EASTERN KENTUCKY UNIVERSITY
FIELD EDUCATION MANUAL

BSW CAMPUS STUDENTS PRACTICUM PLACEMENTS

Department of Anthropology, Sociology, and Social Work

Eastern Kentucky University
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http://www.antsocswk.eku.edu/

Eastern Kentucky University admits students without regard to gender, race, creed, national or ethnic origin, age, or disability.

The Social Work Baccalaureate Program is accredited by the Council on Social Work Education.

August 2020
Dear Field Agency Instructor:

This manual has been prepared to provide basic information about the social work curriculum at Eastern Kentucky University (EKU), and about the responsibilities and expectations for all parties involved.

It is hoped that the most pressing questions that arise as you work with the EKU social work program are answered somewhere in this document. Should that not be the case, it will be a help to future efforts if you will let us know and share the unanswered questions with us. Anytime there are questions or concerns regarding the field instruction tasks, please be in contact so that we may respond to them appropriately and in a timely manner.

Input from you regarding our mutual efforts is one of the most valuable resources that we have for continued learning and for feedback regarding the effectiveness of the field instruction component in the curriculum.

Your agreement to work with the social work program at Eastern Kentucky University as an agency field instructor, is a gift of time and effort that is greatly appreciated by us and by the students with whom you invest. Thank you!

Sincerely,

Stephanie Adams, MSW, CSW
Social Work Program Director

Pam Black, MSW
Field Education Director
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HISTORY AND DEVELOPMENT OF THE SOCIAL WORK PROGRAM

In the academic year 1967-68 the Department of Anthropology and Sociology hired two full-time social work faculty to develop a social work major and a range of social work courses began to be offered.

In 1974 the department name was changed to Anthropology, Sociology, and Social Work.

The first social work accredited degrees were awarded in 1977. The first BSW degrees were awarded in the early nineteen eighties.

Accreditation
EKU’s Social Work Program has been accredited by the Council on Social Work Education (CSWE) since Spring 1977. The student receives a BSW (Baccalaureate of Social Work) degree at his/her successful completion of the required curriculum. www.cswe
Re-affirmation of CSWE accreditation Spring 1985.
Re-affirmation of CSWE accreditation Spring 2000.
Re-affirmation of CSWE accreditation Spring 2008.
Re-affirmation of CSWE accreditation Spring 2017.

Begun as Social Work Career Day in 1983, Social Work Symposium in the late nineteen eighties, and today what is called EKU Social Work Day (Professional Development) and Student Social Work Day, the Student Social Work Association and the Social Work Program faculty collaborate to host Social Work Day events in the Fall and Spring semester. The student event is a day of activities focused upon information related to an identified topic of significance to social work practice and to the social services community at large. The professional development day is targeted for Agency Field Instructors (new, experience, prospective), other community partners, social workers and practitioners. This day is an opportunity to network with others in the community to teach on best practices for field and licensure requirements.

In Fall 1995 a formal process for official admission to the program was put into operation as part of the faculty’s responsibility for “gate-keeping” and in response to accreditation standards.

In Fall 1996 membership was established in a consortium whose purpose was to develop a child welfare certification curriculum to be used by undergraduate programs across the state. The University has since awarded a vast number of social work degrees with Public Child Welfare Certification.

The Public Child Welfare Certification Program Site Coordinator since 1996:
  Michele Gore, 1996 – 2003
  Pamela Johnson, Hazard
  Anthony Goldson, Hazard
  Pam Black, 2004 to present

The Social Work Program Directors since Spring 1974:
  Suzanne Friedman, 1974 until June, 1982
  M. Jane Allen, Fall 1982 until June, 1993
  J. Douglas Burnham, Fall 1993 to June 2002
  Dr. Marlene Huff, Fall 2002 to Spring 2005
  Dr. Carole Olson, Interim Coordinator, Fall 2005-June 2007
  Dr. Pat Litzelfelner, Fall 2007-2016
  Stephanie Adams, Spring 2017 - present
The Field Education Coordinator/Directors:
C. Robert Welch, until Spring 1985
Carol Good, from Fall 1985 until retirement Spring 1996
Michele Gore from Fall 1996 to Spring 2006
Dr. Pat Litzelfelner, Fall 2006-Spring 2007
Juanita Westerfield-Extended Campuses, Fall 2007 to Spring 2018
Pam Black, Fall 2007 to present

In the Fall of 1982 there was an enrollment of about fifty majors with five full time faculty. In the Fall of 1983 there were four full time faculty and fewer than fifty majors. After a year of level enrollment there were progressive increases in the number of majors until about 1992, when there were 275 majors. Since then the enrollment has stabilized within a range from about 230 to 265.

From the beginning of its CSWE accredited history the EKU Social Work Program has established and maintained a positive and strong reputation within the community of social work educators both here in Kentucky and nationally.

EKU Online provides more than 30 online degree options and has received numerous honors, including being named one of the best online colleges in the nation by U.S. News & World Report.

The program began offering the online BSW program in Fall 2017 and the online MSW program in Fall 2020.
Caroline Reid, PhD, MSW
Online Program Coordinator

Online MSW program offered Fall 2020
Ann M. Callahan, PhD, LCSW
MSW Program Director

Pam Black, MSW
Associate Professor
Field Education Director
PCWCP Coordinator (Campus Programs)
Eastern Kentucky University
521 Lancaster Ave, Keith 223
Richmond, KY 40475
(859) 622-2279
(859) 622-8167 fax
pam.black@eku.edu
SOCIAL WORK CURRICULUM

A. Curriculum Design and Organization

B. Mission

C. Program Goals

D. Program Objectives/Core Competencies

E. Generalist Approach to Social Work

F. Social Work Curriculum Requirements

G. Field Placement Process

H. Field Courses at EKU
A. CURRICULUM DESIGN AND ORGANIZATION

As a CSWE accredited program, Eastern Kentucky University’s social work program curriculum is based on the CSWE Educational Policy Statement, the mission of the University, and the particular social service needs of the East Central region of Kentucky.

The program's mission guides the development of program goals and objectives. Courses and course objectives are designed to meet the program objectives. Each course develops assignments and experiences that to some degree measure the achievement of course objectives.

Thus the design might look like this:

Eastern Kentucky University's Mission

Program Mission

Program Goals

Program Objectives

Social Work Course Objectives

Assignments and Experiences

Regional Needs

What follows in this section are detailed descriptions of these various components.

B. MISSION

The Eastern Kentucky University Social Work Program provides a student-centered collaborative and dynamic environment that prepares students for competent and ethical social work practice in a diverse world. This is accomplished through self-reflection, rigorous academics, knowledge based on scientific inquiry and experiential learning in a safe and nurturing environment. We strive to graduate students who understand the complexities of the relationship between people and their environments, value human rights and believe in the dignity and worth of all human beings. Completion of EKU’s generalist social work degree will provide the knowledge, values and skills to become practitioners who can think critically and creatively. Our mission is to graduate ethical leaders who advocate for social and economic justice in rural, urban and global communities, with an emphasis on EKU’s identified service region.
C. PROGRAM GOALS

1. Provide a fluid curriculum, grounded in a liberal arts perspective that prepares students for competent and effective entry-level generalist professional social work practice with individuals, families, groups, organizations, and communities through mastery of the knowledge, values, and skills that inform the nine core competencies;
2. Integrate into the program the values, knowledge and skills of the social work profession and to socialize students to the profession through self-assessment and self-awareness;
3. Prepare students to deliver ethical social work practice through the development of critical thinking to guide professional judgments and practice; and
4. Prepare students for advocacy and service to diverse populations-at-risk and to advance economic and social justice.

D. PROGRAM OBJECTIVES / CSWE CORE COMPETENCIES

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed research and Research –Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

*Full explanation of CSWE Educational Policy and Accreditation Standards can be found in the appendix.

E. THE GENERALIST APPROACH TO SOCIAL WORK PRACTICE

As social work has developed as a profession there have been many new approaches to practice, the most familiar methods being casework, group work and community organization. In recent years, however, the emphasis in social work has been to put the "social" back in social work. Thus theorists, practitioners and educators have developed what we refer to as the generalist approach to social work practice. Anne Minahan, one of the major proponents of the generalist approach, lists the major objectives of social work as:

1. to help develop new resource systems to meet the needs of people;
2. to establish initial linkages between people and resource systems and between resource systems themselves to make them accessible to each other;
3. to facilitate and improve interaction between people within resource systems to promote the effective and humane operation of these systems and to make them responsive to people's needs
4. to facilitate ongoing interactions between resource systems to enable them to work together effectively; and
5. to help people develop and effectively utilize their own internal problem solving and coping resource

In this context, resource systems may be informal systems such as family, friends or neighbors; formal systems--organized membership groups such as unions or professional groups; or societal systems such as governmental and voluntary social welfare, justice health or education agencies.
Some characteristics of the generalist approach include: (1) a view of social work as one profession where all components adhere to one process; (2) that all social workers need to develop essential social work skills; (3) that interventive activity is based first on the needs of the client system; and (4) the theme of "mutual work" is basic to the approach. Client system and change agent system (worker and agency) must agree on the focus of work.

The social work process mentioned above is based largely on a scientific model and is strongly dependent on systems theory. There is a dynamic interplay of the phases of this process. Most theorists seem to agree that the following phases are included in the process: (1) initiating contact; (2) assessment of the stress situation or problem; (3) goal setting and determination of task (contrast); (4) action phase--tasks performed according to planned change strategies; (5) termination; and (6) evaluation of the planned changed effort.

The generalist approach emphasizes the importance of worker and client working together in a manner that preserves human dignity and professional integrity: the generalist acts in conjunction with the client and with the client's consent or, in some cases in behalf of the client's knowledge. The generalist worker usually acts within four broad interventive roles: broker, enabler, advocate and activist. Although the agency setting is important in helping to determine boundaries of work, the generalist worker must possess skills effective in dealing with any size client system. He/she must be prepared to deal with private troubles as well as public issues. It is the aim of the generalist practitioner, from a holistic frame of reference, to deal with a client system in a manner most relevant to the client's needs and with the client's participation in the process.

The social work program at Eastern Kentucky University is a strong advocate of the generalist approach to social work practice. It is our belief that the baccalaureate social worker is expected to perform a variety of functions and tasks with and in relation to client systems of various sizes. The BSW is primarily employed to facilitate the interaction between people and resource systems. Social workers, no matter what their level of professional practice, BSW, MSW, DSW, must acquire first a knowledge, value, and skills base which constitutes the generalist theory. Thus, the generalist approach becomes highly significant and appropriate in preparing the student for beginning social work practice as well as continuing educational growth in his/her chosen profession. To ensure consistency throughout the program, Eastern Kentucky University's Social Work Program adheres to the following perspective of generalist practice:

The practice of social work requires that a practitioner be prepared to intervene in a wide range of different settings with client systems of any size. There is a common body of knowledge, values, and skills used and there is a recognition that often the most effective change occurs when a professional addresses problems at different private and public issue levels.
F.

SOCIAL WORK CURRICULUM REQUIREMENTS

SOCIAL WORK MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 210</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK 225</td>
<td>Human Behavior/Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 310</td>
<td>Introduction to Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SWK 335</td>
<td>Human Behavior/Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 340</td>
<td>Social Work Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SWK 350</td>
<td>Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 354</td>
<td>Practice Skills Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>SWK 355</td>
<td>Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 360</td>
<td>Social Work Practice III</td>
<td>3</td>
</tr>
<tr>
<td>SWK 390</td>
<td>Field Experience in a Social Agency</td>
<td>3</td>
</tr>
<tr>
<td>SWK 410</td>
<td>Social Welfare Policy Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 455</td>
<td>Selected Topics</td>
<td>6</td>
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<tr>
<td>SWK 490</td>
<td>Social Work Practicum</td>
<td>12</td>
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Total Major Requirements: 51 hours

SUPPORTING COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PSY 200</td>
<td>Psychology as a Social Science</td>
<td>3</td>
</tr>
<tr>
<td>SOC 131</td>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 232</td>
<td>Introductory Sociological Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOC 400</td>
<td>Racial and Cultural Minorities (or SOC 399)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Major Requirements: 12 hours
GENERAL EDUCATION REQUIREMENTS

Refer to the EKU Undergraduate Catalog for details on all University requirements and for requirements for admission to upper division status (planned curriculum).

Curriculum and Major Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Major Requirements</td>
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<tr>
<td>Supporting Requirements</td>
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<td>General Education</td>
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<td>University Requirements</td>
<td>4</td>
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<tr>
<td>Free Electives</td>
<td>17</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>120 hours</strong></td>
</tr>
</tbody>
</table>

Social Work Course Descriptions

SWK 210 Introduction to Social Work. (3) I, II. Introduces philosophy, values, ethics, and processes of the social work profession; emphasizes the bases of Generalist practice theory; areas of practice; social justice and the role of violence in society.


SWK 310 Social Welfare Policy History. (3) I, II. Prerequisite: ENG 102 or 102R or ENG 105(B) or HON 102. History of social welfare policy; its role and relationship with other social institutions; structure and function of U.S. system compared to other national systems; inequitable distribution of resources; and its contribution to an oppressive environment. Credit will not be awarded to students who have credit for SWK 310W.

SWK 310W Social Welfare Policy History. (3) I, II. Prerequisite: ENG 102 or 102R or ENG 105(B) or HON 102. History of social welfare policy; its role and relationship with other social institutions, structures and function of U.S. system compared to other national systems; inequitable distribution of resources; and its contribution to an oppressive environment. Credit will not be awarded to students who have credit for SWK 310.

SWK 335 Human Behavior/ Social Environment II. (3) I, II. Prerequisite: SWK 210. Prerequisite or corequisite: SWK 225. Examination and application of theories of community, organizational and group behavior. Critical analysis of the social, economic and political forces and institutions that impact human behavior.

SWK 340 Social Work Research Methods. (3) I, II. Prerequisite: SWK 310. Prerequisite or corequisite: SWK 390 and SOC 232. The course teaches application of both qualitative and quantitative research methods within the context of social work practice.

SWK 344 Stress Management & Self-Care (3) A. Prerequisite: ENG 102 or 102R or ENG 105 (B) or HON 102. Introduction to the science of stress and stress management focusing on developing lifetime
habits of wellness and self-care for the helping professions. Major focus on experiential, evidence-based stress management exercises.


**SWK 354 Social Work Practice Methods.** (3) I, II. Corequisite: SWK 350. Focuses on interactional activities and exercises that foster the development of interviewing skills, data collection, and synthesis, assessment, service contracting and use of relationship skills.

**SWK 355 Social Work Practice II.** (3) I, II. Prerequisites: SWK 335, 350, and 354. Addresses the social work process with groups and families with a focus on assessments, intervention, implementation, and evaluation of practice strategies. Facilitation of psycho-educational groups to practice group work skills.

**SWK 358 Child Abuse and Neglect.** (3) A. Prerequisite: Admission to the Public Child Welfare Certification Program (PCWCP) and departmental approval. Knowledge base for identification, risk determination and psycho-social assessment of child abuse, neglect and dependency situations. Explores service delivery, role of the court, and the impact of cultural and institutional violence. Required course for PCWCP.

**SWK 360 Social Work Practice III.** (3) I, II. Prerequisite: SWK 335 and SWK 350. Prerequisite or corequisite: SWK 390. Social Work process and skills applied to assessment and intervention with networks, organizations, and communities. Emphasis on community research; program development and evaluation; grantsmanship; strategies to advance social justice and address institutional and cultural violence.

**SWK 365 Crisis Intervention** (3) I, II. Prerequisite: ENG 102 or 102R or 105 (B) or HON 102. This course will examine current theories pertaining to crisis intervention, assessment strategies, key public policy issues, and the treatment system. This course uses on-line discussion, presentations, and videos to facilitate learning.

**SWK 390 Field Experience in a Social Agency.** (3) I, II. Prerequisites: SWK 350 and SWK 354 and overall GPA 2.5 or above. Corequisite: Personal Liability Insurance. A total of 112 hours spread over the semester in an agency, or community program, approved by Field Education Coordinator plus a weekly seminar is required. Applications of practice theory and process. Application must be made through Field Education Coordinator the semester preceding placement. Social Work majors only.

**SWK 410 Social Welfare Policy Practice.** (3) I, II. Prerequisite: SWK 310 or SWK 310W. Dynamics of policy implementation at administrative, judicial, and legislative levels: policy analysis, formulation, modification, and evaluation; focus on policies that contribute to social injustices and policies that foster the creation, enhancement, or promotion of violence.

**SWK 440 Addictions.** (3) I, II. Prerequisites: Junior or Senior standing. Open to all majors. This course will examine how to assess, intervene, and treat individuals, families, and groups with substance abuse and other addictions. The course will examine addictions from a strengths perspective.

**SWK 450 Child Abuse Interventions.** (3) A. Prerequisite: SWK 358 and admission to Public Child Welfare Certification Program (PCWCP). Development of assessment, intervention, and prevention skills in child abuse and neglect. Focus is on public agency involvement. Required course for PCWCP.
SWK 455 Selected Topics in Social Work. (3) A. Prerequisite: departmental approval. Recommended Junior or Senior standing. Open to all Majors. Course content will be determined by interest, and developments in the profession. May be retaken to a maximum of nine hours.

SWK 456 Children's Services. (3) A. Prerequisite: instructor approval. Critical appraisal of societal values of priorities underlying services to children. Examines range of services and skills used in social work practice with children; understanding psycho-social needs of children.

SWK 457 Assessing Needs of Older Adults. (3) A. Examines societal values relating to the elderly; psycho-social needs of the elderly; community-based and institutional services; and dynamics of working with the elderly and their families. Open to all majors.

SWK 490 Social Work Practicum. (12) I, II. Prerequisites: Overall GPA of 2.5 and completion of all other major requirements with a minimum grade of “C.” Corequisite: Personal Liability Insurance. Supervised practice in a social agency approved by Field Education Coordinator. A total of 384 hours over the course of the semester plus a weekly seminar is required. Application must be made through Field Education Coordinator the semester preceding placement. Social Work majors only.

SWK 495 Independent Study in Social Work. (1-6) A. Student must consult with the faculty supervisor and have the independent study proposal form approved by faculty supervisor, program director, and department chair prior to enrollment. May be retaken to a maximum of six hours.

SWK 499 Directed Research in Social Work. (3). A. Prerequisite: Departmental approval. A directed research experience for social work majors that integrates a research experience with the students’ professional development and the production of a substantive deliverable product (e.g., poster or conference presentation).

Course descriptions for supporting requirements

Social Work majors are required to take four courses (12 credit hours) that support the professional foundation courses. The four support sources are pre-requisites or co-requisites that either provide basic knowledge, or as enrichments to enhance learning for the social work professional foundation courses.

PSY 200: Introduction to Psychology (3) I, II
A survey of the major content areas and methods of psychology, including history, biological correlates, cognition, language, intelligence, motivation, emotion, development, personality, abnormal, therapy, and social behavior. Credit will not be awarded for both PSY 200 and 200W.

SOC 131: Introductory Sociology (3) I, II
Basic principles in sociology, including socialization, groups and interaction, culture, social structure and institutions (family, education, religion, politics, economics), crime/deviance, social inequalities (race, class, gender), and sociological research methods and theories.

SOC 232: Sociological Analysis (3) I, II
Prerequisites: SOC 131 or 235 and ACT Math score of 19 or higher or SAT Math score of 500 or higher, or equivalent MAT placement test score, or MAT 105 or higher with a grade of C or better. Statistical analysis of survey data, including forming sociological research questions, variable selection, analysis, interpretation, and writing in standard scientific form.
SOC 400 or SOC 399

SOC 399 Gender and Society. (3)
Cross-listed as WGS 399. Prerequisites: SOC 131 or SOC 235; ENG 102 or ENG 102R or ENG 105(B) or HON 102. Emphasis on the relationship between the social construction of gender and the experiences of people of all genders in societies. Consideration of the cultural and historical construction of gender and identity. Gen. Ed. E-6 [GE]. Credit will not be awarded for both SOC 399 and WGS 399.

SOC 400 Race and Ethnicity. (3)
Cross-listed as AFA 400. Prerequisites: SOC 131 or SOC 235; ENG 102 or 102R or ENG 105(B) or HON 102. Analysis of the development of racial and ethnic relations from the perspective of sociology and related social sciences. Examination of issues related to dominant and minority group status in the United States and cross-culturally. Gen. Ed. E-6 [GE]. Credit will not be awarded for both SOC 400 and AFA 400.

F. FIELD PLACEMENT PROCESS
Student must apply for field the semester prior to taking the field practicum course. Students attend a practicum orientation session, submit an application packet, and participate in an individual interview with faculty to discuss placement options. The Field Education Director is responsible for making the placement inquiry on behalf of the student. Campus students are permitted from making inquiry contact with an agency without permission from the Field Education Director.

G. FIELD COURSES
Students are in agency placements for 16 weeks in the Fall and Spring semester.
SWK 390 is considered the junior practicum: 112 minimum hours; 8 hours a week (1 day a week)
SWK 490 is considered the senior practicum: 384 minimum hours; 24 hours a week (3-4 days a week)

SWK 390 Summer Placements: Students are in placement for 8 weeks (2 days a week)
THE FIELD INSTRUCTION COMPONENT

A. Its Unique Function
B. Field Instruction Sequence
C. SWK 390 "Experience in A Social Agency"
D. SWK 490 "Social Work Practicum"
E. Roles and Responsibilities in Field Education
F. Selection of Agencies and Agency Instructors
G. Dual Relationships in Field
H. Criteria for Field Placements in which the Student is Employed
I. Field Instructors Orientation and Training
J. Monitoring Students in Placement
K. Maintaining Contact with Agencies and Field Instructors
L. Process for Placing Students with Non-SWK Degreed Field Instructors
M. Relationship Between the Agency and the University
N. Field Evaluations
   o Student Evaluations (To be completed by the Agency Field Instructor at midterm and final)
   o Field Agency Instructor Evaluation (To be completed by the student)
   o EKU Field Agency Instructor Feedback (To be completed by the Agency Field Instructor)
A. ITS UNIQUE FUNCTION

This component is unique in function because of its experiential nature and because of its interrelatedness to the other program components. The objectives of this component are to provide the student with opportunities: to enhance and develop skills that apply process and theory learned in the classroom; to develop ability to identify with the profession; to increase self-awareness through relating personal attitudes and values to situations confronted within the performance of assigned responsibilities; and to become a functional, competent element in the agency/social service delivery system.

As the student becomes a part of the delivery system it is necessary that the student become familiar with and knowledgeable about the formal and informal aspects of the system which makes it unique in the social service community. These aspects include: written and unwritten policies; areas of specialized practice knowledge; specific referral resources; and particular staffing patterns.

The competencies expected of all students who receive the social work degree are outlined in the "Program Objectives."

The social work major spends 496 clock hours in unpaid field placement experiences. The field courses represent a significant percentage (fifteen out of forty-five hours) of the academic credit hours required in the social work major. It is these courses that are the "testing ground" for the student practitioner.

