Group
- Committee Participation
- Advocacy
- Community Organization
- Biopsychosocial Assessment
- Court Liaison
- Case Advocacy
- Crisis Intervention
- Case Management
- Education
- Cause
- Grant Writing
- Home Visiting
- Information and Referral
- Interdisciplinary Collaboration
- Program Development
- Research
- Social Action
- Treatment Planning
- Work with Coalitions
- Other (please specify): _____

Agency Population Served

Please describe the client/consumer population(s) served by the agency (age, gender, socioeconomic status, race, religion, ethnicity, sexual orientation, language, culture, etc):

Student Roles and Expectations

Describe in detail the professional roles and practice activities that you propose to provide and expect from the student. Please indicate any differences for BSW and MSW students. (You may attached a “job description” if you have one available.)

Resources

Describe your intent and ability to provide resources for the student (office space, telephone, computer, agency orientation, email account, supplies, practice space, access to agency database, etc.):

Liability

Describe any liability issues that are of concern to you and/or that a student should be made aware of prior to placement:

Limitations

Describe any limitations that would be placed upon a student’s learning activities for whatever reason:

Other

Please include any additional information about your agency and/or areas of concern not addressed above:

Thank you for taking the time and effort to complete this request for information. It will be used in determining the appropriateness of your agency for a learning experience for our students. It will also be used by our students as an introduction to your agency when making a choice for their placements. We recommend that you interview students prior to offering a placement.

Please submit any other documents, brochures, or handouts that would be helpful in understanding your agency.

If there are any significant changes in this information after submission of this form, please update us as soon as possible. Please complete the information below to indicate that the form is accurate.

Name

Date

Title

Please return to the appropriate campus via mail, fax, or email (contact us for email information):

Shippensburg University
Department of Social Work & Gerontology
Practicum Director
1871 Old Main Drive
Shippensburg, PA 17257
Phone: (717) 477-1717
Fax: (717) 477-4051

Millersville University
School of Social Work
Practicum Director
P. O. Box 1002
Millersville, PA 17551
Phone: (717) 871-7351
Fax: (717) 871-7941

For OFFICE Use Only:

Date Received: _____ Initials: _____

Date of Site Visit: _____ Initials: _____

Notes:

**APPENDIX N PRACTICUM CONTACT
FORM**



**MU-SU Master of Social Work Program
Practicum Contact Information Form**

Student Name:

Student Phone Numbers (cell, agency office, work, home etc.):

Student e-mail address:

Site Name:

Site Supervisor's Name (i.e. Site Supervisor and/or Task Supervisor):

Site Supervisor's e-mail address:

Site Address:

Site Phone Number:

Site Web Site (if applicable):

I acknowledge that my confirmed placement is completely separate from my employment. Further, I confirm that I have discussed the scheduling of this placement with my site supervisor and employer and both are aware of the other's work/placement requirements, with the understanding that I must create a schedule in which the hours do not conflict. I agree to provide updated clearances at the start of my placement.

Signed: _____

Date: _____



Appendix O: PRACTICUM EDUCATION RISK MANAGEMENT PROTOCOL: Disruption of Placement

The MU-SU MSW program has developed a plan to assist with the disruption of student Social Work internships in the event of a local, state, or national emergency or event. Students are to feel empowered to make an informed decision regarding attendance related to the health and safety of themselves and others. Special thanks to University of North Carolina and University of Michigan for sharing their work.

If this type of event occurs, the following plan should be executed regarding practicum education:

- Student contacts Faculty Liaison to request the option of working remotely.
- Faculty Liaison hears the concerns and assesses the students:
 - Rationale for working remotely
 - Individual circumstances
 - Agency placement (i.e. closures, risk, etc.)
 - Length of time for the request
 - How many hours the student needs to complete the requirements
- If warranted, Faculty Liaison instructs the student to work with Site Supervisor to develop contingency plan addendum.
- Student and Site Supervisor meet (remotely or in person) to agree on tasks.
- Final addendum is submitted to Faculty Liaison. Addendum is signed (electronic is acceptable) initiating agreement and sends a copy to the practicum Director.
- As necessary, students will send written assignments to Site Supervisor/Task Supervisor documenting how many hours they spent completing the task (assignments do not need to be graded, only produced as receipt of completion.)
- Faculty Liaisons monitor via course contact and virtual site visits to re-negotiate as needed.

This policy is designed to address a temporary need. If the placement disruption continues beyond 45 days, MU-SU MSW program will reassess and determine the best way to support students while addressing practicum requirements.

Remote Activities Contingency Plan

- Students should continue to keep a log of hours spent completing tasks and supervision.
- The addendum must be approved by both the Site Supervisor and Faculty Liaison
- Written activities should be attached to the final evaluation

REMOTE ACTIVITIES PLAN

Competency 1-9	Activities/Assignments	Target Date

Signatures

Site Supervisor:
Faculty Liaison:
Student:

**Appendix P: MILLERSVILLE UNIVERSITY STUDENTS ONLY
SITE SUPERVISOR ADVISORY BOARD
SCHOLARSHIP APPLICATION**

Eligibility: Practicum Students

Purpose: To provide an opportunity for students to attend social service workshops when money is not available through agency

Pays for: Workshop Registration fee

Maximum: \$100.00

Provided by: Donations from Site Supervisor

Deadline: Two weeks before registration check is needed **Application:**

Submit to Social Work Department Practicum Director

Feedback: You may be requested to share information from the conference with others (ex. class presentation)

(Please type)

Name _____ **Date** _____

Address _____

Phone Number _____ **Student ID# M00** _____

Agency Placement _____

Student Signature: _____

Department Chair Signature: _____

Workshop Description (please attach registration form or describe title, presenter(s), sponsor, date, location, cost and any other relevant information)

Appendix Q: SHIPPENSBURG UNIVERSITY STUDENTS ONLY

**PRACTICUM EDUCATION
REQUEST FOR FINANCIAL ASSISTANCE APPLICATION**

If you are requesting help with costs associated with practicum, please complete this form, and turn in to the main office, Shippen Hall 382.

Purpose: To help students pay for costs associated with practicumsuch as clearances, practicumsoftware, trainings/workshops/conferences

Provided by: College of Education and Human Services Dean's Office and/or Department of Social Work and Gerontology
Deadline: At least two weeks before funds are needed

Your Name: _____ Date: _____

Address: _____

Email Address: _____ Phone Number: _____

Amount Requested: \$_____

Please describe the reason for your request and what the funds will be used to pay for:

Student Signature: _____

Department Chair or Dean's Office Signature: _____

Date: _____





Millersville University
SCHOOL OF SOCIAL WORK
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Appendix R: Acknowledgement of Roles and Expectations

Student Name:

Placement Site: _____

Site Supervisor:

Task Supervisor (if applicable):

Faculty Liaison:

- We acknowledge reviewing and discussing each stakeholder's roles and responsibilities during the student's internship practice experience.
- Student acknowledges that clearances have been submitted and are accurate as of the start of the internship.
- We verify that agency orientation and safety policies have been addressed with student(s).
- With our signature, we affirm the review of the roles and expectations of each stakeholder.

Signatures: Date:

Faculty Liaison:

Field Instructor:

Task Supervisor (if applicable):

Student Intern