



FLOYD COUNTY BOARD OF EDUCATION
Anna Whitaker Shepherd, Superintendent
442 KY RT 550
Eastern, KY 41622
Telephone (606) 886-2354 Fax (606) 886-4550
www.floyd.kyschools.us

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Consent Agenda Item (Action Item): John M. Stumbo Elementary requests the approval of the Memorandum of Agreement between University of Pikeville and John M. Stumbo Elementary. The agreement is for John M. Stumbo to provide field work to complete the Cooperative Education Social Work Practicum Program.

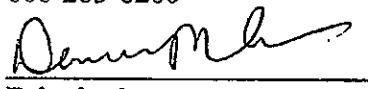
Applicable State or Regulations: FCS Board Policy 01.11 General Powers and Duties of the Board

Fiscal/Budgetary Impact: There is no fiscal or budgetary impact.

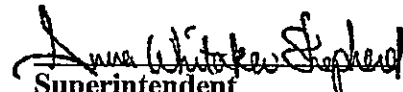
History/Background: In order to fulfill the mission, goals, and objectives of its educational programs in Social Work, desires the privilege of providing a cooperative professional social work practicum in the Agency, John M. Stumbo FYSRC would serve as a field experience to fulfill the practicum part of the Social Work Program.

Recommended Action: Approve the MOA between John M. Stumbo and the University of Pikeville.

Contact Person(s): Donna Robinson, Principal Angie Martin FRYSC Director
606-263-6200


Principal


Director


Superintendent

Date: 6/9/24

UNIVERSITY OF PIKEVILLE

School of Social Work

Memorandum of Agreement

For

Cooperative Education Social Work Practicum Program

THIS AGREEMENT by and between the University of Pikeville, School of Social Work, hereafter called "School" and _____, hereafter called "Agency,"

WHEREAS, the School, in order to fulfill the mission, goals, and objectives of its educational programs in Social Work, desires the privilege of providing a cooperative professional social work practicum in the Agency, and

WHEREAS, the School and the Agency desire to set forth the essential points of their agreement in writing,

THEREFORE, it is understood and agreed between the parties as follows:

I. RIGHTS AND RESPONSIBILITIES OF THE SCHOOL

The Program shall have the following rights and responsibilities:

1. Providing the necessary orientation / training of field instructors.
2. Keeping Agency advised of the Schools' mission, goals, objectives, and educational program through the distribution of the School of Social Work Student Handbooks and Field Education Handbooks. The School's policies and procedures, as delineated in the Handbooks, are part of this Agreement.
3. Assigning students acceptable to the Agency, including termination of placement, if determined to be in the best interest of Agency, School, and/or student.
4. Assigning School of Social Work faculty to work with each student and field instructor; the faculty will conduct weekly seminar with practicum students to complement the field placement; the faculty will maintain regular contact with the Agency, including no less than two (2) supervisory visits during a 16-week semester; and the faculty will evaluate student performance in consultation with the appropriate Agency personnel/Field Instructor and assign the student's final grade for the placement.
5. Maintenance of general liability insurance for each practicum student.
6. Indemnification and save harmless the Agency from any and all liability occasioned by actions of students and/or faculty member for workers.

compensation, illness, or other claim wherein might be asserted against it by students and/or faculty arising out of the Agreement.

II. RIGHTS AND RESPONSIBILITIES OF THE AGENCY

The Agency shall have the following rights and responsibilities:

1. Providing social work students with an educationally sound practicum experience, based on a model consistent with their level of education, under the supervision of a qualified social worker. Qualified social work supervisor for undergraduate social work students must have a bachelor's degree in social work and a minimum of two years post-degree experience. Qualified social work supervisor for Masters of Social Work students must have a Master's degree in social work and a minimum of two years post-degree experience. Exception to a qualified social worker can be made as long as clearly established guidelines and safeguards for placement in these agencies are followed, as specified in the Field Education Handbook.
2. Providing the use of its facilities (necessary office space, and other required facilities, including agency-directed travel expenses using the student's vehicle, agency-directed purchases of supplies with student monies, or any other agency-directed expenditures asked of the student in the performance of the field experience for agency-related assignments) for students accepted for placement.
3. Providing availability of clients and resources consistent to meet the student's educational level, learning goals and objectives—mutually agreeable to student, Agency, and School.
4. Interpreting its programs and policies to School of Social Work faculty members and keeping the School updated on changes that affect specific requirements or conditions of student practicum (i.e., departure of a field instructor, closure or vacating Agency facilities, policy changes prohibiting or limiting a practicum experience, etc.), including informing the School of specific requirements or conditions for acceptable practicum students.
5. Cooperating and consulting with School of Social Work faculty members in planning, supervising, and evaluating the social work student experience.
6. Providing an allotment of time for orientation that is mutually agreeable to Agency, School, and students, in learning Agency philosophy, policies, and procedures.
7. Providing the field instructor with sufficient time for student instruction and supervision and for attendance at meetings required by the School.
8. The field instructor must also complete a midterm and final evaluation of the student and be available for midterm and final evaluation with the student and School of Social Work faculty—such evaluation appointments are initiated by School of Social Work faculty and at a time that is mutually agreeable to the Agency, field liaison, and to the student. Midterm and Final evaluations will be conducted in a face-to-face manner, either at the physical location of the participating agency, or using appropriate technology, to allow Agency, Field Liaison, and student to see each other and interact throughout the evaluation. Scheduled evaluations are anticipated to take approximately one (1) hour to complete. Additionally, the field instructor will provide a minimum of one (1) hour per week of supervision in accordance with the policies of the Program.
9. Maintaining compliance with the Americans with Disabilities Act and making accommodations to serve the needs of students with disabilities.