B. FIELD INSTRUCTION SEQUENCE

There are two one-semester educationally directed courses: SWK 390, "Field Experience in a Social Agency," generally taken in the junior year; and SWK 490, "Social Work Practicum," taken during the senior year. While the above courses constitute the obvious field component, the student is introduced to social service agencies through the required volunteer experience of 25 hours (SWK 210), agency interview assignments, and guest speakers from the practice community, as they complete the requirements of their other social work courses.

More informally, and within the advisory process, students committed to a social work major are encouraged to consider summer employment and/or volunteer work in service activities sponsored by campus organizations and within the community. These pre-placement experiences are considered to be an important part of the student's total development. Extra-curricular activities can significantly add to and enhance the range and level of understanding that a student brings into his/her placement.

Each member of the social work faculty is involved with practice activity through various committees, organizations, and/or board memberships. There is regular contact with agency instructors. The most structured contact by all- the full time faculty is through attendance at the annual social work day event with community partners and through field instructor training sessions. Both events offers the opportunity for the faculty and agency instructors to share evidence based practice ideas and to discuss matters of field related issues.

Through practice activities and purposeful contact with field placement agency instructors, the full time faculty are more able to bring current insights and information into the learning experience.
C. SWK 390 "EXPERIENCE IN A SOCIAL AGENCY"

This course can be taken concurrently with the group practice course (SWK 355), research (SWK 340) and community, organization practice course (SWK 360). It introduces the student to the arena of social work practice. This course often serves as the student's first formal experience in actual practice situations and provides an opportunity to test out the career choice of social work. It provides actual situations where the student may apply the practice principles and knowledge he/she has learned previously or is learning concurrently.

SWK 390 consists of eight hours per week for one 16 week semester or 16 hours per week in an 8 week course. It takes place in a supervised educationally directed setting where the student functions as a participator/observer. A minimum of 112 clock hours is required in an agency or agency directed activities. The student participates in a two-hour seminar (four hour seminar during an 8 week class) which meets weekly throughout the semester. The faculty member assigned as the field liaison for the student leads the seminar. There are several agency related seminar assignments. The student receives three academic credit hours for the course and the course is required for social work majors. The student is graded on a "satisfactory/unsatisfactory" basis. The course syllabus, included in this manual, contains the performance expectations for students enrolled in this course.

D. SWK 490 "SOCIAL WORK PRACTICUM"

The student enrolled in this course is assigned to an agency four days a week for sixteen weeks of a semester or two consecutive 8 week terms. The course is taken in the senior year. A minimum of 384 clock hours of agency or agency directed experience is required. The student participates in a two-hour weekly seminar. Students receive twelve hours academic credit for this course and are graded on a "satisfactory/unsatisfactory" basis.

SWK 490 is the final required course in the major sequence. It is in this course that the student must take on a significant role as a beginning, professional practitioner. The student is expected to view self as a member of the social services delivery system to which he/she is assigned. The student is expected to develop the ability to function within the system as a professional service provider; to assess the effectiveness of the system; and to evaluate the influence of the system on the client systems served. The student is also expected to grow in self-awareness and to establish an identity with the profession of social work. Upon completion of the senior block placement, the student must be able to demonstrate the characteristics of a beginning level professional practitioner and be capable of assuming appropriate professional responsibilities as a competent member of the social work community.

E. ROLES AND RESPONSIBILITIES IN FIELD EDUCATION

To promote a quality field practicum, it is essential that key persons involved in the practicum understand the complexity of their roles and work in cooperation with one another. The following section delineates the roles and responsibilities of those key individuals.

Director of Field Education

- The Field Education Director (FED) is responsible for coordinating the Field Education Program.
- Maintain positive professional relationship between Social Work Program and the practice community, social service consumers, and larger community resource providers.
- Arrange, publicize and conduct orientation meetings for SWK 390 and 490 each semester.
- Facilitate an understanding of current field issues, student challenges, CSWE field accreditation issues for all SWK faculty and university administrators as needed.
- Arrange for the collection and management of practicum applications and materials for assigned identified campus.
- Schedule interviews between placement applicants and social work faculty.
- Chair interviews with each applicant.
- Place each qualified student in optimal practicum sites each school semester after assessing the students’ needs, abilities, and learning.
- Coordination of all faculty (full time, extended campuses, and part time) involved in field placement teaching.
- Oversight of part time faculty teaching field placement courses.
- Teach six semester hours during Fall and Spring semester.
- Develop new practicum sites as needed.
- Assess, measure and evaluate performance quality of existing practicum sites.
- Arrange contracts between EKU and practicum sites for each practicum.
  - Coordinate field work with SWK and Departmental clerical/administrative support staff.
  - Facilitate necessary approvals for agency/university Memoranda of Agreement.
- Manage all field placement agencies’ concerns about practicum experience.
- Assume leadership in continued evaluation of practicum course syllabi, texts, assignments, and seminar content and recommend to social work faculty changes when needed.
- Represent EKU field program at national level via BPD and CSWE organizations.
- Evaluate and recommend changes in practicum evaluation process, procedures, and forms as needed.
- Take leadership in revisions of Field Placement Manual.
- Arrange for adequate number of field placement manuals for all agency supervisors.
- Take part in state and national efforts to strengthen the field component in social work education, including membership in Kentucky’s Consortium of Field Directors.
- Collect and retain files of each practicum student at the end of each semester or summer session. Files will include: application, self-evaluation, learning contract, midterm evaluation, final evaluation, and other relevant information concerning the student’s practicum experience (information from checklist).
- If requested by agency, field instructor, or students, assist in resolution of practicum problems or complaints.
- Mediate difficulties concerning practicum experience between part time faculty teaching placement and students in placement. Concerns between full time faculty and students will be referred to the Program Director.
- Address and manage issues and concerns about part time faculty teaching field placement courses. Inform Program Director of issues and concerns about full time faculty teaching field placement courses.
- Share with faculty field instructor’s information which should be shared with agency field instructors about a student or placement.
- Monitor training orientations at all campus sites.
- Assume a leadership role in the accreditation process in all matters regarding field.
- Assume a leadership role in the development of field programs at all campus sites.

**Faculty Field Instructor**

The Faculty Field Instructor teach the field practicum seminar courses and maintain contact with the Agency Field Instructor’s in the professional development of students in practice.
- Maintain positive professional relationship between EKU’s Social Work Program and the agencies where students are placed.
- Attend faculty field instructor’s seminar for orientation and discussion of field issues. These seminars will usually take place at the beginning of each semester.
- Facilitate weekly seminar class for practicum students.
- Mediate between students and agency. Notify Field Education Director (FED) of any problems requiring further mediation as soon as possible.
- Evaluate student’s class assignments and assign final grade.
- Evaluate student’s SWK 490 comprehensive paper.
- Evaluate student’s logs and return within one week.
- Meet with new agency instructor in their agency twice each semester.
- Midterm evaluations should be completed prior to date midterm grades are due.
- Notify FED when students with an unsatisfactory grade at midterm or at end of semester.
- Complete monthly travel vouchers and submit to Department secretary.
- Attend and participate in meetings for agency field instructors (new and experienced supervisors).
- Submit student files to FED within two weeks of semester’s end.
- Inform FED of concerns about agencies and/or agency supervisors as concerns arise.

Agency Field Instructor
The Field Instructor has the primary responsibility for the student’s education in the field practicum. The field instructor is an educator and a role model who demonstrates professional skills and behaviors and guides the student in the learning and integration of social work knowledge, values, and skills.
- Selects and makes appropriate assignments that address the educational competencies for the practicum and that take into consideration as much as possible the student’s past experience, learning styles, career goals, and unique learning needs.
- Provides an orientation to the agency.
- Informs relevant agency staff of the student’s role in the agency.
- Works with student to develop the student’s learning plan.
- Process Supervision: Meets at least one hour each week with the student for an educationally focused conference and supervision.
- Reviews and signs student field practicum timesheet.
- Contacts the faculty instructor if consultation or assistance is needed, and participates in regularly held semester meetings with the faculty instructor and student.
- Assesses the student’s progress on a regular basis and completes all evaluation instruments in a timely manner.
- Participates in field instructor training and in other opportunities for college-agency exchange.
- Contributes knowledge and suggestions to the college for updating the field practicum and/or master’s curriculum.
- Provides a resume or copy of social work diploma.

Agency Task Instructor
The term “task instructor” is used to indicate an agency staff member who assumes certain responsibilities for the student’s field education as delegated and monitored by the field instructor. The task instructor may provide direct daily supervision of the student’s learning activities. The task instructor does not replace the field instructor but is expected to be well informed of the college’s
educational plan and understand their role in the student’s learning. The field instructor helps the student integrate the task instructor’s contribution into the overall educational experience.

Student
The student is expected to be an active adult learner with a commitment to and investment in preparation for a career in the profession of social work. The expectations for the knowledge, values, and skills that students must acquire in field practice are specified in detail in the educational competencies for each practicum.

- Complete all pre-placement requirements for field.
- Read the field manual and abide by all field policies and procedures.
- Prepare for placement interviews and present in a professional manner. Interview preparation includes review of the agency website and developing some questions to ask at interview. Professional presentation includes manner of dress and all forms of communication in scheduling and completing the interview.
- Complete agency practicum placement process and requirements, including background checks, applications, resume, immunization records, proof of insurance, attend formal orientation, etc.
- Participate with the field instructor in examining the educational competencies and practice behaviors and developing learning assignments for the field practicum.
- Demonstrate the professional use of supervision by preparing for the weekly supervisory meeting, taking initiative to raise questions for discussion and demonstrating application of theory to practice.
- Demonstrate professional behavior at all agency meetings and functions and in all interactions with agency staff.
- Assume responsibility for self-direction of learning.
- Engage actively in the evaluation process by seeking ongoing feedback from the field instructor and participating in all formal evaluations.
- Use the NASW Code of Ethics as a guide in all practicum activities.
- Treat all information about agency clients in a confidential matter.
- Abide by agency policies regarding practice activities, dress codes, working hours, inclement weather, and attendance. Some agencies may have policies and norms that prohibit piercings, visible tattoos and specific clothing or shoes.
- Maintain an accurate record of time on the field practicum timesheet.
- Report absences to the field instructor in advance when possible and make arrangements with the field instructor to make up any lost hours in a timely manner.
- Communicate with the field instructor regarding any concerns with the field experience and engage constructively in finding solutions. If these concerns cannot be resolved with the field instructor, contact the faculty instructor to request consultation and assistance.
- Meet with faculty instructor to review progress and discuss any concerns or problems in the placement experience.
- Transport self to and from the field practice agency.
- Pay annual premium for professional liability insurance. It must be paid before the field practicum starting date.
- Complete the form, Student Evaluation of Field Practice, at the end of the placement.
- Submit all required forms according to the designated schedule.
- Participate in the completion of the end of semester evaluation of your progress by preparing input for the evaluation conference that includes a self-assessment of your work.
- Use the field experience as a positive opportunity for professional growth and development.
Respect the confidential nature of the case materials they are working on. Clients are not to be discussed with friends, family members, or in any setting outside the agency or seminar. Cases, appropriately disguised, may be discussed in social work classes, where all students will treat, as confidential, all information presented by others.

F. SELECTION OF AGENCIES AND AGENCY INSTRUCTORS
The importance of effective field instruction settings cannot be over-emphasized. It is in these settings that the student seeks to achieve validation of his/her learning expectations. The social work program, through the field placement director and/or faculty members with field placement assignments, approve all field agency settings.

CRITERIA FOR SELECTION OF PLACEMENTS AND AGENCY INSTRUCTORS FOR SWK 390, FIELD EXPERIENCE IN A SOCIAL AGENCY

The social work program faculty recognize that the relatively brief time periods scheduled for the SWK 390 placement limit the level of responsibility assigned to the student. However, agencies which use these students do provide experiences which can fully meet the objectives of the course. These placements offer the student opportunities to experience direct client contact which requires the use of knowledge, values, and many of the skills taught in the program. While each placement is unique, all have common features which can be generalized into the following criteria for selection of agency settings:

1. The agency and/or program should have been in operation for some time, at least long enough to be considered an integral part of the community.

2. The agency or program should have a sanction to operate and should receive some support, not necessarily financial, from the community or client system it serves.

3. The agency or program should be oriented to, but not particularly limited to, providing direct client services to client systems. It should have commitment to and experience with cooperation with other agencies.

4. The agency or program should provide opportunities for the student to participate in staff meetings and conferences whenever possible to observe the decision making and policy making processes.

5. There should be an accepting attitude toward the student among the agency staff, including clerical personnel. Staff patterns should be relatively stable.

Characteristics Desired in an Agency Field Instructor Are:

1. The student's agency instructor should demonstrate a commitment to the values held by the social work profession.

2. The agency instructor must be able to oversee the work of the student and be knowledgeable of the student's activities and growth.

3. The agency instructor must have the time to and be willing to engage in regular supervisory conferences with the student; participate in evaluation conferences at midterm and at the end of the semester; and complete the necessary paperwork to meet University requirements.
4. The agency instructor should demonstrate an ability to enjoy the challenge of participating in an educational program and to receive satisfaction from guiding the student in her/his professional development.

5. The agency instructor will possess a BSW or MSW degree; exceptions to this will be rare and based on training, experience, and demonstrated commitment to the values and knowledge of the profession.

CRITERIA FOR SELECTION OF PLACEMENTS AND AGENCY INSTRUCTORS FOR SWK 490, THE SOCIAL WORK PRACTICUM

The criteria used for SWK 490, the major social work practicum is as follows:

1. The agency should be considered an integral part of the community. In providing social services, there should be an effective referral system which is closely associated with other agencies in the community.

2. The agency should receive acceptance and support from the community it serves.

3. The agency should provide direct services to client systems in conjunction with other types of services.

4. The agency should stimulate the student to become involved in program planning and policy-making decisions.

5. The agency should provide opportunities for the student to participate in staff meetings, in-service training sessions, and conferences.

6. The agency should provide direction in establishing effective client system/worker relationships for evaluating the social work process and outcome.

7. There should be an accepting attitude toward the student by agency personnel and a desire to provide a broad range of learning experiences.

8. The agency instructor should demonstrate a commitment to the values held by the social work profession.

9. The agency instructor should demonstrate ability to identify the student's areas of strength and weakness and to assist in the student's effort toward appropriate change.

10. The agency instructor should demonstrate and ability to enjoy the challenge of participating in an educational program and to receive satisfaction from guiding the student in his/her professional development.

11. The agency instructor must have the time to devote to ongoing supervisory sessions (at least one hour per week) and the interest to encourage innovative and creative ideas in the social work process.

12. The agency instructor must allocate time to engage in evaluation conferences at the midterm and the end of the course term, as well as complete other necessary paperwork meeting University requirements.
13. The agency instructor should possess a BSW or MSW degree; exceptions to this will be rare and will be based on training, experience, and demonstrated commitment to the values and knowledge of the profession.

14. In situations where a 490 student was supervised by a non-degreed social worker in 390, the highest priority will be to place with a social work degreed field instructor for 490.

G. DUAL RELATIONSHIPS IN FIELD
(Adapted from College of St. Catherine School of Social Work Policy on Dual Relationships in Field)
To avoid a conflict of interest, field instructors should not enter into dual-role relationships with field students that are likely to detract from student development or lead to actual or perceived favoritism. Although there are definite pedagogical benefits to establishing good rapport with students and interacting with students both inside and outside the agency, there are also serious risks of exploitation, compromise of academic standards, and harm to student development. It is the responsibility of field instructor to prevent these risks from materializing into real or perceived conflicts of interest. The practicum course instructors are available to consult with field instructors to help keep relationships focused on field education goals and requirements.

Related to these issues of dual relationships, it is the policy of the social work program to avoid making field placements involving:

1. Supervision by a family member or friend, whether primary field instructor, secondary field instructor, task, consultant, or practice consultant.
2. Supervision by another student in the MSW program, including task supervision.
3. Supervision by current supervisor at place of employment (refer to Student Work Site Placement policies for detailed information).
4. Agencies where the student has been previously employed.
5. Field instructors that supervised a student in previous employment.
6. Placement in an agency where the student or a family member is or has been a client.
7. Other placements where existing relationships may impair meeting educational goals.

If a student has an existing relationship with proposed field instructor or agency, the student and proposed field instructor have the responsibility to disclose this when the placement is proposed. The Field Education Director will assess the nature of the relationship for its potential impact on field education.

H. CRITERIA FOR FIELD PLACEMENTS IN WHICH THE STUDENT IS EMPLOYED
The Field Education Director will conduct an evaluation for appropriateness in meeting the learning objectives of the course and criteria for selection of the placement and agency supervisor. After the completion of this evaluation, students may be placed in an agency in which they are employed under the following conditions:

1. The student has at least two years’ work experience at the agency and is not on probation in their current employed position.

2. The department and area of field placement is distinct from the job (roles and responsibilities) for which they are employed. The practicum experience must be “new learning and new experiences unrelated to their current employed position.”
3. The prospective Field Instructor must have a MSW degree and is different from the Employment Supervisor. The Field Instructor has at least two years’ work experience at the agency.

4. The student is not paid for field placement hours nor can they count work time as practicum hours.

5. The agency will draft a practicum student agreement regarding the student’s roles/responsibilities, identification of the Social Work Degreed Field Instructor who will supervise the practicum, and process for differentiating the unpaid practicum hours from regular work hours. The agreement should also include an attachment of the students’ current employment job description and duties.

6. The agreement will be reviewed for appropriateness of the placement and approval by the Field Education Director and Program Director.

7. The approved practicum student agreement is signed by the prospective Agency Field Instructor, Agency Employment Supervisor, EKU Field Education Director, EKU Program Director and Student. Note: This policy applies only for SWK 490 students.

Revised: 9/24/2019

I. FIELD INSTRUCTORS ORIENTATION AND TRAINING
Prospective field instructors receive an overview of the EKU field practicum process, responsibilities for supervising a practicum student, and the field education manual. It is expected that field instructors attend field instructor training or a meet and greet with the field director prior to commencing work with a student. If this is not possible, the field instructor will attend the next scheduled field training or attend an online training. The field director may also meet with the new field instructor remotely to provide an orientation to the roles and responsibilities of the field instructor, discuss the affiliation agreement and provide information about the curriculum. The field director is also available to conduct individual orientations or consultation throughout the semester.

J. MONITORING STUDENTS IN PLACEMENT
The primary responsibility for monitoring student field placements is that of the field instructor who maintains contact with agency field instructors and/or task supervisors. The agency instructor is responsible for providing the student with appropriate practice activities and tasks that will assist the student toward demonstrating practice behaviors related to educational competencies. The student is accountable to the agency instructor for the activities agreed upon in the learning contract process. It is clearly recognized by all parties that the student is accountable to the agency instructor for all tasks as outlined in the learning contract.

Ongoing monitoring of students’ status in field is conducted by the faculty instructor during the seminar discussions, reflective assignments, review of the learning contract to determine if the student and field instructor are utilizing the planned assignments and working on the identified objectives to meet the core competencies, and the two required agency visits at the midterm and final student evaluation. The faculty instructor carries primary responsibility for the provision of continuity to the field component learning experience. This responsibility is fulfilled in several ways, such as developing a relationship with the selected agency instructor, negotiating understanding of the educational process for the particular student with the agency instructor, assisting the student in seminar sessions in integrating classroom content with the placement experience. These tasks require close and effective communication with the student and the agency field instructor. Assignment of the student's course
grade is the responsibility of the faculty instructor. This responsibility is met only after careful consultation with the agency field instructor and conferences with the student.

Also should a problem arise any point throughout the semester, other contacts may occur in efforts to troubleshoot the issue. Throughout the academic year the field director requests updates from the field instructor regarding potential problems at the agencies, to inquire about student progress at agencies, or early evaluation for an upcoming placement.

K. MAINTAINING CONTACTS WITH AGENCIES AND FIELD INSTRUCTORS
Ongoing engagement with field instructors are performed in many ways throughout the professional relationship and partnership with the agencies and field instructors. In addition to maintaining contact with the agencies and field instructors through offering of ongoing trainings and workshops, the social work program utilizes the role of the faculty instructor. Beyond the initial contact and pre-placement duties of the field director, the faculty instructor assigned to teach the practicum course, performs an important role in maintaining contact with the faculty instructor in the early placement stage. Faculty are expected to call the agency field instructor within the first two weeks of the student beginning placement to answer questions, to assure the student is in placement, to discuss upcoming assignments and to schedule the midterm evaluation. The faculty instructor also sends out an email during the first week, introducing themselves and thanking the field instructor for their commitment to provide field experience for the student. This email also includes a copy of the course syllabus, midterm evaluation and the contact information for the faculty instructor. Up to the first week, the field instructor has only had contact with the field director, so this email becomes the official transition from pre-placement to placement responsibilities.

Throughout the semester, the faculty instructor has additional responsibilities for maintaining contact with the agency and field instructors.

- Assuring that the educational focus of the placement is maintained;
- Participating in the review of the student’s learning contact;
- Responding to issues raised by students or the field instructor;
- Consulting with the field instructor in supervisory techniques as needed;
- Consulting with the field director if problems remain unresolved;
- Participating in the midterm and final evaluation.

Library Resource for Field Instructors: Kentucky Virtual Library (KYVL) which is a collaboration between social work and the EKU library to give field instructors and former students access to research opportunities and updated information of other professional websites. This library resource provides former students and community partners with opportunities for lifetime learning.

Annual Social Work Day Event
The social work program provides an annual professional development day for field instructors, alumni and other community partners to come together to network and increase their professional knowledge. This annual social work day event is also a great agency recruitment opportunity to evaluate new placement settings.
L. PROCESS FOR PLACING STUDENTS WITH NON-SOCIAL WORK DEGREE* FIELD INSTRUCTORS

1. The decision to accept someone as an Agency Field Instructor who does not hold a social work degree is based on training, experience, and demonstrated commitment to the values and knowledge of the profession. The Field Education Director (FED) will maintain a file on all non-degreed supervisors, with specific information about the supervisor's unique qualifications to supervise EKU social work students (Implemented Fall 1997).

2. The FED will discuss the NASW Code of Ethics, social work values, and standards for student performance for any new non-social work degreed supervisors at their initial orientation session. Written materials will be distributed to new supervisors as appropriate.

3. The SWK 390 and SWK 490 practicum seminars will specifically address the issue of non-social work degreed staff performing social work duties and being assigned a social work job title. **Kentucky's social work licensure requirements will be discussed in detail from a multi-disciplinary viewpoint. Students will be asked to critically evaluate in seminar as well as in course assignments the job duties and performance of non-social work degreed staff and discuss the benefits of social work credentials.

4. Faculty seminar instructors will be made aware of their students placed with non-social work degreed agency supervisors. The Faculty Instructor will conduct three agency visits during the semester. One at the beginning, middle and end of the semester.

5. It is expected that all non-social work degreed agency supervisors will attend the new supervisors' orientation before receiving an additional practicum student.

*Defined as: agency supervisor without an accredited social work degree (BSW or MSW).
**The State Board of Social Work Examiners grandfathered personnel working in social work positions prior to 1975, and thus those workers are allowed to use LSW as a part of their title.

M. RELATIONSHIP BETWEEN THE AGENCY AND THE UNIVERSITY

The relationship between the field agency and the University is a key factor in the student's placement experience. Clear communication and cooperation is critical to the success of the field component for the student, agency, and university.

DEFINITION OF RESPONSIBILITIES

The faculty field instructor carries primary responsibility for the provision of continuity to the field component learning experience. This responsibility is fulfilled in several ways, such as developing a relationship with the selected agency instructor; negotiating understanding of the educational process for the particular student with the agency instructor; assisting the student in seminar sessions and individual interviews to integrate classroom content with the placement experience; and many other tasks that are necessary to close, effective communication with the student and the agency instructor. Assignment of the student's course grade is the responsibility of the faculty field instructor. This responsibility is met only after careful consultation with the agency field instructor and conferences with the student.

Various teaching methods are used to accomplish the goals of the field instruction component. These methods include evaluation and feedback on student weekly logs; organization and conduct of the
seminars; student conferences; case presentations; and support for student effort to introduce significant ideas and concerns about field experiences into the classroom discussion.

The faculty field instructor meets at least twice a semester with the agency instructor and the student. A midterm and final term evaluation conference is held with the agency instructor and student in order to discuss and review the educational progress of the student. Additional visits may be scheduled as deemed appropriate by the faculty and/or agency instructor. All appointments with the agency instructor are negotiated within the specific circumstances of the given situation.

The agency instructor is responsible for providing the student with appropriate practice assignments and other agency tasks that will assist the student toward reaching his/her goals and for giving the student the necessary instruction and supervision to enable her/his accomplishment. The student is accountable to the agency instructor for client system contacts. This includes recording, reporting on contracts, and the delivery of service. It is clearly recognized that the student is accountable to the agency instructor for all assignments required and all tasks delegated by the instructor, as well as the methods used in completing them.

SOCIAL WORK FACULTY AND AGENCY FIELD INSTRUCTOR MEETINGS

Agency instructors and the full time social work faculty at EKU meet twice annually. The purpose of the meetings is focused on the process of fulfilling the mutual responsibility for ensuring the preparation of the EKU social work student for beginning professional social work practice upon graduation. The information presented in this meeting is basic material regarding the current state of the curriculum and future directions. An opportunity for discussion about matters of concern is scheduled for the latter part of the meeting.

Each Fall and Spring semester, the Field Education Director sends invitations to all the agency instructors who are supervising an EKU student for the first time or multiple times; have supervised an EKU student in placement but for some reason have not attended a meeting orienting him/her to the EKU social work program; or have agreed to supervise an EKU student but have not yet done so because of timing issues or because a suitable match has not yet been made. It is expected that the agency instructor must attend the orientation before receiving additional EKU students.

THE AGENCY-UNIVERSITY AGREEMENT

Prior to, or during the beginning of, the placement period it is expected that the agency and the faculty field instructor will negotiate an agreement. This agreement explicates the general responsibilities of the Agency and the University. To ensure better communication and understanding of the cooperative nature of field placement between the social work program, the University, and the agencies which participate in the placement component, this agreement is established. An agreement is for one semester only. Two copies are to be signed by each party. One copy will be retained by the agency, and the other by the social work program at EKU.

It is understood that some agencies may require the completion of additional forms, memoranda of agreement, or other standard documentation initiated by the agency which are necessary for completion of the arrangements for the student's placement. These will be addressed on an individual needs basis. A sample copy of the agreement can be found on the following page.
AGENCY-UNIVERSITY AGREEMENT

To foster communication and understanding of the cooperative nature of field placement between the Social Work Program at Eastern Kentucky University and the agencies who participate in the placement component, this agreement is established. An agreement is for one semester only. Two copies should be signed by each party. One copy will be retained by the Agency and the other by the Social Work Program, Eastern Kentucky University.

AGREEMENT
between

SOCIAL WORK PROGRAM
Department Of Anthropology, Sociology, And Social Work
Eastern Kentucky University
Richmond, Kentucky 40475

and

For the period beginning: ________________ and ending: ________________

for (number) ___________ students in SWK 390 __ 8 Hours per week
1. ____________________________ 2. ____________________________

for (number) ___________ students in SWK490 ______ 24 Hours per week

1. ____________________________ 2. ____________________________

(Faculty Instructor) (Agency Field Instructor)

A. Responsibilities of the University (Social Work Program)

1. The University will provide the Agency with a field manual which states the objectives, policies and content of the Social Work field placement component.

2. The University will provide the Agency with information about the student’s academic background, work and volunteer experience, learning expectations and special interests and skills.

3. In cooperation with the Agency and the Student, the University assigns student(s) to the Agency and will set the educational direction and goals for the student. (NOTE: The Agency makes the final decision as to students assigned.)

4. The University will provide student performance evaluation forms to be completed by the Agency and returned to the University at mid-term and at the end of the agreement period.

5. The University shall be responsible for setting periodic assessment conferences with the Agency and with the student. The frequency of these conferences shall be determined by the needs of the student, but the minimum shall be two such conferences per semester.
6. The University shall provide at least one seminar per year in which Agency Field Instructor and Social Work Faculty shall participate; the content of these seminars shall relate to: (1) the goals and the objectives of the Social Work Program; (2) improving the quality of the field placement component; and (3) the educational development of the Agency Field Instructor and the Social Work Faculty.

7. The University will hold required weekly seminars for all students in field placement and will make written and/or oral assignments as indicated.

8. The University assumes the responsibility for evaluating the overall achievement of the student and assigning the academic grade. This grade will be based upon the evaluations of the Agency Field Instructor; the student's self-evaluation; the student's participation in and attendance at seminars and his/her written assignments.

9. The University shall retain final approval of all Agencies and Instructors participating in the field placement component of the Program.

10. In all matters of field instruction the University shall observe rules of confidentiality as understood within the framework of social work education.

11. The University and each student will comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records.

B. Responsibilities of the Agency:

1. The Agency will provide a Field Instructor who meets the qualifications as defined by the University.

2. The Agency will grant the Instructor the necessary time to fulfill his/her responsibilities as defined in this agreement and in the manual, including time to attend the University seminars for Field Instructors.

3. The Field Instructor, in consultation with the faculty instructor and the student, plans assignments and experiences for the student that will: (1) meet the educational goals and objectives of the student; (2) orient the student to the overall purpose and functions of the Agency; and (3) enhance the student's knowledge of the social work profession, values and development of skills required for the beginning level of social work practice.

4. The Field Instructor will provide periodic cooperative opportunities for on-going assessment of the student performance in the field.

5. The Field Instructor agrees to submit a written evaluation of the student's performance at mid-term and at the end of the agreement period and additional evaluation material throughout the agreement period as requested by the faculty instructor.

6. The Agency agrees to provide the student access to its facilities and resources in order to enhance his/her learning experiences. This will include the assignment of space to the student sufficient to the completion of required tasks.
The Agency and the University recognize the interdependence of their relationship on behalf of the social work program and the students. Each enters into this agreement with the intention of cooperating with the other in fulfilling the conditions of this agreement. Each agrees to promote the interests of the profession of social work, social work education, and the client system served by the Agency and the community.

This agreement will be reviewed at regular intervals and can be modified at any time by mutual consent.

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<tr>
<th>FOR THE AGENCY:</th>
<th>FOR THE UNIVERSITY:</th>
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<tr>
<td>(Name and Title) (Date)</td>
<td>Director, Social Work Program (Date)</td>
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<td>(Name and Title) (Date)</td>
<td>Dean, College of Arts &amp; Sciences (Date)</td>
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N. FIELD EVALUATIONS

The Agency Field Instructor will complete the Student Field Evaluation form at midterm and at the completion of the placement. The form is reviewed with the student prior to the midterm and final evaluation meeting between the student, field agency instructor, and faculty instructor. Field Instructors rate student performance based on the social work competencies and related practice behavior using a five point scale. The rating is based on the evidence the student has entered on the learning plan and also on the field and task instructors’ observations of the student’s performance in field.

Field Practicum Grading Policy (Faculty)
The faculty teaching the practicum course is responsible for assigning the final grade. Faculty assigns the final grade after careful consultation with the agency field instructor and conferences with the student, review of the learning contract, final evaluation, and successful completion of all seminar course assignments.

SWK 390 Student Evaluation
"Field Experience in a Social Agency"

Social Work 390 is the student's first opportunity to integrate the knowledge base, value orientation and practice methodology in an actual practice setting with real client systems. The field experience student will test his/her educational achievements in activities directed by the agency staff member and monitored by the course instructor to assure that the experience promotes growth and skill development for each individual student. The weekly seminar also contributes to the student's integration of knowledge, values and methodology into a beginning level of competence as a generalist practitioner.

SWK 390 is designed to provide the student with first-hand, direct services responsibility in a structured and closely supervised manner. The course should provide opportunity for observational experiences as well as direct client contacts in order to provide beginning experience in assessment, goal setting, planning, intervention, evaluation, record-keeping, use of supervision, self-assessment and values clarification. Course objectives are established for personal qualities, social work values, knowledge and skills.

The Evaluation of Student's Field Performance form will be reviewed during the faculty instructor/field agency instructor/student midterm and final evaluation conferences. The student's strengths and limitations will be discussed and documented, thereby serving as a frame of reference for the remainder of the semester. The student will be free to review this form at any time in order to discuss their present level of accomplishment and degree of improvement during the course of placement time remaining.

The evaluation form will be completed prior to the faculty/field instructor/student final conference. At this time the student's strengths and weaknesses will be discussed and documented. The student will be expected to evaluate his/her own learning experience with the agency instructor where there will be an opportunity to both offer and receive feedback and in return. This final evaluation conference will serve as a means of comparing the student's level of accomplishment and improvement from mid-semester to the end of the course.

Other means by which the faculty instructor is able to evaluate the student's level of accomplishment are through the weekly log assignments, field seminars, and papers. The weekly written assignments should
contain brief accounts of weekly activities with emphasis on assessing problems and implementing problem-solving techniques and strategies. The student is expected to apply academic theory and knowledge into actual work performance. During field seminars the student is expected to progress past the point of participation and be able to analyze field activities, present alternative behaviors to problem areas, and establish planned change efforts.

Note: If the student's rating in any area for SWK 390 is two (2) or below, explain how the student's work performance warranted the rating s/he received. Attach extra pages if needed.
Rating Scale for Evaluation of Field Placement Performance—SWK 390
Junior Practicum - Revised August 2017

Midterm □       Final □

Name of Intern ___________________________    Date _______________________

Instructions for Rating Interns on the 9 Competencies: The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria:

1 The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future
2 The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future
3 The intern has met the expectations for interns in this area
4 The intern is functioning above expectations for interns in this area
5 The intern has excelled in this area

*If the student’s rating in any area is two (2) or below, explain how the student’s work performance warranted the rating and what is needed for improvement in the comment section.

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about their work performance in the agency.

<table>
<thead>
<tr>
<th>Competence #1: Intern demonstrates ethical and professional behavior</th>
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<tr>
<td>1.1 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.</td>
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<td>1 2 3 4 5</td>
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<tr>
<td>1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
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<td>1 2 3 4 5</td>
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<tr>
<td>1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic</td>
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**Communication.**

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<th></th>
<th>Use technology ethically and appropriately to facilitate practice outcomes.</th>
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<th>Use supervision and consultation to guide professional judgment and behavior.</th>
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Comments:

**Competence #2: Intern engages diversity and difference in practice.**

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<th></th>
<th>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</th>
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<th></th>
<th>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</th>
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Comments:

**Competence #3: Intern advances human rights and social, economic, and environmental justice.**

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<th></th>
<th>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</th>
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Comments:

**Competence #4: Intern engages in practice-informed research and research-informed practice.**

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<tr>
<th></th>
<th>Use practice experience and theory to inform scientific inquiry and research.</th>
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<th>Use and translate research evidence to inform and improve practice, policy, and service delivery.</th>
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Comments:
### Competence #5: Intern engages in policy practice.

| 5.1 | Identify social policy at the local, state, and federal level that impacts your client’s well-being, service delivery, and access to social services. | 1 | 2 | 3 | 4 | 5 |

Comments:

### Competence #6: Intern engages with individuals, families, groups, organizations, and communities.

| 6.1 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | 1 | 2 | 3 | 4 | 5 |
| 6.2 | Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies | 1 | 2 | 3 | 4 | 5 |

Comments:

### Competence #7: Intern assesses individuals, families, groups, organizations, and communities.

| 7.1 | Collect and organize data, and apply critical thinking to interpret information from clients and constituencies | 1 | 2 | 3 | 4 | 5 |
| 7.2 | 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. | 1 | 2 | 3 | 4 | 5 |
| 7.3 | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. | 1 | 2 | 3 | 4 | 5 |
| 7.4 | Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | 1 | 2 | 3 | 4 | 5 |

Comments:
Competence #8: Intern intervenes with individuals, families, groups, organizations, and communities.

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<tr>
<td>8.1</td>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td>1</td>
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<tr>
<td>8.2</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td>1</td>
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Comments:

Competence #9: Intern evaluates with individuals, families, groups, organizations, and communities.

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<td>9.1</td>
<td>Select and use appropriate methods for evaluation of outcomes.</td>
<td>1</td>
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<tr>
<td>9.2</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td>1</td>
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Comments:

**MIDTERM OVERALL EVALUATION**

Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments/elaboration:

**FINAL OVERALL EVALUATION**

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

☐ This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.

☐ This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.

☐ This intern is not yet ready for beginning level social work practice.

☐ This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

**SIGNATURES**

Signature of Agency Field Instructor

________________________________________________

Agency ________________________________

Date _________________

The following section should be completed by the intern
My agency field instructor/supervisor and faculty instructor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

| I agree with the evaluation ☐ | I do not agree with evaluation ☐ |

Intern’s Signature ____________________________________________
Date __________________

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

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**SWK 490 Student Evaluation**

“Social Work Practicum”

By the time the student is enrolled in SWK 490, the senior social work practicum, there should be a readiness to apply social theory, value systems, and skill development to the practice situation. From the beginning of the major social work practicum to mid-semester, the student will be entering the field placement naturally sensitive to the problems of being placed in a new situation. The student will be concerned about rejection, acceptance, and one's capacity to help oneself and others. The student is expected to deal with these issues not only on their own but in conjunction with field supervisor and instructor.

It is the student's responsibility to be able to collect information about the particular agency setting, historical data, services provided, client systems' serviced, and how one fits into this agency. The student should then begin to develop a trust as he/she gets to know agency personnel and begins to establish relations with client systems. The student will be expected to start developing practice skills as he/she delves into and begins to
understand problem areas in relation to particular client systems.

The student will be evaluated in four different areas: intervention skills, performance skills, values and attitudes, and knowledge. The evaluation form covers all four of these areas in detail and the student is expected to have satisfactorily demonstrated abilities in each area by mid-semester. At this point the student is expected to have accomplished the following general tasks:

1. Overcome the fears and uncertainty associated with being placed in an agency where demands and expectations will be made of the student.
2. Understand the dynamics of working with client systems over a period of time.
3. Start to develop own style of interviewing techniques.
4. Establish effective client system/worker relationships.
5. Ability to organize time well and efficiently complete job responsibilities.
6. Ability to recognize own strengths and weaknesses in relation to social work tasks and make necessary changes.
7. Integration of classroom knowledge to direct social work practice.
9. Start to identify and work through value conflicts on both a personal/professional level.
10. Ability to collect appropriate data.

The Evaluation of Student's Field Performance form will be reviewed during the faculty instructor/field agency instructor/student midterm and final evaluation conferences. The student's strengths and weaknesses will be discussed and documented, thereby serving as a frame of reference for the remainder of the semester. The student will be free to review this form at any time in order to discuss present level of accomplishment and degree of improvement during the course of placement time remaining.

As the school year progresses from mid-semester to the end of the semester, the student will be growing both personally and professionally. At this point it is expected the student will comfortable in the particular agency with the client system in relation to the planned change goals and anticipated plan of action. The student will be prepared to terminate the contract with the client system, keeping in mind the themes of loss and separation which can be anticipated in any helping relationship. It is hoped that the student will have developed an ability to predict the final result of his/her interventive behavior and to choose alternative behaviors based on a system of personal and professional values.

During the final evaluation, the student will again be evaluated on four different areas: interventive skills, performance skills, values and attitudes, and knowledge. The student is expected to have satisfactorily completed each one of these areas by the end of the semester. The following are some general tasks which the student is expected to have accomplished by the time she/he has completed the senior social work practicum:

1. Work within the structure of an agency and hold self accountable for completion of specific responsibilities.
2. Establish and maintain effective relationships with client systems from various cultures with varying needs, levels of emotional stability, and intellectual levels.

3. Make use of direct consultation with field supervisor in regard to student's professional growth and in determining appropriate plans and interventions.

4. Utilization of community resources in relation to particular client systems.

5. Evaluate the effectiveness of the social services provided in relation to client system needs.

6. Ability to consult and collaborate with peers and supervisors.

7. Ability to function within an interdisciplinary framework educating and being educated by other non-social work professionals.

The evaluation form will be completed and discussed with the student prior to the faculty/field instructor/student final conference. At this time, the student's strengths and weaknesses will be discussed and documented. The student will be expected to evaluate his/her own learning experience with the agency instructor where there will be an opportunity to both offer feedback and receive it in return. This final evaluation conference will serve as a means of comparing the student's level of accomplishment and improvement from mid-semester to the end of the course.

Other means by which the faculty instructor is able to evaluate the student's level of accomplishment are through the weekly log assignments, field seminars, and comprehensive paper. The weekly written assignments should contain brief accounts of weekly activities with much stronger emphasis than was noted at mid-semester in assessing problems and implementing problem-solving techniques and strategies. The student is expected to apply academic theory and knowledge into actual work performance. During field seminars the student is expected to progress past the point of participation and be able to analyze field activities, present alternative behaviors and problem areas, and establish a planned change effort. The student is expected to satisfactorily complete the comprehensive paper in which she/he provides a comprehensive analysis of work performance, knowledge, skills, and value base as they relate to the student's entire academic career.

Note: If the student's rating in any area for SWK 490 is two (2) or below, explain how the student's work performance warranted the rating s/he received. Attach extra pages if needed.

Rating Scale for Evaluation of Field Placement Performance–SWK 490
Senior Practicum - Revised August 2017

| Midterm | Final |

Name of Intern ________________________________________ Date

Instructions for Rating Interns on the 9 Competencies: The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on
Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria:

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<td>2</td>
<td>The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future</td>
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<tr>
<td>3</td>
<td>The intern has met the expectations for interns in this area</td>
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<td>4</td>
<td>The intern is functioning above expectations for interns in this area</td>
</tr>
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<td>5</td>
<td>The intern has excelled in this area</td>
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*If the student’s rating in any area is two (2) or below, explain how the student’s work performance warranted the rating and what is needed for improvement in the comment section.*

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about their work performance in the agency.

**Competence #1: Intern demonstrates ethical and professional behavior**

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<td>1.2</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
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<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
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<td>1.4</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes.</td>
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<td>1.5</td>
<td>Use supervision and consultation to guide professional judgment and behavior.</td>
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Comments:

**Competence #2: Intern engages diversity and difference in practice.**

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<td>2.1</td>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life</td>
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<tr>
<td>Competence #3: Intern advances human rights and social, economic, and environmental justice.</td>
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<tr>
<td>3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
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<td>3.2 Engage in practices that advance social, economic, and environmental justice.</td>
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<thead>
<tr>
<th>Competence #4: Intern engages in practice-informed research and research-informed practice.</th>
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<tbody>
<tr>
<td>4.1 Use practice experience and theory to inform scientific inquiry and research.</td>
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<tr>
<td>4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
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<tr>
<td>4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
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| Comments: |

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<th>Competence #5: Intern engages in policy practice.</th>
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<tr>
<td>5.1 Identify social policy at the local, state, and federal level that impacts your client’s well-being, service delivery, and access to social services.</td>
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<tr>
<td>5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
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| Comments: |
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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Comments:

**Competence #6: Intern engages with individuals, families, groups, organizations, and communities.**

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Competence #6:

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

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

Comments:

**Competence #7: Intern assesses individuals, families, groups, organizations, and communities.**

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Competence #7:

7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

7.2 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.

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

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

Comments:

**Competence #8: Intern intervenes with individuals, families, groups, organizations, and communities.**

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Competence #8:

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

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

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<tr>
<th>8.3</th>
<th>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</th>
<th>1 2 3 4 5</th>
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<tbody>
<tr>
<td>8.4</td>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8.5</td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
<td>1 2 3 4 5</td>
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</table>

Comments:

### Competence #9: Intern evaluates with individuals, families, groups, organizations, and communities.

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<tr>
<th>9.1</th>
<th>Select and use appropriate methods for evaluation of outcomes.</th>
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<tbody>
<tr>
<td>9.2</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9.3</td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</td>
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<tr>
<td>9.4</td>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
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Comments:

### MIDTERM OVERALL EVALUATION

Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement.
placement. This intern should perhaps be encouraged to pursue another major.
Comments/elaboration:

**FINAL OVERALL EVALUATION**
Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

☐ This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.

☐ This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.

☐ This intern is not yet ready for beginning level social work practice.

☐ This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

**SIGNATURES**

Signature of Agency Field Instructor
________________________________________________

Agency __________________________________________________

Date _______________

The following section should be completed by the intern

My agency field instructor-supervisor and faculty instructor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:
I agree with the evaluation □
I do not agree with evaluation □

Intern’s Signature ___________________________________
Date __________________

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

FIELD AGENCY INSTRUCTOR EVALUATION
(To be completed by the student upon completion of placement)

Field Agency: __________________________________________
Field Supervisor's Name: ____________________________    Date: _______

Please circle the most appropriate response to questions 1 through 20 and answer questions 21 through 25. The purpose of this evaluation is to improve the practicum program--it will not affect your grade in any way.