10. Indemnification and save harmless the School of Social Work from any and all liability accessioned by actions of the Agency, the field instructor, and staff in the delivery of Social Work Services.
11. Requesting termination of students' practicum or withdrawal of any student whose performance may be unsatisfactory to the Agency in consultation with the appropriate School faculty.

III. NONDISCRIMINATION

The University of Pikeville is an equal opportunity educational institution and is committed to nondiscrimination. Likewise, the University of Pikeville School of Social Work is committed to nondiscrimination and providing equal education opportunities without regard to race, ethnicity, nationality, age, class, color, disability, gender, marital status, religion, sex, sexual orientation or veteran status. The School of Social Work does not discriminate based on the any of the aforementioned characteristics in policies related to admission and all academic endeavors related to the School of Social Work. Therefore, the Agency agrees not to discriminate in employment, provision of benefits or otherwise on account of race, ethnicity, nationality, age, class, color, disability, gender, marital status, religion, sex, sexual orientation or veteran status.

IV. TERM OF AGREEMENT

This agreement shall be effective from the date of its execution and shall continue thereafter until terminated by either party upon written notice at least ninety days (90) in advance. Such notice will provide a student with sufficient time as not to affect a student currently in placement. The Agreement can be reviewed upon request of either party. Subject to revisions as are mutually agreeable at the time of review, submitted as amendments to modify this Agreement, the duration of the Agreement shall be renewed by execution of all signatures every three (3) years. Each party (the Agency and the School) shall be allowed to request to modify or terminate with the 90-day notice provision.

This Agreement constitutes the entire agreement between the parties, and all prior discussions, agreements, and understandings, whether verbal or in writing, is hereby merged into this Agreement.

IN WITNESS WHEREOF, under authority of their governing bodies, the parties hereto have affixed their signatures.

Agency:

 Administrator Title Date

UPIKE:

 Chairperson School of Social Work Date



**School of Social Work
Agency Demographic Survey**

Please complete in entirety. Please print or type legibly.

Agency Name:

Address:

street

city

state

zip code

Contact Person:

Phone Number:

E-mail address/Agency website:

1. Does your agency require any of the following? Check all that applies

Criminal records check

TB Skin Test

Drug Testing

Fingerprinting

Immunizations/proof of
Immunizations

Special uniforms/gear

Other requirements. Please specify:

2. Indicate the area(s) of service provision available at your agency. Check all that apply.

Disabilities

Corrections/Criminal Justice

Aging

Youth & Schools

Mental Health

Substance Abuse

Health/Medical

Veteran Services

Child Welfare

Case Management

Macro/Community Organizing

Other – Please specify:

3. Which system level best describes your agency's services?

- Macro-level (administrative, policy making, community organizing)
- Mezzo-level (working with groups/families)
- Micro-level (direct services with individuals and sometimes families)
- Agency addresses all levels

4. Please indicate the following learning opportunities that your agency can provide for student social workers. (Please check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Diagnostic |
| <input type="checkbox"/> Case Management | <input type="checkbox"/> Information and Referral |
| <input type="checkbox"/> Grant Writing | <input type="checkbox"/> Crisis Intervention |
| <input type="checkbox"/> Assessments | <input type="checkbox"/> Prevention |
| <input type="checkbox"/> Intake | <input type="checkbox"/> Discharge Planning |
| <input type="checkbox"/> Community Organizing | <input type="checkbox"/> Report Writing/Recording |
| <input type="checkbox"/> Administrative | <input type="checkbox"/> In-home Intervention |
| <input type="checkbox"/> Program Evaluation | <input type="checkbox"/> In-Service Trainings |
| <input type="checkbox"/> Public Speaking | <input type="checkbox"/> Conference Attendance |
| <input type="checkbox"/> Judicial Interactions | <input type="checkbox"/> Agency Education Programs |
| <input type="checkbox"/> Advocacy/Lobbying | <input type="checkbox"/> Workshop Attendance |
| <input type="checkbox"/> Education | <input type="checkbox"/> Data Collection/Research/Analysis |
| <input type="checkbox"/> Fundraising | <input type="checkbox"/> Attendance of staff/administrative meetings |
| <input type="checkbox"/> Community Outreach | <input type="checkbox"/> Other - Please specify: |
| <input type="checkbox"/> Individual treatment | |
| <input type="checkbox"/> Group/Family Treatment | |

5. Is your agency compliant with the Americans with Disabilities Act (ADA)? Yes No

6. Please indicate the hours your agency would provide for social work practicum students to work:

Daytime 8am – 5pm (M-F)

Evenings 6pm - ??? (M-F)

Night shift (M-F)

Weekend Days

Weekend Evenings and Nights

7. Does your agency have more than one site or facility? Yes No

If yes, please list those facilities:

8. Does the agency employ professional social workers (individuals with a BSW/MSW)?

Yes No How Many BSW Level Social Workers:

How Many MSW Level Social Workers:

9. How many students would you prefer per semester?

Please consider the amount of space in the agency, qualified staff to supervise, workload, etc. when deciding this number.