1. My supervisor is accessible to me when needed
   1 never  2 sometimes  3 most of the time  4 all of the time  5 don't know  6 N/A

2. My supervisor provides at least one hour of supervision time weekly.
   1 never  2 sometimes  3 most of the time  4 all of the time  5 don't know  6 N/A

3. My supervisor provides an opportunity for observation of social work activities with clients.
   1 never  2 sometimes  3 most of the time  4 all of the time  5 don't know  6 N/A
4. My supervisor reviews and approves my documentation for agency records.
1 never 2 sometimes 3 most of the time 4 all of the time 5 don't know 6 N/A

5. My supervisor makes connections between theory and practice.
1 never 2 sometimes 3 most of the time 4 all of the time 5 don't know 6 N/A

6. My supervisor encourages me to make connections between theory and practice.
1 never 2 sometimes 3 most of the time 4 all of the time 5 don't know 6 N/A

7. My supervisor provides opportunities for me to have direct client interaction.
1 never 2 sometimes 3 most of the time 4 all of the time 5 don't know 6 N/A

8. My supervisor provides me with feedback on my progress.
1 never 2 sometimes 3 most of the time 4 all of the time 5 don't know 6 N/A

9. My supervisor discusses my written evaluations with me.
1 never 2 sometimes 3 most of the time 4 all of the time 5 don't know 6 N/A

10. My supervisor encourages critical thinking.
1 never 2 sometimes 3 most of the time 4 all of the time 5 don't know 6 N/A

11. My supervisor adheres to the NASW Code of Ethics and social work values.
1 never 2 sometimes 3 most of the time 4 all of the time 5 don't know 6 N/A

12. My supervisor provides me with an appropriate amount of independence.
1 never 2 sometimes 3 most of the time 4 all of the time 5 don't know 6 N/A

13. My supervisor gives me too much responsibility.
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>never</td>
<td>sometimes</td>
<td>most of the time</td>
<td>all of the time</td>
<td>don't know</td>
<td>N/A</td>
</tr>
</tbody>
</table>

14. My supervisor arranges for my supervision when he/she plans to be absent.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>never</td>
<td>sometimes</td>
<td>most of the time</td>
<td>all of the time</td>
<td>don't know</td>
<td>N/A</td>
</tr>
</tbody>
</table>

15. My supervisor provides assignments for me when he/she plans to be absent.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>never</td>
<td>sometimes</td>
<td>most of the time</td>
<td>all of the time</td>
<td>don't know</td>
<td>N/A</td>
</tr>
</tbody>
</table>

16. My supervisor conducted (or arranged for someone else to conduct) an agency orientation.

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>No</th>
<th>don't know</th>
</tr>
</thead>
</table>

17. My supervisor (or designee) described my roles and tasks.

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>No</th>
<th>don't know</th>
</tr>
</thead>
</table>

18. My supervisor (or designee) discussed the agency's confidentiality policy with me.

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>No</th>
<th>don't know</th>
</tr>
</thead>
</table>

19. My supervisor (or designee) discussed the agency's record-keeping procedures.

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>No</th>
<th>don't know</th>
</tr>
</thead>
</table>

20. My supervisor provides a positive learning environment for me.

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>No</th>
<th>don't know</th>
</tr>
</thead>
</table>

**Field Agency Supervisor Evaluation**

21. What are your supervisor's strengths?

---

22. In what ways could the supervision be improved?
23. In general, how supportive and helpful is your supervisor to you?

24. How satisfied are you with your working relationship with your supervisor?

25. Would you recommend this supervisor for future social work students?

---

**EKU Field Agency Instructor Feedback**

*The social work practicum evaluation is completed by the field agency instructor at the end of the semester. It is intended to evaluate the practicum experience and program, rather than the particular practicum student.*

Field Agency: ____________________________  Supervisor's Name and Degree: ____________________________  Date: ____________

EKU Faculty Field Instructor: ____________________________

---

*Please circle the most appropriate response to questions 1 - 11, and answer questions 12 - 17. Your answers and comments will help us more fully understand the practicum experience for agency instructors, faculty, and students. Thank you!*

1.  
   a. *The student's faculty instructor was accessible to me when needed.*
   
   1-never   2-sometimes   3-most of the time   4-all of the time   5-didn't need to contact faculty instructor

   b. *The Field Placement Director was accessible to me when needed.*
   
   1-never   2-sometimes   3-most of the time   4-all of the time   5-didn't need to contact Field Placement Director

2.  
   a. *The faculty instructor clearly explained EKU's expectations for agency supervision of the student.*
   
   1-never   2-sometimes   3-most of the time   4-all of the time   5-already knew expectations from previous experience
b. The Field Placement Director clearly explained EKU’s expectations for agency supervision of the student.

1. never 2-sometimes 3-most of the time 4-all of the time 5-already knew expectations from previous experience

3. a. I was satisfied with the quality and frequency of contact I had with the student’s faculty instructor throughout the placement.

1. never 2-sometimes 3-most of the time 4-all of the time 5-don’t know

b. I was satisfied with the quality and frequency of contact I had with the EKU Field Placement Director.

1. never 2-sometimes 3-most of the time 4-all of the time 5-contact Field Placement Director not needed

4. a. The faculty instructor assisted in resolving problems between the student and field instructor or other agency personnel.

1. never 2-sometimes 3-most of the time 4-all of the time 5-no problems needing instructor’s assistance

b. The Field Placement Director assisted in resolving problems between the student and field instructor or other agency personnel.

1. never 2-sometimes 3-most of the time 4-all of the time 5-no problems needing Director’s assistance

5. I had enough information about the student to adequately supervise her/him.

1. never 2-sometimes 3-most of the time 4-all of the time 5-don’t know

6. The faculty field instructor met with the student and me to discuss the midterm evaluation.

YES. NO.

7. The faculty field instructor met with the student and me to discuss the final evaluation.

YES. NO.

8. The evaluation forms are clear and understandable.

1 never 2-sometimes 3-most of the time 4-all of the time 5-don’t know

9. The practicum student had an adequate understanding of professional values to perform well in the field experience.

1 never 2-sometimes 3-most of the time 4-all of the time 5-don’t know

10. The practicum student had an adequate understanding of social work knowledge to perform well in the field experience.

1 never 2-sometimes 3-most of the time 4-all of the time 5-don’t know

11. The practicum student had an adequate understanding of social work skills to perform well in the field experience.

1 never 2-sometimes 3-most of the time 4-all of the time 5-don’t know

12. What were the strengths of this practicum experience?

13. In what ways could this practicum experience be improved?
14. How many EKU social work students have you supervised?

15. Have you attended EKU’s orientation for new agency field instructors?
   YES  NO

16. Would you like to take EKU social work practicum students in the future?
   YES.  NO.

   IF YES, indicate preference:
   SWK 390 students (1 day per week) _________
   SWK 490 students (4 days per week) _________

17. From your experience, what are the strengths of the EKU Social Work practicum program?

   COURSE MECHANICS – FIELD POLICIES

   A. Student Pre-Placement Process

   B. Field Courses and Clock Hour Requirements

   C. Grade Mode

   D. Personal Liability Insurance

   E. Unpaid Practicum Policy / International Placements
A. STUDENT PRE-PLACEMENT PROCESS

There are two field placement courses in the social work program: SWK 390, "Field Experience in a Social Agency" (3 credit hours), and SWK 490, "Social Work Practicum" (12 credit hours).

- To enroll in SWK 390 a student must have a cumulative grade point average of 2.5 and have completed the following courses with a minimum grade of "C:" SOC 131, PSY 200, SOC 232, SWK 210, SWK 225, SWK 310, SWK 335, SWK 350, and SWK 354. The student is in placement one day a week, usually an eight-hour day, for 16 weeks, for a minimum of 112 hours for the semester and is in a seminar for 2 hours per week. Summer 390 practicum is two days per week for 8 weeks and has a weekly seminar of 4 hours.

- To enroll in SWK 490, a student must have a cumulative grade point average of 2.5 and have completed all other social work requirements with a minimum grade of "C." SWK 490 is a sixteen week block placement. For sixteen weeks of the semester students will be in placements 3-4 days a week and on campus for a two-hour seminar for a minimum of 384 hours for the semester.

The student must have met the program requirements for entering SWK 390 or SWK 490. These include: at least a 2.5 overall grade point average, at least a "C" grade in all social work required
courses, and the completion of all the prerequisite courses necessary to enrollment in the particular field placement course. Students must be admitted to the social work program before entering their first practice course (SWK 350). More information about the admissions process is included in the Appendix.

Prior to the semester of enrollment in each course, students must attend a practicum orientation session, submit an application, and participate in an individual interview with faculty.

**STUDENT PRE-PLACEMENT PROCESS**
The Student Pre-Placement Process is fulfilled the semester BEFORE placement occurs.
In the semester prior to enrollment in either course (SWK 390 or 490) the student must complete an application process and receive approval to enroll in the course. The process requires: completion of an orientation training; an application; practicum agreement; an "Educational Needs Assessment" form; a written critique of personal strengths, areas of growth potential, expectations of learning activities in the chosen agency; consultation meeting with the Field Education Director; and a successful interview with a prospective agency instructor. Application for the field experience is considered a vital part of the process of agency selection. The student and faculty work together in order to determine the appropriateness of the agency and agency instructor that will best suit the student's professional growth needs. SWK 390 students will identify practice settings and populations that will broaden their experience, knowledge and skills in a different area of practice they will want to be placed in for SWK 490. This gives students an opportunity to build and practice generalist intervention skills with more than one population and or setting. The agreement states the student's intent to adhere to accepted standards of professional ethics and to the recognition of rights of clients to preservation of confidentiality. These documents are included in the Appendix.

Information about types of field placements available is presented to students at the field placement orientation and in consultation with social work faculty and Field Director. The student is responsible for transportation costs and any other expenses incurred during the placements such as background checks, T.B. skin tests, etc.

**Examples of Practice Areas and Settings include:** addictions/recovery programs, child welfare/family services, family preservation and in-home services, crisis management, developmental disabilities/rehabilitation, juvenile justice, medical/public health, mental health, school, emergency and transitional housing, refugee services, occupational/employment assistance programs, community development, violence prevention.

Each student is expected to focus on placement agencies which will best foster the individual's educational/professional/developmental needs. The student is encouraged to engage in self-evaluation and field experience goal-setting. Each student completes the required needs assessment form which allows the student to provide feedback on their own professional development, knowledge, skills, and ethics.

Following the student/director meeting, students are directed to make an appointment for an interview with the prospective agency instructor. This pre-placement contact with the student allows for the negotiation of initial expectations and goals. It allows both the student and the potential agency instructor an opportunity to have a face to face meeting before the agreement about placement is finalized. Both the instructor and the student retain the prerogative to refuse the placement at this point.

**B. CLOCK-HOUR REQUIREMENTS**
The student enrolled in SWK 390, Field Experience in a Social Agency, is expected to spend an average of eight hours per week for an entire semester in assignments directly related to the placement. Each student must complete a minimum of one hundred and twelve agency hours. Most frequently, the
preferred arrangement for scheduling the student's hours is one full day each week (at the agency) and a weekly two-hour seminar (on campus). Students taking SWK 390 in the summer session spend two days per week in the agency, a four hour weekly seminar and must complete a minimum of 112 agency hours. Students enrolled in SWK 490 are required to complete at least 384 agency hours and attend a weekly two-hour seminar (on campus).

In case of lost hours because of health reason, inclement weather, lack of transportation, etc., the student may make up the missed hours. The arrangements need to be negotiated by the student to the satisfaction and convenience of the agency instructor and the faculty field instructor. Make up time need not be limited to time in the agency; such activities as attending a related seminar or workshop and special research in the library may be considered appropriate. Transportation time to and from the agency is not considered part of the required learning experience.

Specific days and hours for field placement are blocked out in the student's academic schedule; however, should other periods (i.e. evening hours) be more desirable for a special program of the agency, this may be arranged between the student and the agency supervisor. It must be recognized that the student has other responsibilities and may not be able to change his/her agency schedule. In such cases, the faculty field instructor should be notified so that some solution may be reached to the satisfaction of all parties.

C. GRADE MODE
The grade mode for both courses is Satisfactory/Unsatisfactory.

D. PERSONAL LIABILITY INSURANCE
All students enrolled in social work practicum courses are required to carry Personal Liability Insurance (PLI). The insurance policy is underwritten by Eastern Kentucky University. It protects students if there is a claim of real or alleged damage that resulted from an error in practice during the practicum placement in the agency. Students are required to register for the PLI when also registering for SWK 390 and SWK 490 courses. A CRN number will be provided during advising. Registering for the PLI is done just like registering for a class and will show on the students class schedule. The registration fee covers the cost of the liability insurance for an academic year. An academic year begins in August and ends after the following summer term.

- If the student registers for PLI in the Fall semester coverage is verifiable for that fall term and the next spring and summer semesters.
- If the student registers for PLI in the Spring semester coverage is verifiable for that spring term and it is also verifiable for the next summer semester.
- If the student registers for PLI in the Summer semester - coverage is verifiable for Summer ONLY.

E. UNPAID PRACTICUM POLICY AND INTERNATIONAL PLACEMENTS

UNPAID PRACTICUM
The mission of the Field Education Program is to provide a supportive and positive learning environment that increases the student’s knowledge, values, skills and professionalism as they are prepared for generalist practice in a social services setting. The student’s educational experience is the primary focus. Therefore, EKU Social Work Program does not allow students to be paid during practicums. The exception is reimbursement for mileage per agency policy. In an agency where stipends are available the student cannot be paid until after completion of the practicum.

INTERNATIONAL PLACEMENTS
EKK does not allow practicum placements outside the United States.

F. **HOLIDAY OBSERVANCES**
The student in placement observes all official University holidays and is required to make up practicum hours if their day of placement falls on a university or agency holiday.

G. **PERSONAL EXPENSES, TRANSPORTATION AND PERSONAL LIABILITY INSURANCE**
The student accepts responsibility for all personal expenses (including transportation) incurred while in placement. The student is also responsible for his/her own transportation arrangements to the site of the field placement. The student should also allow for some flexibility in case of emergency situations; these situations often are optional experiences to enhance the student’s practice knowledge and skills. Transportation issues which interfere with the student's attendance and growth in the placement should be discussed with the agency field instructors and/or faculty field instructor.

H. **TRANSPORTATION OF CLIENTS**
Students in a field placement MUST NOT transport any agency clients without a clearly defined agency policy addressing transportation by practicum students and insurance coverage by the agency. In such placement settings, students must have a valid driver’s license and be in agreement with the policy.

I. **CONFIDENTIALITY AND CLIENT'S RIGHT TO PRIVACY**
Confidentiality and privacy have been stressed in the social work curriculum and the student is expected to demonstrate genuine concern with regard to this ethic as it applies to clients and to self in the practice setting. It is expected that the student will observe the same concern for confidentiality in the placement as well as in seminar discussions, logs, and all assignments. Agency field instructors should provide students with information regarding the agency's confidentiality guidelines at the placement interview or beginning of placement.

J. **PROFESSIONAL BEHAVIOR AND APPEARANCE**
Students will conform to standards of professional behavior, appearance, and attire. If the agency has a formal dress code policy, students will adhere to the standard set by the agency. Deviation from the expected professional standards in the agency, social work program and profession, could result in the student being denied access to the agency placement.

K. **STUDENT ORIENTATION TO THE AGENCY**
The agency instructor or representative will provide students with a formal or informal orientation experience that will aid the student in becoming familiar with the agency and their role within it. Depending on the agency, the orientation will be conducted during the interview/placement process or first week in placement.

L. **DISTRIBUTION OF MEDICATION TO CLIENTS**
Students in placement SHALL NOT administer client medication of any kind and in any method.

M. **CARRY OF WEAPONS**
Students are NOT PERMITTED to carry weapons while in placement, regardless of whether or not they have a permit.

N. **COUNSELING OF CLIENTS**
Students are NOT permitted to do therapy. Students may conduct assessments, facilitate psycho-education groups, and conduct general case management counseling with proper supervision.
O. NOTIFICATION OF CHANGE IN AGENCY FIELD INSTRUCTOR
It is conceivable that during a field placement period a change in the person designated as agency instructor can occur. If a change in the field agency instructor occurs while the student is in placement, the faculty field instructor should be notified immediately. Approval of the new instructor will be conducted by the faculty instructor in consultation with the field director. A plan to orient the "new" instructor to the program and to the student's learning expectations for placement should be established as soon as feasible within the circumstances. It is expected that the original agency instructor will do everything reasonable to make the transition smooth and effective for the student and the replacement agency instructor. The field education director has final approval on all agency instructors.
5. Educational Needs Assessment
SWK 390 Orientation Field Policies and Placement Process

SWK 390 ORIENTATION

SWK 390 Field Experience in a Social Agency (3 credit hours)
Prerequisite: SWK 350 and SWK 354 and overall GPA 2.5 or above. Co-requisite: Personal Liability Insurance. A total of 112 hours spread over the semester in an agency, or community program, approved by Field Education Coordinator plus a weekly seminar is required. Applications of practice theory and process. Student must apply the semester preceding course enrollment. Majors only.

The first practicum is the beginning opportunity for a professionally supervised social work practice experience. Frequently the student approaches this course with an elevated anxiety level. The social work faculty is aware of many of the probable causes for anxiety and we seek to enhance the student's level of comfort as much as possible while at the same time maintaining the necessary educational and professional foci.

One of the ways in which we believe that student anxieties may be diminished is for us to present to the student a written description of the field placement assignment process. There is a clear and definite process by which field placement assignments are completed in the EKU Social Work Program.

Students must receive a satisfactory on all components of the course (agency performance, practicum hours, seminar attendance/participation, narrative logs, and course assignments) in order to successfully complete SWK 390. Failure will result in an unsatisfactory grade.

THE RESPONSIBILITIES OF THE STUDENT ARE AS FOLLOWS:

1. Attendance at the orientation meeting.
2. Completion of necessary forms.
3. Placement consultation with Field Director.
4. An agreement with the Field Director about the geographical vicinity of the practicum agency.
5. Instructions received from the Field Director regarding contact with the prospective agency instructor.
6. Setting up the interview with prospective agency instructor within a reasonable period of time (as soon as possible after receiving the information from the Field Director).
7. Reporting to the Field Director regarding the results of the interview with the prospective agency instructor (within a week following the interview).

When the interview leads to a decision by both the student and the agency that there is an appropriate match, and that decision is shared with the Field Director by the above designated deadlines, then the assignment of the student to an agency is complete.

When the interview leads to a decision by the agency that the match is not appropriate then the process begins again at step number four. When the interview leads to an agreement between the student and Field Director that the match is not appropriate then the process begins again at step number five.

In the event the student does not complete any one of the tasks that are outlined as the student's responsibility, or refuses the second placement or agency interview, then there is a definite probability that the student will not be able to enter the SWK 390 course for that particular semester.

Other policies that apply to field placement courses are:

1. In securing a placement for the student, the Field Education Director may provide the prospective Agency Field Instructor with information about the student's background, work and volunteer experience, strengths and areas of growth from the needs assessment data of knowledge base and skills.
2. The mileage limit for fall and spring placement is within sixty miles from campus. (The mileage limit for summer placement is 30 miles.)

3. In no event is a student to approach an agency or agency representative regarding an arrangement for his/her placement experience without having received instruction from the Field Director to do so.

4. If there is a request to change the vicinity of the practicum agency, that change must be approved by the Field Educator Director.

5. Some placements may require drug screening, T.B. skin tests, and documentation of immunization records before beginning placement. Student is responsible for any cost.

6. Students will be expected to participate and pay for background checks (i.e., state, national, central registry abuse checks).

7. Students are not allowed to carry weapons at placement agencies or on campus, regardless of whether or not they have a permit.

8. All criminal legal proceedings related to charges and sentencing should be resolved before interviewing with a prospective practicum agency. This would include probation, parole, drug court, and pending court hearings.

9. All students enrolled in social work practicum courses are required to carry Professional Liability Insurance (PLI). The insurance policy is underwritten by Eastern Kentucky University. Students are required to register for the PLI when also registering for SWK 390 and SWK 490 courses. The registration fee covers the cost of the liability insurance.

10. EKU Social Work Program does not allow students to be paid for practicums. Exceptions may be made for reimbursement for mileage per agency policy for students. In an agency where stipends are available the student cannot be paid until after completion of the practicum.

The mission of the Field Education Program is to provide a supportive and positive learning environment that increases the student’s knowledge, values, skills and professionalism as they are prepared for generalist practice in a social services setting. The student’s educational experience is the primary focus.

__________________________________________
Field Education Director  Social Work Program Director

Revised August 2019
SWK 490 Orientation Field Policies and Placement Process

SWK 490 ORIENTATION

SWK 490 Social Work Practicum. (12) I, II. Prerequisites: Overall GPA of 2.5 and completion of all other major requirements with a minimum grade of “C.” Corequisite: Personal Liability Insurance. Supervised practice in a social agency approved by Field Education Coordinator. A total of 384 hours over the course of the semester plus a weekly seminar is required. Application must be made through Field Education Coordinator the semester preceding placement. Social Work majors only.

The senior practicum represents the culmination of the undergraduate social work curriculum. The number of actual hours involved, the tasks assigned during office hours, the paperwork required for the seminar and the emotional energy drain of this course combine to represent a demand upon the student that it is not easily understood until experienced.

The policy of the EKU Social Work Program is that any student enrolled in the SWK 490 course is expected to consider that course the complete academic load for that semester. Any exceptions must receive approval from the Field Director. In addition, the student is strongly advised to consider that any employment that the student holds during the senior practicum semester is competing for many of the same energies and resources needed in the practicum experience. The more hours the student spends on the job, the less time and energy is available for the placement experience.

The student must understand that all requirements of the course are to be met at an acceptable level. This applies no matter how much time the student spends on employment and no matter how demanding the job may be. Unsatisfactory completion of any component of the course (agency performance, attendance, seminar participation/attendance, narrative logs, assignments, final paper) will result in a grade of unsatisfactory.

There is a clear and definite process by which field placement assignments are completed in the EKU Social Work Program.

The responsibilities of the student are as follows:
1. Attendance at the orientation meeting.
2. Completion of necessary forms.
3. Placement consultation with Field Director.
4. An agreement with the Field Director about the geographical vicinity of the practicum agency.
5. Instructions received from the Field Director regarding contact with the prospective agency instructor.
6. Setting up the interview with prospective agency instructor within a reasonable period of time (as soon as possible after receiving the information from the Field Director.)
7. Reporting to the Field Director regarding the results of the interview with the prospective agency instructor (within a week following the interview).

When the interview leads to a decision by both the student and the agency that there is an appropriate match and that decision is shared with the Field Director by the above designated deadlines, then the assignment of the student to an agency is complete.

When the interview leads to a decision by the agency that the match is not appropriate then the process begins again at step number five. When the interview leads to an agreement between the student and Field Director that the match is not appropriate then the process begins again at step number four.

In the event the student does not complete any one of the tasks that are outlined as the student's responsibility, or refuses the second placement or agency interview, then there is a definite probability that the student will not be able to enter the SWK 490 course for that particular semester.
SWK 490 Orientation

Other policies that apply to field placement courses are:

1. In securing a placement for the student, the Field Education Director may provide the prospective Agency Field Instructor with information about the student's background, work and volunteer experience, strengths and areas of growth from the needs assessment data of knowledge base and skills.

2. There will be no placement arranged with an agency that is located more than sixty miles from campus.

3. In no event is a student to approach an agency or agency representative regarding an arrangement for his/her placement experience without having received instruction to do so from the Field Director.

4. If there is a request to change the vicinity of the practicum agency, that change must be approved by the Social Work Field Educator Director.

5. Students are encouraged to obtain a TB test and hepatitis immunization before beginning placement. Some placements may require drug screening, T.B. skin tests, and documentation of immunization records before beginning placement. Student is responsible for any cost.

6. Students will be expected to participate and pay for background checks (i.e., state, national, central registry abuse checks).

7. Students are not allowed to carry weapons at placement agencies or on campus, regardless of whether or not they have a permit.

8. All criminal legal proceedings related to charges and sentencing should be resolved before interviewing with a prospective practicum agency. This would include probation, parole, drug court, and pending court hearings.

9. All students enrolled in social work practicum courses are required to carry Professional Liability Insurance (PLI). The insurance policy is underwritten by Eastern Kentucky University. Students are required to register for the PLI when also registering for SWK 390 and SWK 490 courses. The registration fee covers the cost of the liability insurance.

10. EKU Social Work Program does not allow students to be paid for practicums. Exceptions may be made for reimbursement for mileage per agency policy for students. In an agency where stipends are available the student cannot be paid until after completion of the practicum.

The mission of the Field Education Program is to provide a supportive and positive learning environment that increases the student’s knowledge, values, skills and professionalism as they are prepared for generalist practice in a social services setting. The student’s educational experience is the primary focus.

Field Education Director

Social Work Program Director

Revised August 2019
DEPARTMENT OF ANTHROPOLOGY, SOCIOLOGY AND SOCIAL WORK
EASTERN KENTUCKY UNIVERSITY

STUDENT AGREEMENT
SOCIAL WORK 390
FIELD EXPERIENCE IN A SOCIAL AGENCY

In consideration of being enrolled in Social Work 390, Field Experience in a Social Agency, I understand and subscribe to the following:

1. That as a condition of enrolling in this course I have satisfactorily met the academic prerequisites and have an overall GPA of 2.5.

2. That I will assume all personal costs, including transportation, incurred while taking this course.

3. That I am responsible for arranging my own transportation and that these arrangements shall not conflict with regular and/or emergency tasks as assigned by my agency supervisor.

4. That I will attend the field placement agency for 16 weeks in fall/spring or 8 weeks in a summer practicum.

5. That I will participate in the field placement course for a minimum of 112 clock hours.

6. That I will submit all written assignments to the course instructor on time and in an appropriate manner.

7. That I will carry out in a responsible and appropriate manner all tasks and responsibilities assigned by the agency supervisor, including maintenance of records and reports.

8. That I will conduct myself in a manner that demonstrates adherence to the values of the profession, the NASW Code of Ethics, and my awareness of my role as a representative of the social work profession, the agency and Eastern Kentucky University.

9. That I will participate with the course instructor and the agency supervisor in ongoing and final evaluations of my performance and level of professional skill development.

I give my permission to the Social Work Program faculty to discuss my ongoing academic and professional development with prospective and agency field instructors.

I have read and agree to comply with all field policies and expectations of the practicum. I understand that deviation from the above may result in my being denied access to the agency’s facilities and/or my receiving a failing grade for this course and/or being released from the Social Work Program.

_________________________________________  ________________________________
(Signature)                                     (Date)

NOTE: Students should complete two (2) copies. Submit one to the Field Director and retain one for own records.

Revised August 2019
In consideration of being enrolled in Social Work 490, Social Work Practicum, I understand and subscribe to the following:

1. That as a condition of enrolling in this course I have satisfactorily met the academic prerequisites and have an overall GPA of 2.5 or above.

2. That I will assume all personal costs, including transportation, incurred while taking this course.

3. That I am responsible for arranging my own transportation and that these arrangements shall not conflict with regular and/or emergency tasks as assigned by my agency supervisor.

4. That I will attend the field placement agency for 16 weeks.

5. That I will participate in the field placement course for a minimum of 384 clock hours and will be available for emergencies that might arise outside the regular assigned hours which are related to my agency assigned duties.

6. That I will submit all written assignments to the course instructor on time and in an appropriate manner.

7. That I will carry out in a responsible and appropriate manner all tasks and responsibilities assigned by the agency supervisor, including maintenance of records and reports.

8. That I will conduct myself in a manner that demonstrates adherence to social work values, the NASW Code of Ethics and my awareness of my role as a representative of the social work profession, the agency and Eastern Kentucky University.

9. That I will participate with the course instructor and the agency supervisor in ongoing and final evaluations of my performance and level of professional skill development.

I give my permission to the Social Work Program faculty to discuss my ongoing academic and professional development with prospective and agency field instructors.

I have read and agree to comply with all field policies and expectations of the practicum. I understand that deviation from the above may result in my being denied access to the agency’s facilities and/or my receiving a failing grade for this course and/or being released from the Social Work Program.

(Signature) ___________________ (Date) __________

NOTE: Students should complete two (2) copies. Submit one to Field Director and retain one for own records.

Revised August 2019
SELECTION OF AGENCIES AND AGENCY INSTRUCTORS

The importance of effective field instruction settings cannot be over-emphasized. It is in these settings that the student seeks to achieve validation of his/her learning expectations. The social work program, through the field placement director and/or faculty members with field placement assignments, approve all field agency settings.

CRITERIA FOR SELECTION OF PLACEMENTS AND AGENCY INSTRUCTORS FOR SWK 390, FIELD EXPERIENCE IN A SOCIAL AGENCY

The social work program faculty recognize that the relatively brief time periods scheduled for the SWK 390 placement limit the level of responsibility assigned to the student. However, agencies which use these students do provide experiences which can fully meet the objectives of the course. These placements offer the student opportunities to experience direct client contact which requires the use of knowledge, values, and many of the skills taught in the program. While each placement is unique, all have common features which can be generalized into the following criteria for selection of agency settings:

6. The agency and/or program should have been in operation for some time, at least long enough to be considered an integral part of the community.

7. The agency or program should have a sanction to operate and should receive some support, not necessarily financial, from the community or client system it serves.

8. The agency or program has established policies and operating procedures.

9. The agency or program should be oriented to, but not particularly limited to, providing direct client services to client systems. It should have commitment to and experience with cooperation with other agencies.

10. The agency or program should provide opportunities for the student to participate in staff meetings and conferences whenever possible to observe the decision making and policy making processes.

11. There should be an accepting attitude toward the student among the agency staff, including clerical personnel.

12. Staff patterns should be relatively stable.

Characteristics Desired in an Agency Field Instructor Are:

6. The student's agency instructor should demonstrate a commitment to the values held by the social work profession.

7. The agency instructor must be able to oversee the work of the student and be knowledgeable of the student's activities and growth.
8. The agency instructor must have the time to and be willing to engage in regular supervisory conferences with the student; participate in evaluation conferences at midterm and at the end of the semester; and complete the necessary paperwork to meet University requirements.

9. The agency instructor should demonstrate an ability to enjoy the challenge of participating in an educational program and to receive satisfaction from guiding the student in her/his professional development.

10. The agency instructor will possess a BSW or MSW degree; exceptions to this will be rare and based on related degree, training, experience, and demonstrated commitment to the values and knowledge of the profession. BSW – two years post-graduation; MSW – one year post-graduation.

11. Agency instructors possessing a BSW or MSW must be employed in their current position at least two years, unless transferring in from a similar position, and off employment probation.

CRITERIA FOR SELECTION OF PLACEMENTS AND AGENCY INSTRUCTORS FOR SWK 490, THE SOCIAL WORK PRACTICUM

The criteria used for SWK 490, the major social work practicum is as follows:

1. The agency should be considered an integral part of the community. In providing social services, there should be an effective referral system which is closely associated with other agencies in the community.

2. The agency should receive acceptance and support from the community it serves.

3. The agency should provide direct services to client systems in conjunction with other types of services.

4. The agency should stimulate the student to become involved in program planning and policy-making decisions.

5. The agency should provide opportunities for the student to participate in staff meetings, in-service training sessions, and conferences.

6. The agency should provide direction in establishing effective client system/worker relationships for evaluating the social work process and outcome.

7. There should be an accepting attitude toward the student by agency personnel and a desire to provide a broad range of learning experiences.

8. The agency instructor should demonstrate a commitment to the values held by the social work profession.

9. The agency instructor should demonstrate ability to identify the student's areas of strength and weakness and to assist in the student's effort toward appropriate change.

10. The agency instructor should demonstrate and ability to enjoy the challenge of participating in an educational program and to receive satisfaction from guiding the student in his/her professional development.
development.

11. The agency instructor must have the time to devote to ongoing supervisory sessions (at least one hour per week) and the interest to encourage innovative and creative ideas in the social work process.

12. The agency instructor must allocate time to engage in evaluation conferences at the midterm and the end of the course term, as well as complete other necessary paperwork meeting University requirements.

13. The agency instructor will possess a BSW or MSW degree and have 2 years post-social work degree practice experience in social work. Placements with non-degree field instructors will be based on the related degree, training, experience, and demonstrated commitment to the values and knowledge of the profession.

14. In situations where a 490 student was supervised by a non-degreed social worker in 390, the highest priority will be to place with a social work degree field instructor for 490.

15. Agency instructors possessing a BSW or MSW must be employed in their current position at least two years, unless transferring in from a similar position, and off employment probation.

**DUAL RELATIONSHIPS IN FIELD**
(Adapted from College of St. Catherine School of Social Work Policy on Dual Relationships in Field)
To avoid a conflict of interest, field instructors should not enter into dual-role relationships with field students that are likely to detract from student development or lead to actual or perceived favoritism. Although there are definite pedagogical benefits to establishing good rapport with students and interacting with students both inside and outside the agency, there are also serious risks of exploitation, compromise of academic standards, and harm to student development. It is the responsibility of field instructor to prevent these risks from materializing into real or perceived conflicts of interest. The practicum course instructors are available to consult with field instructors to help keep relationships focused on field education goals and requirements.

Related to these issues of dual relationships, it is the policy of the social work program to avoid making field placements involving:

1. Supervision by a family member or friend, whether primary field instructor, secondary field instructor, task, consultant, or practice consultant.
2. Supervision by another student in the MSW program, including task supervision.
3. Supervision by current supervisor at place of employment (refer to Student Work Site Placement policies for detailed information).
4. Agencies where the student has been previously employed.
5. Field instructors that supervised a student in previous employment.
6. Placement in an agency where the student or a family member is or has been a client.
7. Other placements where existing relationships may impair meeting educational goals.

If a student has an existing relationship with proposed field instructor or agency, the student and proposed field instructor have the responsibility to disclose this when the placement is proposed. The Field Education Director will assess the nature of the relationship for its potential impact on field education.
CRITERIA FOR FIELD PLACEMENTS IN WHICH THE STUDENT IS EMPLOYED

The Field Education Director will conduct an evaluation for appropriateness in meeting the learning objectives of the course and criteria for selection of the placement and agency supervisor. After the completion of this evaluation, students may be placed in an agency in which they are employed under the following conditions:

1. The student has at least two years’ work experience at the agency and is not on probation in their current employed position.

2. The department and area of field placement is distinct from the job (roles and responsibilities) for which they are employed. The practicum experience must be “new learning and new experiences unrelated to their current employed position.”

3. The prospective Field Instructor must have a MSW degree and is different from the Employment Supervisor. The Field Instructor has at least two years’ work experience at the agency.

4. The student is not paid for field placement hours nor can they count work time as practicum hours.

5. The agency will draft a practicum student agreement regarding the student’s roles/responsibilities, identification of the Social Work Degreed Field Instructor who will supervise the practicum, and process for differentiating the unpaid practicum hours from regular work hours. The agreement should also include an attachment of the students’ current employment job description and duties.

6. The agreement will be reviewed for appropriateness of the placement and approval by the Field Education Director and Program Director.

7. The approved practicum student agreement is signed by the prospective Agency Field Instructor, Agency Employment Supervisor, EKU Field Education Director, EKU Program Director and Student.

Note: This policy applies only for SWK 490 students. Revised: 9/24/2019
APPLICATION FOR SWK 390/490 – SOCIAL WORK PRACTICUM

Semester/Year Admitted to the Social Work Program:
Name: ____________________________ DOB: ________________
Current Address: ____________________________ Phone: ________________

Current Address: (Street, box and/or apartment number, city, state, zip)

Email Address: ____________________________ Campus: ________________

Emergency Contact Information
Name: ____________________________ Relationship: ____________________________
Address: ____________________________ Phone: ____________________________

Do you have a current driver’s license? Y N Use of a vehicle? Y N
Classification: ________________ Social Work Advisor: ____________________________
Semester taking SWK 390/490: ________________ Graduation Date: ____________________________
Second Major: ____________________________ Minor(s): ____________________________
*Social Work courses you have had or are now taking:
Campus activities: ____________________________

Describe paid and volunteer work experiences you have had:
Special skills, interests, hobbies:

Personal expectations of, and goals for, your placement (including any limitations and/or preferences you have regarding placement):

Have you ever been convicted of a crime? Y N If yes, in what state? ________________
Have you ever been involved in an open case with Social Services?

If you have a criminal or social services record, it will not necessarily prevent you from being assigned a field placement but could limit placement options.
It is your responsibility to inform the Field Director so that an appropriate placement can be obtained.
Please initial after reading this statement.  

__________________________

(SIGNATURE)

__________________________

(DATE OF APPLICATION)

Overall GPA: ___________________________

Social Work GPA: ___________________________

EKU ID #: ___________________________

*Attach a copy of your degree works to the application.

Revised November 2019
STUDENT EDUCATIONAL NEEDS ASSESSMENT
EKU Social Work Program

NAME: ___________________________ APPLYING FOR: SWK 390 _____
SWK 490 _____

DATE: _____/ _____/ _____ PLACEMENT FOR: FALL _______
SPRING _______
SUMMER _____ (390 only)

Below you will find brief statements describing knowledge, skills, or values which are expected of the beginning generalist social work practitioner. Using the scale that follows each statement rate yourself on the continuum. Your assessment should be an honest effort to evaluate your own educational needs at the present time. After you have circled the number you deem appropriate, briefly explain those items for which you believe an explanation would assist the coordinator’s understanding of your rating.

1. To demonstrate awareness of professional value system in verbal and written interchange.
   Unable 1 2 3 4 5 6 7 8 9 10 Very able
   Explanation:

2. To demonstrate the acceptance of the rights of individuals and groups who have different physical characteristics, beliefs, lifestyles or cultural backgrounds than yours.
   Unable 1 2 3 4 5 6 7 8 9 10 Very able
   Explanation:

3. To demonstrate respect for the client system’s rights of privacy and confidentiality.
   Unable 1 2 3 4 5 6 7 8 9 10 Very able
   Explanation:

4. To demonstrate respect for each person’s right to share in society’s resources.
   Unable 1 2 3 4 5 6 7 8 9 10 Very able
   Explanation:

5. To understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic injustice.
   Unable 1 2 3 4 5 6 7 8 9 10 Very able
   Explanation:

6. To demonstrate the ability to maintain professional relationships with consumers from various cultural, ethnic, racial, genders, sexual orientations, and economic levels backgrounds.
   Unable 1 2 3 4 5 6 7 8 9 10 Very able
   Explanation:
7. To demonstrate effective verbal and nonverbal communication skills.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

8. To demonstrate effective written communication skills.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

9. To be able to demonstrate engagement (presentation of professional self as helper) skills.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

10. To apply critical thinking skills within the context of professional social work practice.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

11. To demonstrate the ability to develop and maintain professional relationships with clients, co-workers, and community resources (includes other students in the agency and staff).

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

12. To demonstrate an understanding of the generalist social work approach and an ability to work within a specific model.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

13. To be able to demonstrate data collection skills.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

14. To demonstrate bio-psycho-social-cultural assessment skills.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

15. To be able to recognize the function of both formal and informal systems and to be able to interact with each in a way that meets desired goals.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:
16. To be able to demonstrate an understanding of how society’s institutions impact, both positively and negatively, the functioning of individuals, families, groups, networks, and communities.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

17. To analyze the impact of violence on the psychological, societal, cultural, and spiritual functioning of individuals, groups, organizations, communities, and society.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

18. To apply knowledge of the dynamics of violence to assessment and intervention of private trouble and public issue.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

19. To analyze the role of institutional and cultural violence in the creation and maintenance of social oppression and economic injustice.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

20. To be able to assist client in developing a plan of intervention that includes goals, objectives, and tasks.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

21. To be able to negotiate agreements with client systems regarding specific tasks completion.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

22. To demonstrate a knowledge of existing resources.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

23. To demonstrate skills in educating clients when needed to accomplish established goals. (Educator)

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

24. To demonstrate skills in coordinating resources. (Case Manager)

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:
25. To demonstrate the ability to develop and evaluate new agency and community resources as a response to assessed needs. (Social Reformer)

Unable 1  2  3  4  5  6  7  8  9  10 Very able
Explanation:

26. To be able to recognize conflict with and between systems and to facilitate its resolution. (Mediate)

Unable 1  2  3  4  5  6  7  8  9  10 Very able
Explanation:

27. To demonstrate skill in effectively linking clients with the appropriate resources. (Broker)

Unable 1  2  3  4  5  6  7  8  9  10 Very able
Explanation:

28. To be able to demonstrate advocacy skills and to demonstrate the ability to offer those skills effectively and when appropriate.

Unable 1  2  3  4  5  6  7  8  9  10 Very able
Explanation:

29. To be able to recognize necessary factors in selection and development of action systems.

Unable 1  2  3  4  5  6  7  8  9  10 Very able
Explanation:

30. To be able to work effectively with socio-educational groups.

Unable 1  2  3  4  5  6  7  8  9  10 Very able
Explanation:

31. To be able to work effectively with social action groups.

Unable 1  2  3  4  5  6  7  8  9  10 Very able
Explanation:

32. To be able to work effectively with administrative groups.

Unable 1  2  3  4  5  6  7  8  9  10 Very able
Explanation:

33. To demonstrate the ability to identify organizational policy and structure both formal and informal.

Unable 1  2  3  4  5  6  7  8  9  10 Very able
Explanation:
34. To demonstrate skills for developing and modifying agency or administrative policy.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

35. To demonstrate skills for developing and modifying legislative policy.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

36. To be able to assess your own development of social work competencies in a skillful manner.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

37. To be able to effectively evaluate goal-attainment with client.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

38. To be able to evaluate program effectiveness.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

39. To use supervision appropriate to generalist practice.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

40. Able to consistently demonstrate responsibility in all aspects of work and make excellent use of time.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

41. Consistently maintain poise and control even under extreme stress and unexpected crisis.

Unable 1 2 3 4 5 6 7 8 9 10 Very able
Explanation:

________________________________________
Student Signature

________________________________________
Date
COURSE SYLLIBI

- **SWK 390**
  SWK 390 Field Experience in a Social Agency (3 credit hours)
  *Prerequisite:* SWK 350 and SWK 354 and overall GPA 2.5 or above. **Co-requisite:** Personal Liability Insurance. A total of 112 hours spread over the semester in an agency, or community program, approved by Field Education Coordinator plus a weekly seminar is required. Applications of practice theory and process. Student must apply the semester preceding course enrollment. **Majors only.**

- **SWK 490**
  SWK 490 Social Work Practicum (12 credit hours)
  Prerequisites: Overall GPA of 2.5 and completion of all other major requirements with a minimum grade of “C.” Corequisite: Personal Liability Insurance. Supervised practice in a social agency approved by Field Education Coordinator. A total of 384 hours over the course of the semester plus a weekly seminar is required. Application must be made through Field Education Coordinator the semester preceding placement. Social Work majors only.
1. Course Description: SWK 390 Field Experience in a Social Agency (3 credit hours)
   Prerequisite: SWK 350 and SWK 354 and overall GPA 2.5 or above. Co-
   requisite: Personal Liability Insurance. A total of 112 hours spread over
   the semester in an agency, or community program, approved by Field
   Education Coordinator plus a weekly seminar is required. Applications of
   practice theory and process. Student must apply the semester preceding course enrollment. Majors only.

2. Text(s) and other required readings/resources
   Waveland.
   
   Journal Articles (Blackboard and Online Library Databases): Students are required to research online
   articles and other additional reading materials recommended by the course instructor and/or agency field
   instructors.
   
   Students are expected to utilize and integrate materials from courses previously taken and in which they are
   concurrently enrolled.
   
   APA Resource: https://owl.english.purdue.edu

3. Definition of Generalist Practice
   “Generalist practice is grounded in the liberal arts and the person and environment construct. To promote
   human and social well-being, generalist practitioners use a range of prevention and intervention methods
   in their practice with individuals, families, groups, organization, and communities. The generalist
   practitioner identifies with the social work profession and applies ethical principles and critical thinking
   in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights
   and social and economic justice. They recognize, support and build on strengths and resiliency of all
   human beings. They engage in research informed practice and are proactive in responding to the impact
   of context on professional practice. BSW practice incorporates all of the core competencies” (CSWE,
4. **Social Work Program Objectives (CSWE Competencies)**

1) Demonstrate Ethical and Professional Behavior
2) Engage Diversity and Difference in Practice
3) Advance Human Rights and Social, Economic, and Environmental Justice
4) Engage in Practice-informed Research and Research-informed Practice
5) Engage in Policy Practice
6) Engage with Individuals, Families, Groups, Organizations, and Communities
7) Assess Individuals, Families, Groups, Organizations, and Communities
8) Intervene with Individuals, Families, Groups, Organizations, and Communities
9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

5. **Student Learning Outcomes (CSWE Practice Behaviors)**

At the successful completion of the SWK 390 course the student will be able to:

<table>
<thead>
<tr>
<th>Competence #1: Intern demonstrates ethical and professional behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 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.</td>
</tr>
<tr>
<td>1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
</tr>
<tr>
<td>1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
</tr>
<tr>
<td>1.4 Use technology ethically and appropriately to facilitate practice outcomes.</td>
</tr>
<tr>
<td>1.5 Use supervision and consultation to guide professional judgment and behavior.</td>
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<tr>
<th>Competence #2: Intern engages diversity and difference in practice.</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>2.2 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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<tr>
<th>Competence #3: Intern advances human rights and social, economic, and environmental justice.</th>
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<tbody>
<tr>
<td>3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
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<tr>
<th>Competence #4: Intern engages in practice-informed research and research-informed practice.</th>
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<tbody>
<tr>
<td>4.1 Use practice experience and theory to inform scientific inquiry and research.</td>
</tr>
<tr>
<td>4.2 Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
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<tr>
<th>Competence #5: Intern engages in policy practice.</th>
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<tbody>
<tr>
<td>5.1 Identify social policy at the local, state, and federal level that impacts your client’s well-being, service delivery, and access to social services.</td>
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<tr>
<th>Competence #6: Intern engages with individuals, families, groups, organizations, and communities.</th>
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<tbody>
<tr>
<td>6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
</tr>
<tr>
<td>6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
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<tr>
<th>Competence #7: Intern assesses individuals, families, groups, organizations, and communities.</th>
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<tbody>
<tr>
<td>7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
</tr>
</tbody>
</table>
7.2 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.

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

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

**Competence #8: Intern intervenes with individuals, families, groups, organizations, and communities.**

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

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

**Competence #9: Intern evaluates with individuals, families, groups, organizations, and communities.**

9.1 Select and use appropriate methods for evaluation of outcomes.

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

Course Assignments and Seminar Attendance/Participation: Assessment and measure of student’s performance on the competencies and practice behaviors in the seminar course will be conducted by the Faculty Instructor.

Mid-term and Final Field Evaluation: Assessment and measure of student’s performance on the competencies and practice behaviors while in the agency will be conducted by the Field Instructor/Agency Supervisor.

6. **University Syllabus Statements: Academic Integrity and Accessibility Accommodation**

**Academic Integrity Statement**
Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at the policy website. Questions regarding the policy may be directed to the Office of Academic Integrity. For current University policies and regulations, please go to EKU's Policy Website.

Note: Violations of the NASW Code of Ethics are also considered a violation that may result in a failing grade or dismissal from the social work program.

**Accessibility Accommodation Statement**
Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA), should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services, or if you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU’s Office of Equity and Inclusion, (859) 622-8020 john.dixon@eku.edu. Upon individual request, this syllabus can be made available in an alternative format.
Non-Discrimination and Harassment, Title IX, and Prevention Statement

EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu/.

EKU's commitment also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you would like to obtain confidential help from someone who does not have to report the information, please go to http://titleix.eku.edu/resources for resources. The Non-Discrimination and Harassment policy is available here and questions regarding the policy may be directed to the Director of the Office of Equity and Inclusion & Title IX Coordinator.

7. University Resources

The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 100 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email successcenter@eku.edu or visit www.successcenter.eku.edu. Drop-in visits are welcome, and no appointment is necessary.

The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral or multi-modal communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit https://studio.eku.edu.

The EKU Counseling Center (EKUCC) provides confidential psychological services for currently enrolled EKU students. EKUCC also provides psychoeducational events and programs to increase mental health awareness within the EKU community through prevention, awareness, education, and stigma reduction. Provision of these services in a welcoming, comfortable, and multi-culturally sensitive environment for all in the EKU community is of utmost importance to our agency. Visit https://counselingcenter.eku.edu/ for more information or https://counselingcenter.eku.edu/appointments for appointments and walk-in hours.

8. Official E-mail / Cell Phones, Smart Phones and Tablets

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Responding to Student E-mails: Instructor will respond to emails during office hours except for holidays and leave time. Emails sent during the evening or outside of office hours will be replied to the next business day during office hours. If immediate assistance is needed while in field or if needing to reach instructor for any agency or seminar related purpose, please contact the social work program office at (859) 622-1645 and leave a message with Evelyn Jones.

EMAILING, TEXTING AND PHONE USE IS NOT PERMITTED IN CLASS AND PLACEMENT. If you have a situation that requires you to have your phone accessible to you during class, please inform and arrangements will be made. If you need to answer a call or text, please have the courtesy and professionalism to step outside of the classroom to conduct your business. Phone use during placement: please use professional behavior and judgement also while in placement. Your personal cell phone should only be used during personal breaks or in cases of emergencies.
9. Attendance Policy
Students are required to be in the agency 1 day a week for 15 weeks and spend a minimum of 112 clock hours in the agency as well as attend and actively participate in all class seminars. Students may not miss more than 10% (3 hours total) of the class seminar sessions and should strive for perfect attendance. Class participation and attendance is considered in the course grading and evaluation; a grade of satisfactory is required for all seminar sessions. Any request to be absent must be discussed and approved by the course professor prior to the absence except in the case of an emergency or excused absence. Both an excused or unexcused absence will require a written and oral make-up for the seminar topic missed.

- An excused absence include verifiable medical or family emergencies, university approved activities (accompanied by a university excuse), documentable illness (yours or your child’s) and other unforeseen circumstances that the instructor deems to be reasonable excuses for an absence. An excused absence will require a two page written make-up assignment on the missed seminar topic(s) or a professional development topic assigned by the instructor; with at least 1 scholarly reference article from a professional peer review journal. APA format.
- An unexcused absence will involve a written make-up assignment on the topic missed or a professional development topic assigned by the instructor. A two hour missed seminar requires a term paper (cover page, four pages of content, double spaced, reference page listing at least 3 scholarly journal articles from professional peer review journals); 30 to 90 minutes missed seminar requires an essay paper (two to three pages with 2 references).
- Both type of absence will also involve a brief class presentation on the paper/essay.

Due: make up assignments are due within two weeks of the absence.

Inclement Weather (Snow/Ice Conditions): In case university classes are canceled, please check your EKU email and/or Blackboard for instructions on class activities and assignments. If weather conditions are too bad for you to attend your scheduled practicum day, please inform your agency supervisor as soon as possible and discuss an alternative make-up date.

Last Date to Drop the Course
The last day to drop the course without receiving a “W” or without incurring a withdraw fee is available in the Colonel’s Compass at www.eku.edu/compass.

This course is a satisfactory/unsatisfactory course. All assignments must be satisfactory for students to successfully complete the course. The instructor will assign the grade based on the agency supervisor’s written evaluation of the student (which becomes part of the student’s academic record), professional behavior in the agency, consultation with the agency supervisor, attendance and participation in the course seminar, completion of written assignments, completion of oral reports and on individual conferences between student and instructor. The student is responsible for active participation in this process. Failure to demonstrate professional behavior in the agency, failure to demonstrate competent practice skills, excessive absences (seminar or agency) or to complete the minimum practicum hours will constitute an unsatisfactory grade in the course.

11. Student Progress:
Students will be informed of their mid-term grade at the mid-point of the semester based on course assignments, attendance/participation and agency evaluation.

12. Course Assignments:
Written assignments for this course are: weekly logs following a specific set outline, a learning contract,
one paper, two oral reports, a self-care/prevention plan, and a process recording assignment designed to help the student in assessing performance in the field experience and to aid in student integration of former and current course content. Additional assignments include workbook exercises, Blackboard discussions, and journal article outlines/presentations. Assignments are expected to be professionally written in legible form and submitted on time. Late assignments are not accepted without prior arrangement; if accepted, penalty points will apply. Instructor will not accept any late assignment past 7 days of due date.

A. WEEKLY LOG ASSIGNMENTS
Objectives:
1. To help the student organize own thinking about the learning experience in the agency.
2. To give the student direction in exploring the experience.
3. To communicate activities and experiences to the instructor.
4. To serve as a record of progress in achieving social work program objectives and learning outcomes-practice behaviors.

Narrative Weekly Log: Weekly logs are detail reflection of your learning experience and integration of social work knowledge base and skills. Students will submit a weekly log each week, totaling 15. Weekly logs include (1) agency activity form documenting your time and agency activities (with agency supervisor signature), and (2) the narrative write-up. The narrative write logs are to be well written, complete, detailed, APA format, and four to five pages of narrative. The narrative write up will be confidential, seen only by the student and the instructor, through the student may share it with the agency supervisor if the student desires. A format to guide students in writing logs will be distributed by the instructor as an addendum to this syllabus. Additional yellow agency activity forms are available outside the Social Work Program office or on Blackboard.

Submission Format for Weekly Logs: Submit the written narrative in Blackboard and bring the yellow activity form with the supervisors’ signature to class. Maintain the activity forms in a two pocket folder. The seminar instructor will read and comment on each log submitted and return to the student at seminar the following week. The exception is log #1, which will be graded and returned back to the student before log #2 is submitted. The student will have an opportunity to rewrite an unsatisfactory log once; revisions are to be re-submitted electronically (in Blackboard) within 48 hours.

B. INDIVIDUAL LEARNING CONTRACT
Each student enrolled in SWK 390 is responsible for preparing an Individual Learning Contract. This is to be prepared by the student in consultation with the agency supervisor and reviewed by the SWK 390 seminar instructor. (Resources in writing goals, objectives, tasks in the development of the learning contract: CSWE competencies and practice behavior handout, SWK 354 class materials on writing goals, objectives, tasks; SWK 390 chapter text, and other print and online resources on your own.)

C. ORAL REPORTS & PAPER

Oral Report #1: The Agency and its Clients
Prepare a short (12-15 minutes) PowerPoint presentation covering:
1. Purpose & Goals: A description of the purpose, goals/mission statement of the agency or particular program with which you are involved. Identify relevant social problems and public issues the agency targets.
2. History: How many years has your agency existed? Using a timeline, describe any
major changes that have occurred.

3. Client System: What are the general characteristics and needs of the population group served by the agency or program? Who is eligible to receive services? Are there restrictions on age, gender, or other factors? Does your agency explicitly state that it will not serve certain problems or clients?

4. Services: What services does the agency provide to achieve its purpose?

5. Budget: What is your agency’s annual budget? Where does the money come from? Is it private or public? Is it supported by grant funding? Do clients have to pay? If not, does some other agency pay for them? If the services are free of charge, where does the agency get money for payroll and operating expenses?

6. Staff & Agency Structure: Describe the organizational structure of your agency at its local level. Structure should include local staff titles as well as the administrative structure up to the top level decision makers. Include an organizational chart (in PP or additional handout). How many people work at your agency? Identify staff positions and roles of volunteers.

7. Social Work Roles and Responsibilities: Is social work the primary discipline? What are the social work roles most frequently utilized? What are the general tasks and responsibilities, etc.?

8. Social Work Values: What social work value(s) does the agency demonstrate that stands out the most to you and discuss how you see it applied within your agency (areas of policy, practice, staff interactions with clients and community partners)?

9. Develop a 1 page agency resource handout for the class that could be used by agencies to educate clients about services provided by the agency. Include agency contact information. Optional (but not as a substitute): you may also provide any relevant agency handouts to give out or to pass around during the presentation.

This presentation will be evaluated on the basis of its completeness as well as effectiveness in communicating the information to seminar participants.

Oral Report #2 and Paper #1:
Case Presentation Using the Generalist Intervention Model (GIM) and Evidenced Based Practice

Each student will make a presentation using evidence based practice with a specific client, client group, or agency issue from your practicum experience. The presentation should be designed to engage classmates in the problem solving process using the GIM. The interaction of the class will be participatory and reflect that of an effective multidisciplinary review team engaging in the critical thinking process.

The information should be presented to the class orally using PowerPoint with notes and other materials to enhance your presentation. Bring a copy of the agencies assessment tool to share in class during the presentation. Remember you are presenting the case, not reading it to the class. You will submit the assignment to the professor in paper format using APA, attach the two articles and assessment tool. Length of paper: 8-10 pages (not including attachments, cover pages, or reference page). Submit written paper and attachments in a two pocket folder. Please use the outline below to organize your presentation and paper.

Assignment Outline:
1. Overview of the agency (brief)
2. Client identification information.
3. Description of presenting problem.
4. Assessment processes used by the agency:
   a. Review of agency assessment tool
   b. Client assessment; include theoretical framework(s) used by the agency to assess client system.
5. Review of Evidence Based Practice Literature (based on client system assessment):
   a. Evidenced based practice decision making processes including the use of two evidenced based research articles.
   b. Relate literature content to case and client system.
6. Client’s goals, objectives, and plan of intervention. In addition, include the following:
   a. What are the barriers to achieving client’s goals? Examples are lack of needed resources, environmental challenges, client’s motivation or personal issues, etc.
   b. What, if any, special adaptations would be needed to assist the client toward goal achievement?
7. Discuss how the agency evaluated or plans to evaluate the client’s progress.
8. Develop two open ended critical thinking questions about the case. One of the questions should relate to the evidence based literature. Lead a group discussion using these two questions. --- Document on the PP presentation only.

Attachments: agency assessment tool, eco map, genogram and journal articles

D. PROCESS RECORDING ASSIGNMENT
Student will incorporate this assignment into the learning contract as an objective to be completed within the agency.
Student will interview one client in the presence of an agency instructor/evaluator in order to complete the process recording. Student will use SWK 354 skills workbook to aid in identification of social work skills used in the interview. Once the student has filled out their parts of the process recording; turn it in to the agency evaluator who observed the student/client interview, by the following week. Do your part and give the agency instructor enough time to complete their evaluation so that you can submit the completed assignment to the EKU instructor on the due date.

The outline format for this assignment will be given out by the EKU faculty.

E. WORKBOOK EXERCISES, BLACKBOARD DISCUSSIONS, AND JOURNAL ARTICLES
Exercises: Students will complete workbook exercises integrating knowledge and reinforce practice skills learned in the agency. In addition the instructor may assign homework based on what may be occurring in the practicum agencies or other social contexts. Maintain the workbook exercises in a two pocket folder.

Blackboard Discussion: Students will participate in application of curriculum content from courses previously taken and/or currently enrolled (i.e.: HBSE, Policy, Practice) through critical thinking Blackboard postings. The course instructor will provide the Blackboard topics for discussion. The topics presented will include various thought provoking subjects related to social work practice. Students are expected to post discussion threads in a timely manner so other students have the opportunity to read all postings before the weekly seminar class. Failure to post a thread will result in a make-
up essay on the assigned topic. Blackboard log discussions are to be posted by the due
date and time listed on the syllabus or through Blackboard announcement.

Journal Articles: Students will, locate, read, highlight, and take notes on the article.
Students will bring the article to class to share in group discussion. Students will also
address the following questions in typed format, making sure to quote content from the
article for both question. (1) What did you find most useful in the article covering this
topic that you can relate to your agency and client system(s)? (2) What was something
that stood out to you the most from the content and why? (Attach write up to the article.)

F. SELF-CARE AND BURNOUT PREVENTION PLAN
Objectives: Develop strategies for preventing, managing and alleviating personal and
work related stress that contributes to burnout.

Instructions: Students will read a peer review journal article to increase knowledge about
self-care, burnout, and/or secondary trauma; be prepared to share in class.
Students will develop a personal self-care plan to help manage any stress they may be
experiencing related to school, work, field, family, loved ones, etc. This plan should
emphasize prevention as well as intervention. Identify strategies that target the following
areas: physical/behavioral, relational, and cognitive.

G. SEMINAR DISCUSSIONS FACILITATED BY STUDENTS
All students will participate in application of curriculum content from courses previously
taken and/or currently enrolled (HBSE, Policy, Practice) and current agency experiences.
The course instructor will provide the seminar topics for discussion in the course outline.
The topics presented will include various thought provoking subjects related to generalist
social work practice. Students will be responsible for leading the seminar discussion
using a PowerPoint presentation and learning activities. Workbook exercises, case
scenarios and other developed materials may be utilized. Student facilitators will also
develop 2-3 critical thinking questions interspersed throughout the class discussion.

| Facilitator of Seminar Discussion: Each student group will lead a class discussion based on the assigned seminar topic of the week; plan for 45 minutes of discussion and class activities. |
| Week 4: Boundaries / Values & Ethics / Ethical Dilemmas. |
| Student(s) |
| Week 6: Safety |
| Student(s) |
| Week 7: Multicultural Practice and working with Diverse Client Systems. |
| Student(s) |

13. Course Outline: The below dates and topics are meant as a general guideline and may be
adjusted as needed for the flow of the course and student learning.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 1 8/19</td>
<td>Introductions, Goals and Expectations of Seminar and Field</td>
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<td>Getting Oriented</td>
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<td>Ideal Supervisor Discussion</td>
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<td>Practicum Tips</td>
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<td>Syllabus Review</td>
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<td>Review &amp; Handout: Agency Field Instructor Evaluation Form,</td>
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<td></td>
<td>SWK 390 Student Practicum Evaluation, and</td>
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<td>University-Agency Agreement (due week two)</td>
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<td></td>
<td><strong>Mechanics of the class</strong></td>
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<td>Discuss Activity Time Sheets, Log Format and Learning</td>
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<td>Contracts (writing objectives and tasks). Bring a list of agency</td>
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<td></td>
<td>activities/tasks to class next week.</td>
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<td></td>
<td><strong>Seminar Topic: Getting Oriented &amp; Confidentiality</strong></td>
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<tr>
<td></td>
<td>• In class review of Exercise 6.1 - Confidentiality</td>
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<td></td>
<td>• Review NASW Code of Ethics (Standard 1.7</td>
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<td>Privacy and Confidentiality)</td>
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<td><strong>Homework:</strong></td>
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<td></td>
<td>• Blackboard Discussions due by noon, Friday, August 24th: #1 –</td>
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<tr>
<td></td>
<td>Confidentiality</td>
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<td></td>
<td>• Read Chapters 4 and 9</td>
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<td>• Exercise 1.1 – Making the Right Career Choice</td>
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<td></td>
<td>• Exercise 3.4 – Orientation/First Day Information</td>
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<td></td>
<td>• List of agency activities/tasks</td>
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<td>• Log #1</td>
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| Week 2 8/26 | DUE: Log #1, Exercises (1.1 and 3.4), list of agency                 |
|            | activities/tasks, and University-Agency Agreement signed by agency   |
|            | supervisor                                                            |
|            | Syllabus – Q & A                                                      |
|            | **Seminar Topics: Orientation to the Agency, Social                  |
|            | Work Roles, Supervision, and Student Intern Roles                     |
|            | • Group Discussion: First Impressions of Agency and Clients, New     |
|            | Knowledge Learned and Skills Observed.                                |
|            | • In class review of Exercise 3.4 – Orientation                       |
|            | • Identifying Social Work Roles                                      |
|            | • In class review of exercise 2.4 – Desirable Traits in Social       |
|            | Workers                                                               |
|            | • Student Intern Roles                                               |
|            | • In class review of exercise 4.1 – Role of a Student in an Agency    |
- Process Supervision
- In class review of exercise 4.3 – Preparation for the Next Supervision Session

**Learning Contract Dyad Group Work:** practice writing the learning contract using the list of agency activities/task.

Review week assignments and tasks.

**Homework:**

- Log #2
- Work on draft learning contract
- Read Chapter 8
- Complete Exercise 8.1 or 8.3
- Journal Article: Facilitation preparation and read assigned article on professional boundaries in social work practice. Read, highlight, take reaction notes on the article. Bring the article to class to share in group discussion; type questions.

| Week 3 9/2 | Labor Day Holiday—University is closed and classes are not in session.  
DUE: Log #2 (due in Blackboard Monday by midnight.) |
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<td><strong>Homework:</strong></td>
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<tr>
<td></td>
<td>• Log #3</td>
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<tr>
<td></td>
<td>• Work on Draft Learning Contract (typed)</td>
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|           | • Reminder to read journal article assigned by student facilitators: Read assigned article on professional boundaries in social work practice. Read, highlight, and take reaction notes on the article. Bring the article to class to share in group discussion; answer the required process questions (typed).  
• Agency Social Media Policy |

| Week 4 9/9 | DUE: Log #3, Draft of Learning Contract (bring hard copy to class and email electronic copy to instructor), Exercise (8.1 or 8.3), Journal Article, Article Process Questions, Agency Social Media Policy  
**Seminar Topic:** Professional Boundaries, Values & Ethics  
- Seminar discussion facilitated by students  
- Journal Article  
- Planned Activities  
- Questions |
|-----------|--------------------------------------------------|
|           | **Student facilitators:**  
1.  
2. |
|           | **Instructor facilitator:**  
- In class: View YouTube Video on Personal vs |
<table>
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<tr>
<th>Professional Values</th>
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<tbody>
<tr>
<td>Seminar topic: Social Networking Conduct, Netiquette &amp; Agency Policies – privacy vs professional; mindfulness image; potential employment perspective, social media/technology, and professional communication.</td>
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**Homework:**
- Log #4
- Read Chapter 7
- Oral Report #1

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<th>Week 5</th>
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<td>9/16</td>
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**DUE: Log #4 (Activity Sheet Only)**

**DUE: Oral Report #1**
Email PowerPoint presentation to Instructor prior to class. Provide copy of agency resource handout for everyone in class.

**Seminar Topic: Agency and Clients**
- Class Presentations

**Homework:**
- Log #5
- Read Chapter 6
- Complete Safety Review (handout)
- Final Learning Contract
- Read NASW Guidelines for Social Work Safety in the Workplace
- Read materials assigned by student facilitators, highlight, and take reactions notes on the article. Bring the article to share in group discussion; answer the required process questions (typed).

<table>
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<th>Week 6</th>
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<td>9/23</td>
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**Student facilitators:** 1. 2.

**DUE: Log #5, Exercise (6.3), Final Learning Contract (bring hard copy to class and email electronic copy to instructor)**

**Seminar Topic: Safety**
- Seminar discussion facilitated by students
- Readings
- Planned Activities
- Questions
- In class review of Safety Review
- Review: NASW Guidelines for Social Work Safety in the Workplace

**Homework:**
<table>
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<tr>
<th>Date</th>
<th>Weekly Activities</th>
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| Week 7     | **Blackboard Discussion posting due by noon, Friday, September 23rd:** #2 - Safety Procedures  
• Log #6  
• Journal Article: Facilitation preparation and read assigned journal article on multi-cultural social work practice and/or working with diverse client systems; highlight, take reactions notes on the article. Bring the article or outline to class to share in group discussion; answer the required process questions (typed).  
• Complete Exercise 6.5 or 6.6)                                                                                                                                 |
| 9/30       | **DUE:** Log #6, Exercise (6.5 or 6.6), Journal Article, Article Process Questions **Guest Speaker – Social Work Practice Experience**  
• Blackboard Discussion posting due by noon, Friday, October 4th: #3 - Reaction to Guest Speaker Presentation  
**Seminar Topic: Multicultural Practice**  
• Seminar discussion facilitated by students  
• Journal Article  
• Planned Activities  
• Questions  
• View YouTube Video on Cultural Diversity **Homework:**  
• Blackboard Discussion posting due by noon, Friday, October 4th: #3 – Guest Speaker and #4 - Group Composition  
• Log 7  
• Journal Article: Read assigned journal article assigned by the seminar instructor. Topics - burnout, self-care, and/or secondary trauma; highlight, and take reaction notes on the article. Bring the article or outline to class to share in group discussion; answer the required process questions (typed). |
|            | **FYI - EKU Homecoming is Oct. 4-5, 2019**                                                                                                                                                                          |
| Week 8     | **DUE:** Log #7, Journal Article, Article Process Questions  
**Seminar Topic: Burnout Prevention & Self-Care**  
Instructor facilitator:  
• In class: Complete Burnout Prevention Action Plan.  
• Burnout, secondary-trauma, and self-care                                                                                                                                 |
<p>| 10/7       | (Mid-term grades submitted)                                                                                                                                                                                                                                               |
|            | Agency Visits &amp; Student Midterm Evaluations                                                                                                                                                                     |</p>
<table>
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<tr>
<th>Record Date: _______</th>
<th>Homework:</th>
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|                      | • Blackboard Discussions due by noon, Friday, October 11th. #5 *Self-Care*
|                      | • Log #8 |
|                      | • Work on Oral Report #2 and Paper |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Fall Break: University is closed and classes are not in session. (You may use fall break to catch up on your hours if needed; make sure to inform instructor verbally and follow up by email of your plans to do so.)</th>
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<tbody>
<tr>
<td>10/14</td>
<td>DUE: Log #8 (due in Blackboard by midnight Tuesday, October 15th)</td>
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<td>Homework:</td>
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<td>• Log #9 (Activity form only)</td>
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<td>• Oral Report #2 and Paper</td>
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<tr>
<th>Week 10</th>
<th>DUE: Log #9 (Activity Form Only)</th>
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<tbody>
<tr>
<td>10/21</td>
<td>DUE: ORAL REPORT #2 and PAPER</td>
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<tr>
<td></td>
<td>Case Presentation Using the Generalist Intervention Model (GIM) and Evidenced Based Practice</td>
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<td>*Email PowerPoint presentation to Instructor prior to class and bring hard copy paper and all attachments to class.</td>
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<td><em>Discuss Process Recording (due week 14)</em></td>
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<td>Homework:</td>
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<td>• Log #10</td>
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<th>Week 11</th>
<th>DUE: Log #10</th>
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<tr>
<td>10/28</td>
<td>DUE: Oral Report #2 (continuation)</td>
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<td>Homework:</td>
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<td>• Log #11</td>
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<tr>
<th>Week 12</th>
<th>DUE: Log #11</th>
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<tr>
<td>11/4</td>
<td><em>Guest Speaker - Working with Community Partners and Networking</em></td>
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<td>Homework:</td>
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<td>• Blackboard Discussion posting due by noon, Friday, November 8th: #6 - <em>Reaction to Guest Speaker Presentation</em></td>
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<td>• List of 5 formal community resources utilized by</td>
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</table>
| Week 13 11/11 | **DUE:** Log #12, list of formal community resources utilized by your agency (name, type of agency, contact information)  
**Seminar Topic:** Utilizing Community Resources / Brokering  
- Discuss the types of resources your agency utilizes.  
- Discuss experiences engaging and brokering with community resources.  
**Homework:**  
- Log #13  
- Process Recording |
| Week 14 11/18 - Out of class assignment | **DUE:** Log #13, Exercise (7.3), BB posting  
**Out of class assignments are to be completed and submitted by midnight.**  
**Seminar Topic:** Preparing for Termination and Case Closure  
- **Blackboard Discussion due by midnight, November 18th:** #7 Termination - Response posting is based on Baum reading.  
- Read Chapter 7 and complete exercise 7.3 (email to instructor)  
**Homework:**  
- Log #14 (Activity form only)  
- Process Recording |
| Week 15 11/25  
**Week of Thanksgiving Break – students are not required to be in the agency this week.** | **DUE:** Log #14 (Activity form), Process Recording  
**Discuss Process Recording**  
**Class Activity:** Student/Agency Question Cards – identify a question or information you want to know to increase your knowledge about the other agencies and social work practice with that population. |
<table>
<thead>
<tr>
<th>Agency Final Visits &amp; Student Evaluations. Record the date of your final evaluation: _______</th>
<th>Guest Speaker - Social Work Practice Experience, Professional Mentors &amp; Graduate School Experience</th>
</tr>
</thead>
</table>
| **Homework:**  
  - Blackboard Discussion posting due by midnight, Friday, November 30th: #8 - *Reaction to Guest Speaker Presentation*  
  - Read Chapter 9  
  - Complete Exercise 9.1 | **DUE:** Exercise (9.1), Student/Agency Question Cards |
| **Week 16**  
  **12/2**  
  Last week in the agency to complete a minimum of 112 hours, but if hours are lacking continue to go during finals week. | **Topic:** Self-Evaluation: Improving your Practice; Best Practice, Evaluation of Practicum Learning Experience, and Agency Evaluation.  
  - In class review of exercise 9.1  
  - Review of agency questions and answers  
  - GIM – practice skills strengths to retain  
  - Areas of improvements  
  - Share thoughts on how your practicum experience validated your choice of being a social worker and through this experience what did you learn about yourself?  
  - Complete agency practicum evaluation | **Homework:**  
  - Final Log and Weekly Activity Form (#15) - narrative not required if all 9 competencies have been addressed. |
| **Finals Week (12/9) – class attendance not required.** | All assignments including make-up assignments are due in BB by noon Monday, December 9th.  
  Final Log and Weekly Activity Form #15 (narrative not required if all 9 competencies have been addressed). Scan and email (or take a picture and email) the activity log sheet reflecting a minimum of 112. |  
  14. **Bibliography:**  


Department of Anthropology, Sociology, and Social Work
SWK 490 – Social Work Practicum
CRN #22426

12 credit hours
Semester: Spring 2020
9:00-11:00 a.m.

Pam Black, MSW
Office: Keith 207
Phone: 622-2279
E-mail: pam.black@eku.edu
Student Hours: MT 11:00-2:00
Thursday by appointment
Room: Keith 130

1. Course Description: SWK 490 Social Work Practicum. (12) I, II. Prerequisites: Overall GPA of 2.5 and completion of all other major requirements with a minimum grade of “C.” Corequisite: Personal Liability Insurance. Supervised practice in a social agency approved by Field Education Coordinator. A total of 384 hours over the course of the semester plus a weekly seminar is required. Application must be made through Field Education Coordinator the semester preceding placement. Social Work majors only.

2. Text(s) and other required readings: A text is not required for this course.
NOTE: You are expected to review texts and course notes from previous courses, use the library and other resources for specific material related to your assignments and to be familiar with your agency manual and recommended readings suggested by your professor and/or agency supervisor. Your professor and field supervisor can serve as an additional resource for other material related to your field placement. Throughout the course you will be required to read journal articles on specific topics to discuss in class and apply to course assignments.

3. Social Work Definition: “Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies” (CSWE, 2008, p.7).

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

4. Social Work Program Objectives
   - Demonstrate Ethical and Professional Behavior
5. SWK 490 Course Objectives/Student Learning Outcomes – Practice Behaviors

**Competency 1: Demonstrate Ethical and Professional Behavior**
- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**
- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 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**
- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**
+ use practice experience and theory to inform scientific inquiry and research;
  - apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
  - use and translate research evidence to inform and improve practice, policy, and service delivery

**Competency 5: Engage in Policy Practice**
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**
• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**
• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
• facilitate effective transitions and endings that advance mutually agreed-on goals

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
• select and use appropriate methods for evaluation of outcomes;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.


### 6. Academic Integrity Statement

Academic Integrity (AI) is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty and incidents of academic dishonesty will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication. For further information see [http://studentrights.eku.edu/academic-integrity-policy](http://studentrights.eku.edu/academic-integrity-policy).

Note: Violations of the NASW Code of Ethics are also considered a violation that may result in a failing grade or dismissal from the social work program

Plagiarism, or presenting another’s works or ideas as one’s own, is a form of stealing. The professor reserves the right to examine any source used by the student before giving a grade on a paper, and to give an “incomplete” in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the professor for the purpose of verifying information. Academic dishonesty will not be tolerated. Academic dishonesty includes the following offenses:

1) Claiming as your own work a paper written by another student.
2) Turning in a paper that contains paraphrases of someone else’s ideas but does not give proper credit to that person for those ideas.
3) Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
4) Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases.
5) Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved.
6) Using any external source (notes, books, other students, etc.) for assistance during an in-class exam, unless given permission to do so by the professor.

If a student is found to have committed one of the above offenses, he/she will receive a failing grade on the assignment or exam. The case may also be sent to the Academic Practices Committee of the Department of Government, or ultimately to the University’s Student Disciplinary Board (see Student Handbook). University Handbook for Students, and EKU Undergraduate Catalog.

7. Accessibility Accommodation Statement:
Eastern Kentucky University strives to make all learning experiences as accessible as possible. Students registered with the Center for Student Accessibility (CSA), should request accommodation letters from the CSA office. The Center for Student Accessibility will email your academic adjustment letter to you, or you may stop by the office for a hard copy. You will provide your letter to the course instructor(s) immediately. We strongly recommend that you discuss the accommodations needed with your instructor(s). Students who need an accommodation for a documented medical, mental health, or learning difference may register online at accessibility.eku.edu/applying-services, or if you have questions, you may email the CSA office at accessibility@eku.edu or telephone at (859) 622-2933. The Americans with Disabilities Amendments Act (ADAAA) does not consider pregnancy a disability. Students needing accommodations due to pregnancy should contact EKU’s Office of Equity and Inclusion, (859) 622-8020 john.dixon@eku.edu. Upon individual request, this syllabus can be made available in an alternative format.

8. Official e-mail: An official EKU e-mail is established for each registered student, each faculty member and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

9. Attendance and Missed/Late Assignment Policy: You are expected to spend a minimum of 384 clock hours during the semester in your agency and attend and participate in all scheduled class seminars. Attendance to the weekly seminar course is required. Students may not miss more than 10% of the class sessions and should strive for perfect attendance. Multiple absences will result in a U in the course. Any request to be absent must be discussed and approved by the course professor prior to the absence except in the case of an emergency. If a student is absent from seminar he/she will be asked to prepare a three-page paper on the topic discussed on the day of the absence. You are expected to actively participate in seminar so that your own learning and that of the other students will be enhanced. For this course, "excused absences" include verifiable medical or family emergencies, university approved activities, illness (yours or your child's) and other unforeseen circumstances the instructor deems reasonable.

Agency Attendance: If you must miss a day or part of a day from the agency for any reason you must notify your professor AND agency instructor at the earliest time possible. You will be expected to make up the time; this should be arranged between you and your agency supervisor.
**Late Assignment Policy:** Assignments are due at the beginning of class. If you do not have your assignment at the beginning of class, you automatically receive a U. Late assignments are not accepted without prior arrangement (prior does not mean the day that the assignment is due). This is firm.

**10. Grading and Evaluation: S / U**

You are expected to actively participate in your learning experience by determining your individual educational goals (learning contract) with the faculty professor and field agency instructor and periodically evaluating your progress and movement toward these goals. The goals will be specified in your learning contract.

The agency instructor will complete a written evaluation of your agency performance at the middle and end of the semester. These evaluations become a part of your academic record and are available to the student. You and the agency instructor should sign your agency evaluations. The original will go to the faculty instructor; copies to student and agency instructor for their records. Evaluation forms will be discussed in class at the beginning of the semester.

The mid-term grade will be based on the Capstone Competency Questions completed to date, papers, seminar participation, and the agency’s evaluation of the student. Any mid-term deficiency grade will be discussed in an individual meeting.

The final grade of a U or an S is based on 1) the professor and agency supervisor’s assessment of your performance, 2) the quality of your participation in discussion board including required assignments, 2) completion of logs 3) Passing of the Capstone Competency Questions, 4) fulfilled goals on learning contract 5) Licensure Worksheet and 6) Agency Evaluation. 6) Completion of 384 hours in an approved agency.

You must meet all of the assignments in a satisfactory manner in order to satisfactorily complete the practicum. You are allowed only 2 Us for any assignment in the course. **Upon receiving a 3rd U for any assignment, you will be asked to drop the course.** It is the responsibility of the professor to assign the mid-term and final grades. The final grade in the class will be an S (satisfactory) or U (Unsatisfactory).

**11. Student Progress:** Students will be informed of their mid-term grade at the mid-point of the semester based on course assignments completed to date and Mid-term Field Evaluations. Students are strongly encouraged to consult with your professor to discuss any concepts/material that they may be having difficulty with. The last day to drop the course without receiving a “W” is available in the Colonel’s Compass at [www.eku.edu/compass](http://www.eku.edu/compass).

**12. Course Assignments:** To assist you in meeting the expectations of the course, in addition to assigned agency tasks, you must complete:

1. A learning contract,
2. Capstone Competency Paper
   - Capstone Questions
   - A Case Presentation Paper
   - A PowerPoint Presentation of your proposed/completed research findings after completing *(Competency Four: Engage In Practice-informed Research and Research-informed Practice)* in our seminar AND to a group of staff members in your SWK 490 agency placement. An attendance sheet is required.
3. Attend a professional conference/workshop,
4. Written & Verbal Logs and other class assignments as deemed necessary.
5. Complete an **Agency Evaluation**.
Assignments are expected to be submitted on time, typewritten and double spaced in the APA writing style and format.

(1) **Individual Learning Contract**
In addition to the Agency-University Agreement, each student enrolled in SWK 490 is responsible for preparing an Individual Learning Contract. This is to be prepared by the student, but in consultation with the agency instructor and your SWK 490 professor. All parties will agree to and sign the contract with a copy for each party and original copy to SWK 490 professor.

(2) **Capstone Competency Paper (additional information on the questions listed on Blackboard under each individual competency question folder).**
This assignment is a comprehensive competency-based analysis of the performance, knowledge, skills and value base, which you have gathered throughout your academic career. Besides serving the purpose of assisting your acculturation to the social work profession it also aids in evaluating the effectiveness of the curriculum and the value of your particular placement experience.

Your paper should be typewritten and double-spaced in APA format and writing style. When you cite references, you must APPROPRIATELY document the source using APA format. Your logs, textbooks and class notes from other courses will be very helpful to you in completing this assignment.

**PLEASE CAREFULLY PROOFREAD ALL SUBMITTED WORK.** Your writing throughout your paper should be grammatically correct and show evidence of application, clarity, and professional writing skills. Papers with excessive spelling errors, typographical errors and/or absence of academic precision will be returned to be re-typed and/or re-written.
You are expected to follow the capstone outline below. You must complete each section satisfactorily or the entire paper will not be acceptable. An acceptable paper is a requirement for completing the social work practicum with a satisfactory passing grade.

You must receive an S to pass each Competency. You are required to PASS (S) all 9 Competencies and answer all of the questions under each competency. The third time you receive a U you be asked to drop the course. You will receive feedback on your Competency Questions throughout the semester. At the end of the semester, you will submit a final paper in one document to Safe Assignments that includes all answers for each Competency.

**Capstone Competency Paper Sections and Final Submission**
Please submit sections of the paper by the deadlines indicated on the course outline. You MUST submit each section on the date that is due. If you do not submit a section on the date specified, you will receive a U and you will forfeit the courtesy of receiving feedback. Your paper must be satisfactory. **If you receive three U’s”, you will be asked to drop the course.** You will receive feedback on all sections and should make corrections throughout so that you have a polished final paper.

**Your final Satisfactory Capstone Paper (addressing all sections in one large manuscript) will be turned in on May 4, 2020.** Please provide a hard copy of your final paper to me and send an electronic copy to evelyn.jones@eku.edu and “cc” me on that e-mail. Only provide your ID number on the cover page of the emailed document (do not include your name). A copy of this document will be sent to a committee to evaluate the overall success of the Social Work Program. Your ID number will allow the University to track student progress over time, without seeing your name.

**Outline for the Comprehensive Capstone Competency Paper**
Presentation of the Case (Due: see course outline)
Select a case (insuring that client confidentiality is protected and your client is well disguised) from your placement site that will give you a solid basis for discussing the topics listed below. The case should outline a bio-psychosocial history and assessment. Address these points in a clear and concise narrative in each identified section (A-I): THINK OF SWK 350’s DAC.

A. Client Identification including client’s age, race, gender, occupation, marital status
B. Person, Family, and Household, and Community Systems
C. Presenting Problem/Issues of Concern
D. Identification of Assets, Resources, and Strengths
E. Referral Source and Process: Collateral Information (including gov’t agencies, schools, private agencies, etc.)
F. Assessment and Impressions; include theoretical framework(s)
G. Identification of all of the relevant social problems, policies, and public issues that are associated with or suggested by this case.
H. Identify diversity factors related to this case
I. Identification of sources of oppression and discrimination which relate to the case.

(Length: 5-7 pages).

Capstone Competency Questions
Begin each section by describing your understanding of the competency in your own words. Describe how the competency relates to your professional practice. Take each question and explain how you incorporated the competency into your practice. Use examples. Be sure to address your knowledge, values, skills, critical thinking, professional judgement and cognitive and affective processes. Use at least two references per question for each competency to demonstrate your integration of knowledge and practice. All Capstone Competency answers should be in APA format. You should write approximately 5-7 pages per competency; some questions may require more pages.

PLEASE NOTE: You must receive an S to pass each Competency. You are required to PASS the case presentation paper and all Nine Competencies by responding in-depth and in detail to every question associated with each competency. You will have the opportunity to re-write up to 2 Competencies. The third time you receive a “U,” you will fail the course and be asked to drop. You will receive feedback on your response to each Competency Question throughout the semester. At the end of the semester, you will submit a final paper in one document to Safe Assignments that includes all answers for each Competency.

PLEASE NOTE: Be sure to address AND apply your knowledge, values, skills, and cognitive and affective processes as you respond to each question in every Competency.

Competency One: 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 your social work practice at the micro, mezzo, and macro levels. Social workers understand frameworks for ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers understand their personal values and how to distinguish 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.
1. Begin by describing the competency in your own words as well how this competency is evident in your agency.

2. Explain how you made or would make an ethical decision by applying the standards of the NASW Code of Ethics (include a model for ethical decision-making, this will be everyone’s Appendix A in their Capstone Paper), relevant laws and regulations, ethical conduct of research, and additional codes of ethics as appropriate to context? Work through an example of an ethical dilemma.

3. How did/do you use reflection and self-regulation to manage personal values and maintain professionalism in practice situations? Define and give an example.

4. How did/do you demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication? Define and give an example.

5. How did/do you use technology ethically and appropriately to facilitate practice outcomes? Define and give an example.

6. How do you use supervision and consultation to guide professional judgment and behavior? Define and give an example.

**Competency Two: Engage Diversity and Difference in Practice**

Social workers understand diversity and difference characterize and shape the human experience and are critical to the formation of identity. Discuss the intersectionality of multiple factors including but not limited of 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 how a culture’s structures and values, including social, economic, political, and cultural exclusions, oppress, marginalize, alienate, or create privilege and power.

1. Begin by describing the competency in your own words as well how this competency is evident in your agency.

2. How would you or have you applied and communicated an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels?

3. How did you or how have you presented yourself as a learner and engaged clients and constituencies as experts of their own experiences?

4. How did you or how have you applied self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies?

**Competency Three: 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.

1. Begin by describing the competency in your own words as well how this competency is evident in your agency.

2. How do/did you apply your understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; provide an example.
3. How did/do you engage in practices that advance social, economic, and environmental justice? Provide an example.

**COMPETENCY FIVE IS THE NEXT COMPETENCY DUE**

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

Social workers understand quantitative and qualitative research methods and the respective role in advancing a science of social work and in evaluating your practice. Social workers understand 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 multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. This competency and PowerPoint presentations are not used until: see syllabus outline.

1. Begin by describing the competency in your own words as well how this competency is evident in your agency.
2. How did/do you use practice experience and theory to inform scientific inquiry and research? Provide examples.
3. How did/do you apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings? Provide examples.
4. Explain how you use(d) and translate research evidence to inform and improve practice, policy, and service delivery. Provide examples.
5. Design a research project to address how your agency could assess effectiveness.

Develop a PowerPoint Presentation of your proposed/completed research findings after completing (Competency Four: Engage In Practice-informed Research and Research-informed Practice) in our seminar AND to a group of staff members in your SWK 490 agency placement. An attendance sheet is required.

**Competency Five: Engage in Policy Practice**

Social workers understand human rights and social justice, as well as social welfare and services, mediated by policy and its implementation at the federal, state, and local levels. Social workers know the history and current structures of social policies and services, and discuss the role of policy in service delivery, and the role of practice in policy development. Social workers understand policy development and implementation within your practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers also 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.

1. Begin by describing the competency in your own words as well how this competency is evident in your agency.
2. Identify social policy at the local, state, and federal level that impacts your client’s well-being, service delivery, and access to social services; Provide examples.
3. Give an example assessment of how social welfare and economic policies impact the delivery of and access to social services. If you could change a policy—what would you change and how?

**Competency Six: 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.

1. Begin by describing the competency in your own words as well how this competency is evident in your agency.
2. What specific theories (plural) of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks did you utilize to engage with clients and constituencies in and outside of your agency?
3. Please provide a detailed example of how you applied your response to the first question with a client/client group in your agency.
4. How did the theories you used help to guide you to effectively engage with the client/group?
5. How did/do you use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies?

Competency Seven: 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.

1. Begin by describing the competency in your own words as well how this competency is evident in your agency.
2. How did/does your agency collect and organize data, and apply critical thinking to interpret information from clients and constituencies? Examples.
3. How did/do you 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? Name theories and perspectives used. Give examples that do NOT include strengths perspective, Maslow, Erickson, Ecological or Systems theories.
4. How did/do you use and 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.
5. Explain how you develop(ed) mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies? Give an example of sample goals you mutually agreed upon with a client.
6. How did/do you select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies?
7. How did/would your personal experiences and affective reactions affect your assessment and decision-making?

Competency Eight: **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 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. 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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

1. Begin by describing the competency in your own words as well how this competency is evident in your agency.
2. How do/did you critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; provide examples.
3. How do/did you apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; provide examples and try NOT to use theories that you should know like the back of your hand eg: Systems, Maslow and Erikson’s.
4. How do/did you use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; How did you negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; (examples) and
5. How do/did you facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency Nine: **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 select and use appropriate methods for evaluation of outcomes. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.

1. Begin by describing the competency in your own words as well how this competency is evident in your agency.
2. How did/do you apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes? (Again, try not to use theories such as Maslow, Erikson and Systems).
3. How have you critically evaluated and applied this knowledge in evaluating outcomes. Provide examples.
4. How did you critically analyze, monitor, and evaluate intervention and program processes and outcomes. Provide examples.
5. Describe how you apply(ied) evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. Provide examples.
Be sure to address AND apply your knowledge, values, skills, and affective and cognitive processes as you answer the competency questions.

Terms:
Knowledge
Your knowledge and understanding of competency connecting field experiences to the competency.

Cognitive
Demonstrating mastery of a body of knowledge related to each social work competency.

Values
Your professional performance (ethical behaviors and decision making) and knowledge of social work values in the field practicum.

Skills
Your ability to effectively engage professionally with all populations/client groups served, despite personal bias or values.

Affective & Cognitive Processes
Evaluate self-as-professional using the feedback obtained from clients, supervisors, peers, field faculty and their own critical thinking skills. Understanding of the client as well as your own feelings, emotions, and reactions to client/situation.

For more information on CSWE Nine Core Competencies, please review: https://cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

(3) Attendance to a professional conference, seminar or workshop: This assignment is designed to enhance skills and knowledge, as well as provide opportunities for networking and professional development. Attendance at a minimum of one such event is required and should be included in the Individual Learning Contract. Both the agency instructor and course professor can provide information about such meetings. Ordinarily these experiences are to be in addition to the staff in-services provided at the agency. Be prepared to share the information you gather with the class and provide handouts received at the training. You may also create a handout or provide a few PP slides.

(4) Written & Verbal Report of Narrative Logs
You will submit logs to the professor throughout the course (see dates on course outline). Each log should be clearly related to a different competency. Your log is a reflection of your activities in field placement. The purpose of the log is to enhance your professional growth as a social worker. The log can be used as a way of comparing student-professor views and perceptions, a means of monitoring progress, a mechanism for identifying issues, difficulties and areas for work and ultimately for evaluating progress. This assignment should challenge you to analyze the experiential learning from both a personal and professional perspective and to apply social work knowledge, skills and values in understanding and evaluating the experience. Logs will be graded as S (satisfactory) or U (unsatisfactory).

INSTRUCTIONS FOR LOGS
You will complete logs throughout the course of the semester (see dates on syllabus). Each log should be connected to a different competency. Your log is a verbal and written reflection of your activities in field placement. USE THE HEADINGS PROVIDED BELOW.
Instructions: Choose situations/tasks/experiences throughout the semester and write a complete log entry for the situations/tasks/experiences following the structure outlined below. The entry for the log must be organized into the seven (7) sections outlined below and each section must be clearly labeled.

1. COMPETENCY
Identify the competency that is addressed in this log along with the competency number.

2. DESCRIPTION
Describe in detail a situation/experience/task/incident that occurred as part of the field placement. Clearly state how this relates to one of the 9 competencies. Choose experiences/situations/tasks that are significant and important to you, an “eye-opener” or perhaps a situation that created a dilemma for you in terms of what to say or do.

3. AFFECTIVE AND COGNITIVE REACTION
In detail, discuss your reaction to and feelings about the situation, task, etc. Why was this situation significant or did it pose a dilemma for you? Did this make you think differently about social work practice?

4. APPLICATION
Apply academic knowledge to the practice situation you have described. Identify professional issues or underlying social work knowledge, values, and skills can be applied to enhance understanding of the situation? This application may include the application of theory and/or the critique of theory. It might involve the application of a skill or social work knowledge. Your application should speak directly to a competency and you should make explicit the connection. Refer back to your old texts and cite at least once.

5. CRITICAL THINKING
Think critically about the situation. What would you do differently if confronted with that same situation again? Which action seems best to you now and why do you think it is the best response?

6. RELATION TO PRACTICE BEHAVIORS
Discuss how this situation relates to one or more of the practice behaviors related to the competency you are addressing.

7. REFERENCES
Simply list out your references. You should cite and reference at LEAST once per Log

(5) Self-Care Journal: details discussed in seminar.

(6) AGENCY EVALUATION: This assignment will not be returned to you but may be shared with your supervisor (upon request and with your permission) and with future students planning for a practicum. Your name on this section of the paper is optional.

1. Name and address of agency, name of supervisor, date of this report.
2. Comment on work atmosphere, staff relations and the supervision you received.
3. Briefly describe your assignments.
4. In what ways did you feel prepared for this setting and placement? In what ways did you feel unprepared?
5. What could have been done by the University, the agency and/or you, to increase the value of your field experience?
6. Has your placement made you aware of further course work or experience you need to increase
your competency as a social worker? Be specific.
7. Would you recommend this agency for field placement for future students? Why or why not?
8. Do you give permission for this evaluation to be shared with your agency supervisor?
9. Do you give permission for this evaluation to be shared with future students?

13. Bibliography


14. UNIVERSITY RESOURCES:
The Student Success Center, located on the ground floor of the library, provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 100 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email successcenter@eku.edu or visit www.successcenter.eku.edu. Drop-in visits are welcome, and no appointment is necessary.

The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral or multi-modal communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit https://studio.eku.edu.

The EKU Counseling Center (EKUCC) provides confidential psychological services for currently enrolled EKU students. EKUCC also provides psychoeducational events and programs to increase mental health awareness within the EKU community through prevention, awareness, education, and stigma reduction. Provision of these services in a welcoming, comfortable, and multi-culturally sensitive environment for all in the EKU community is of utmost importance to our agency. Visit https://counselingcenter.eku.edu/ for more information or https://counselingcenter.eku.edu/appointments for appointments and walk-in hours.

15. Additional Information - SWK 490: The major purpose of the social work practicum is to "learn by doing"--THROUGH APPLICATION. Traditionally this has been a principal method of teaching
utilized in social work education. The student, after devoting many hours to classroom learning of social theory, value systems and skill development, now has the opportunity to put this knowledge to use in the actual practice situations.

The practicum is a unique course because the expectations vary considerably from general classroom courses; learning resources are found in the agency and in the larger community as well as in the classroom. Through the student's activities in the agency he/she is assisted in applying the cumulative knowledge gained from the classroom, the extra-curricular activities of the program and his/her life experiences.

For the student who will soon be entering the professional social work community the practicum provides the opportunity to gain an identity with the profession, to gain experience in using the generalist problem-solving model of social work practice, to evaluate personal performance and to increase self-awareness.

Teaching Method: The primary experience is in the agency and community of placement. The classroom experience is in a seminar format and as such lecture is at a minimum. The seminar participants will be expected to share experiences, discuss issues related to practicum as well as professional growth and awareness, encourage, support and confront when necessary. There will be occasional guest speakers and student presentations on topics related to the agency experience.

Individual Conferences: At any time during the semester you may request an individual conference with the faculty professor or your professor may request to meet with you. These conferences may be for the purpose of requesting resource material, determining or reassessing educational goals, clarifying written or oral presentations, progress evaluations or for any purpose you wish. These conferences are a part of the professor's course responsibility and all students are encouraged to use this individual resource as they deem necessary. The professor may request an individual conference with a student at any time during the semester for the purpose of performance review and evaluation.

Professional Standing: Your professor will provide you with information regarding licensure and membership in professional associations. Students in the practicum are strongly encouraged to actively participate in the Student Social Work Association and to become members of the NASW.

Financial Commitment – Transportation: You are responsible for all personal costs, including transportation, incurred while taking this course. Most agencies require the use of private automobiles by students but sharing transportation is permissible if approved by the agency; you will be responsible for making such arrangements. Agencies sometimes will be able to reimburse students for mileage driven as part of assigned tasks. A student using his/her personal vehicle is expected to have registration papers, appropriate auto insurance, current driver's license and state vehicle inspection sticker if appropriate.

Professional Liability Insurance: The University provides professional liability insurance for students through a lab fee attached to the practicum course. Students must register for the insurance when they register for the SWK 490 class. (Exception: students who took SWK 390 in the Fall do not have to register for the PLI if taking SWK 490 the following spring semester.)

Official E-mail: An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.
### 16. Course Outline Spring 2020 *(subject to change as needed)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments-Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 Jan 13</strong></td>
<td>Brief introductions and Expectations</td>
<td>Ice-Breaker: “What will you bring to your practicum agency that will enhance your practicum experience and support the mission of your agency?”</td>
</tr>
<tr>
<td></td>
<td>Check roster for accuracy.</td>
<td>Discussion: What are your strengths, challenges, and areas of improvements based on your 390 final evaluation? What have you learned about yourself?</td>
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<tr>
<td></td>
<td>Syllabus Review</td>
<td>How are your communication skills with staff and clients, comfort with theories and interventions, use of supervisions, assertiveness, taking initiative, and understanding of agency policy?</td>
</tr>
<tr>
<td></td>
<td>Discuss Assignments</td>
<td>Students should brainstorm over possible learning contract activities- this includes evaluation of competencies.</td>
</tr>
<tr>
<td></td>
<td>Review of CSWE Competencies</td>
<td>Reference Code of Ethics- Confidentiality</td>
</tr>
<tr>
<td></td>
<td>University-Agency Agreements</td>
<td>Assignments: A written log is due week 2.</td>
</tr>
<tr>
<td></td>
<td>Topics: Self-Awareness of strengths and challenges</td>
<td>Locate and read two journal articles on Professional Boundaries and Ethical Dilemmas. Complete by 1/27. Develop an annotated bibliography of the two articles; submit in BB 1/27.</td>
</tr>
<tr>
<td></td>
<td>Confidentiality</td>
<td>Review the P&amp;P Manual at your agency this week AND begin to look for a case that you will use to complete the case presentation paper.</td>
</tr>
<tr>
<td></td>
<td>Students should brainstorm over possible learning contract activities- this includes evaluation of competencies.</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2 Jan 20</strong></td>
<td>MLK Holiday – No Class</td>
<td><em>DUE: Written Log 1 (due in Blackboard by midnight Monday, January 20th)</em></td>
</tr>
<tr>
<td><strong>Week 3 Jan 27</strong></td>
<td>Topic: Ethical and Professional Behavior Joint Seminar Combs 106</td>
<td>Students should be working on learning contracts and capstone papers.</td>
</tr>
<tr>
<td></td>
<td>Assignments:</td>
<td>Read Poulin &amp; Matis article (Perspectives: SWK Competencies and Multidimensional Assessment). This article is the basis of how your Competency Capstone Papers will be evaluated and scored; this is information YOU NEED TO FULLY UNDERSTAND. (In Blackboard) Complete by 2/3.</td>
</tr>
<tr>
<td></td>
<td>Your Case Presentation and Capstone Competency One are due Monday, February 3rd.</td>
<td><strong>Your Case Presentation and Capstone Competency One are due NEXT MONDAY.</strong></td>
</tr>
<tr>
<td><strong>Week 4 Feb 3</strong></td>
<td>Topic: Diversity and Difference in Practice Joint Seminar Combs 106</td>
<td><em>DUE: First time sheet Case Presentation and Capstone Competency One</em></td>
</tr>
<tr>
<td></td>
<td>Assignments:</td>
<td>• Review Capstone Competency Two: Diversity and Differences</td>
</tr>
</tbody>
</table>
**Next Seminar:** Bring a completed draft of your resume for our next session with Career Services. You will refer to it during the session.

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Joint Meeting Career Services and resume writing 9.30 am WHITLOCK 460 Mandy Harrison Meet in Keith at 9:00 to give me your homework first.</th>
</tr>
</thead>
</table>
| Feb 10 | **DUE:**  
Draft Resume  
Learning Contract  
Capstone Competency Two  
- Review Capstone Competency Three: Advance Human Rights & Social, Economic, & Environmental Justice, which is due next Monday. What does the phrase “social justice” mean to you?  
Next Seminar: Be prepared to discuss Case, Competency One and Two; develop a graphic to share in class of the ethical model you referenced in your responses to questions for competency one. |

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Review of Capstone Competencies</th>
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</table>
| Feb 17 | **DUE: Capstone Competency Three**  
- Discuss case presentation.  
- Discuss responses to Capstone Competency One; everyone will share their ethical model.  
- Discuss responses to Capstone Competency Two. Please be prepared to discuss the following questions.  
Discussion Questions:  
1. What does the term *culture* mean to you and why is it an important dimension in our SWK assessments, goals for clients, and our interventions?  
2. What are your own cultural limitations?  
3. How have you increased your cultural knowledge and skills in working with (or preparing to work with) a culturally diverse region, agency, world?  
4. How does your agency show competency in working with individuals, families, and communities that are diverse? (Think agency culture, policy, practice, resources)?  
5. How do you approach understanding culture, power, race, gender, class, equality, social justice?  
6. How do you keep yourself informed about cultural issues present in your agency?  
7. What have you seen to support the *dual perspective*, which you learned in SWK 225?  
- Review Capstone Competency Five: Engage in Policy Practice  
Next Seminar: What is the organization and “working” culture of your agency?  
Please review and give thoughtful responses to the twelve (12) questions (listed in the next section) for next week. We will review everyone’s insights to those questions next week.  
Discuss SWEAP EXAM  
Next Seminar: Discuss everyone’s ideas and plans to respond to Capstone Competency Four: Engage in Practice-informed Research & Research-informed Practice. |
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Topic: Organizational Culture and discuss the application of the NASW Code of Ethics as related to the listed questions for discussion</th>
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</thead>
</table>
| Feb 24  | **DUE: Capstone Competency Five**  
Discussion of the following twelve questions:  
1. Define your agency’s organizational culture (values, beliefs, behaviors, etc.).  
2. What are some important rituals and traditions at your agency?  
3. Do people work in teams?  
4. How are decisions made?  
5. How is supervision sought out, by you and team members?  
6. How supportive is the agency supervisor?  
7. What continuing education opportunities are available?  
8. Is ongoing training encouraged and valued?  
9. Does staff seem to put effort in their work?  
10. Does staff seem to enjoy their jobs, is there positive energy in your agency?  
11. What policies, events, or aspects of behavior help it thrive and succeed, what distracts from agency success and quality service to clients?  
12. How do people behave inside the organization and how do they interact with the outside environment?  
Discuss responses to Competency Five.  
- Review Competency Four: Engage in Practice-informed Research & Research-informed Practice. Discuss status of everyone’s “research” in their agency.  
- Review Competency Six: Engage with Individuals, Families, Groups, Organizations, and Communities. |
|         | Review of Capstone Competency  
Review status of research  
Midterm evaluation visits. |

<table>
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<tr>
<th>Week 8</th>
<th>Topic: Engage with Individuals, Families, Groups, Organizations, and Communities.</th>
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</thead>
</table>
| Mar 2   | **DUE: SWEAP EXAM (complete this before 9:00 am)**  
**Capstone Competency Six Due**  
**Verbal Log**  
Discuss responses to Competency Six.  
Discussion Question: What engagement skills have you developed and what are effective engagement techniques in your agency setting?  
Individual meeting to consult on competency four if needed after class.  
Spring break: Have a fun, relaxing break….or enjoy time in your agency. Notify me by March 5th if you plan to be in the agency. |
|         | Midterm evaluation visits. |

| Week 9  | Spring Break  
No Class |
|---------|-------------------------------------------------|

| Week 10 | Joint Meeting in the Library with Brad Marcum  
“Staying Current in the Field”  
Library Services library classroom 319 |
|---------|-------------------------------------------------|
| Mar 16  | **DUE: Second Time Sheet**  
**Log 2 (written)** |

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109  
**P a g e**
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Topic: Research</th>
<th><strong>DUE: Capstone Competency Four &amp; PowerPoint Presentation</strong></th>
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<tbody>
<tr>
<td>Mar 23</td>
<td></td>
<td>- Review Competency Seven: Assess Individuals, Families, Groups, Organizations, and Communities (bring copies of the agency assessment tool to the next class).</td>
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<tr>
<th>Week 12</th>
<th>Topic: Assessment Individuals, Families, Groups, Organizations, and Communities.</th>
<th><strong>DUE: Competency Seven - Responses to Competency Seven will be discussed and agency assessment process and tools will be shared.</strong></th>
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</thead>
<tbody>
<tr>
<td>Mar 30</td>
<td>If time permits- Topic: Self-reflection &amp; Insight</td>
<td><strong>DUE: Conference Presentation - We will also discuss information class members have acquired in their attendance to workshops and/or conferences this semester.</strong></td>
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<td>- Review Competency Eight: Intervene with Individuals, Families, Groups, Organizations, and Communities.</td>
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<td>Next Seminar: Locate a journal article that focuses on a SWK Practice Issue that you feel needs to be addressed more in social work education and in your agency setting. Prepare only 5-6 PP slides.</td>
</tr>
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</table>

| Week 13 | Topic: Intervene with Individuals, Families, Groups, Organizations, and Communities. | **DUE: Capstone Competency Eight**  
**DUE: Third Time Sheet** |
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<td>April 06</td>
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<td>Discuss responses to Competency Eight.</td>
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<td>Journal Articles will be shared and reviewed. Prepare PP (5-6 slides only)</td>
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<td>- Review Competency Nine: Evaluate Individuals, Families, Groups, Organizations, and Communities.</td>
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| Week 14 | Topic: Evaluate Individuals, Families, Groups, Organizations, and Communities. | **DUE: Capstone Competency Nine**  
**DUE: Licensure Worksheet / NASW Membership** |
<table>
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<tr>
<td>April 13</td>
<td></td>
<td>Discuss responses to Competency Nine. Review Licensure Worksheet and NASW Membership</td>
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<td></td>
<td></td>
<td>- Discuss Agency Evaluation</td>
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| Week 15 | Topic: Self-reflection & Insight  
Agency Field Visits for Final Evaluation | **DUE: Agency Evaluation - follow outline in the syllabus.** |
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<tbody>
<tr>
<td>April 20</td>
<td></td>
<td>Discussion: Reflecting on experiences, professional growth, challenges. Type up your responses and be prepared to discuss your answers in today’s class.</td>
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<tr>
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<td></td>
<td>1. What are your strengths, challenges, and areas of needed improvements?</td>
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<td>2. What have you learned about yourself?</td>
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<td>3. What skills, insights, personal maturity, or confidence have you further developed since your SWK 390 Practicum?</td>
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<td>4. How are your communication skills with staff and clients, comfort with theories and interventions, use of supervision, assertiveness, taking initiative, and understanding of agency policy developing?</td>
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<td></td>
<td>5. What challenges are you working on…or still struggling with (it’s OK to be honest, you won’t be judged, we’re here to help one another).</td>
</tr>
</tbody>
</table>
| Week 16 April 27 | Senior Lunch  
Student Forum  
11:00-1:00  
Location will be announced in class week 15.  
Agency Field Visits for Final Evaluation | *Competency Capstone Paper: Submit for final grading (hard copy only).* |
|----------------|--------------------------------------------------------------------------------|------------------------------------------------------------------|
| Week 17 FINALS WEEK May 4 | Agency Field Visits for Final Evaluation | *Final Time Sheet Due - Email time sheet to Professor Pam Black  
Final Competency Capstone (all competency questions in one document submitted to Safe Assignments and email a copy to Evelyn.jones@eku.edu).* |
SAMPLE WEEKLY TIME LOGS

- SWK 390 – 112 minimum hours
- SWK 490 – 384 minimum hours
SOCIAL WORK 390 WEEKLY LOG

NAME: ___________________________  DATE: ___________________________

(Date of Seminar)

WEEK OF: ________  AGENCY/PROGRAM: ________________________

HOURS COMPLETED THIS WEEK: ______  TOTAL HOURS TO DATE: ______

<table>
<thead>
<tr>
<th>SECTION I</th>
<th>ACTIVITIES</th>
</tr>
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<tbody>
<tr>
<td>DATE/TIMES</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>SECTION II</th>
<th>NEW LEARNING/INSIGHTS/INTEGRATION</th>
</tr>
</thead>
<tbody>
<tr>
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<td>(Please Attach)</td>
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</table>

__________________________
Supervisor Signature
A weekly time log is a required tool students should use to track the number of clock hours in field each month. A weekly time log requires a signature from both the student and the field supervisor, which will help to eliminate possible discrepancies regarding the obtainment of clock hours for the semester. Some field placement agencies have implemented their own manner of tracking field placement clock hours and students should use such a tracking tool instead of the one provided by EKU. However, for those students placed at a field placement agency with no tracking procedure in place, the EKU format is required. All weekly logs should be signed and turned in weekly to the course instructor for a quick review and returned to you. It is your responsibility to staple ALL of the time logs together and turn them into the instructor at the end of the semester.

**EXPLANATION**

When completing a weekly time log the following format is used:

**Summary of Tasks:** provide a brief description of the tasks completed for the week, continue recording in such a manner over the course of one calendar week.

Students must be in field about 32 hours per week to meet the specific number of clock hours needed. The weekly time log should be complete and thorough enough in the description of tasks so confusion is not fostered and a clear understanding of the clock hours obtained is provided.
FIELD EDUCATION 490 WEEKLY TIME LOG

EXAMPLE

Student’s Name: Jane Doe  
Field Placement Agency: Bluegrass Regional Mental Health  
Year: BSW / Senior / 490  
Field Instructor’s Name: Jane Doe  
Faculty Name: Pam Black, MSW

<table>
<thead>
<tr>
<th>Week</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THUR</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 19</td>
<td>4</td>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Summary of Tasks: examples: Reviewed mission and vision statements; Read operations manual; Met with field instructor and outlined learning contract

Signature of Student / Date _______________  
Signature of Field Instructor / Date _______________  
Course Instructor / Date _______________

Keep a running total as chart below - complete this form which is a record to be included in your Field Folder

<table>
<thead>
<tr>
<th>Week</th>
<th>Hours Achieved</th>
<th>Running total</th>
<th>Week</th>
<th>Hours Achieved</th>
<th>Week Number</th>
<th>Hours Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 19</td>
<td>32</td>
<td>32</td>
<td>Oct 7</td>
<td></td>
<td>Nov 25</td>
<td></td>
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<tr>
<td>Aug 26</td>
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<td>64</td>
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<td>Dec 2</td>
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<tr>
<td>Sept 2</td>
<td>32</td>
<td>96</td>
<td>Oct 21</td>
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<td>Sept 9</td>
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<td>Oct 28</td>
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<td>Sept 16</td>
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NASW CODE OF ETHICS

National Association of Social Workers
Code of Ethics
Revised by the NASW Delegate Assembly in 2017

OVERVIEW
The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first section, “Preamble,” summarizes the social work profession’s mission and core values. The second section, “Purpose of the NASW Code of Ethics,” provides an overview of the Code’s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, “Ethical Principles,” presents broad ethical principles, based on social work’s core values that inform social work practice. The final section, “Ethical Standards,” includes specific ethical standards to guide social workers’ conduct and to provide a basis for adjudication.

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, Guam, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

• strengthen and unify the profession
• promote the development of social work practice
• advance sound social policies.

Promoting high standards of practice and protecting the consumer of services are major association principles.

Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2017.

Preamble
The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs.
Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

**Purpose of the NASW Code of Ethics**

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work’s mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*’s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.
Furthermore, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be
judged. Social workers’ ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession’s values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications whether they occur in person or with the use of technology. For the purposes of this Code, technology-assisted social work services include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles
The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service
Ethical Principle: Social workers’ primary goal is to help people in need and to address social problems
Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice
Ethical Principle: Social workers challenge social injustice.
Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person
Ethical Principle: Social workers respect the inherent dignity and worth of the person.
Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible self-determination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value: Importance of Human Relationships**

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value: Integrity**

**Ethical Principle:** *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value: Competence**

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers’ ethical responsibilities to clients, (2) social workers’ ethical responsibilities to colleagues, (3) social workers’ ethical responsibilities in practice settings, (4) social workers’ ethical responsibilities as professionals, (5) social workers’ ethical responsibilities to the social work profession, and (6) social workers’ ethical responsibilities to the broader society.

https://www.socialworkers.org/about/ethics/code-of-ethics
Eastern Kentucky University is accredited by the Council on Social Work Education and conforms to standards set forth by its Educational Policy and Accreditation Standards.

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master’s degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master’s degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE’s COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS
2015 Educational Policy and Accreditation Standards for Baccalaureate and Master’s Social Work Programs

Competency-Based Education
Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Social Work Competencies

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

**Competency 2:** Engage Diversity and Difference in Practice

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

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

**Competency 5:** Engage in Policy Practice

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

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

**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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. Social workers:

- 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; and
- 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. Social workers:

- 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; and
- 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. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- 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. Social workers:

- 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; and
- 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. Social workers:

- 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. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- 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. Social workers:

- 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; and
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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- 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; and
- 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. Social workers:

- select and use appropriate methods for evaluation of outcomes;
  1. 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; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Developed by the Council on Social Work Education (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation; Educational Policy approved by the CSWE Board of Directors on March 20, 2015; Accreditation Standards approved by the CSWE Commission on Accreditation on June 11, 2015.

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