Number of BSW Students:

Number of MSW Students:

10. What is your agency's application and/or screening process for prospective students? (Background check, drug test, etc.)

11. Who is responsible for any costs associated with your agency's application/screening process for students?

Agency Student N/A

12. Does your agency have adequate physical facilities (e.g. desk space, telephone access) for the above-named number of students? Yes No

13. Can students be given increasingly complex tasks to master throughout the semester (e.g. advance from making observations to performing functions)? Yes No

14. Please write a brief description about your program, agency or organization, which can be shared with social work practicum students prior to the field placement and could help assist in student recruitment to your agency or organization. You may attach a brochure or other information materials to share with students.

UNIVERSITY OF PIKEVILLE

School of Social Work

UGSW Program Field Education Handbook

Revised 11/2023

Welcome, Students!

You are about to embark on an amazing journey – a journey where you will be challenged to think critically, ask questions, and put knowledge, values, and skills learned in the classroom into action. Your field practicum is an exciting opportunity to experience the real world of generalist social work. The journey will not be an easy one, though. The practicum experience is perhaps one of the most inspiring and rewarding aspects of your social work education. The School of Social Work and local field instructors have formed a partnership, which will support you, challenge you, and assist you in this process of becoming a competent generalist social work practitioner.

The excitement surrounding your practicum is likely accompanied by many questions. This Handbook has been developed to help answer those questions and facilitate your understanding of the policies and procedures of the field education component of University of Pikeville's Undergraduate Social Work Program. The information in this Handbook will guide you through the field education admission process, creation of a learning contract, and provide you with additional tips and information necessary for a successful practicum experience. The Program recommends you keep this Handbook as a reference throughout your placement as it will help to prevent and solve problems relative to your field education experience.

Once again, I welcome you to the UPIKE Undergraduate Social Work Field Education Program. I look forward to working with you to make your practicum an exciting, rewarding, and successful experience.

Best Wishes,

Shawna Kelly-Blair, MSW

Shawna Kelly-Blair, MSW
Coordinator of Undergraduate Social Work Field Education
Assistant Professor of Social Work
shawnakellyblair@upike.edu
Office No.: 606-218-5013

Generalist Social Work Practice

The UGSW at the University of Pikeville educates students in the generalist practice approach, with an emphasis on social work practice in Central Appalachia. According to the Council on Social Work Education (CSWE) (2015)

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the 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. (p. 11)

Social Work Program Mission Statement

The mission of the UGSW Program at the University of Pikeville is to enhance the institution's mission by being committed to providing the region of Central Appalachia and beyond with entry-level professional social workers who can think critically and utilize knowledge based on scientific inquiry and best practices to create change across all levels of generalist practice.

The University of Pikeville Social Work Program is committed to:

- continuous examination of the human condition as a pathway to the prevention or amelioration of personal, interpersonal, and societal problems, specific to Central Appalachia and those across the globe.
- creating conditions in society that foster personal freedom and human dignity by using an ecological and strengths-based framework to empower individuals, families, groups, organizations, and communities.
- the values and ethics of professional social work.
- preparing professional social workers who practice without discrimination and with sensitivity, knowledge, and skills related to clients' age (across the life course), class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, body size, veteran status, race, religion, sex, and sexual orientation.
- outreach and advocacy to the poor, the disenfranchised, the oppressed, and the vulnerable locally, nationally, and internationally.

Social Work Program Goals

It is the belief of the UGSW Program that the aforementioned mission of the UGSW Program affords the opportunity for Appalachian students to become engaged in a learning process, which empowers them and connects their experiences as a citizen of Appalachia who has experienced many of the social ills and injustices associated with life in rural Appalachia to the purposes of social work. For these students, social work

empowers them by providing them with the tools (i.e. knowledge, values, and skills) to improve the quality of life for Appalachian people.

To achieve the mission, the Social Work Program has established four primary goals:

Goal 1: To prepare knowledgeable, ethical, and competent graduates for entry-level professional social work in the region of Central Appalachian and beyond.

Goal 2: To prepare students to use generalist practice skills to plan for change with diverse client systems of all sizes across the globe with a specific emphasis on working with the needs and people of the Central Appalachian region.

Goal 3: To prepare students for graduate study in social work.

Goal 4: To build and maintain collaborative partnerships with the local human services community to help advance social, economic, and environmental justice and promote human rights in Central Appalachia and across the globe.

Social Work Graduate Competencies

Upon the completion of the University of Pikeville Social Work Program, the graduate will:

- 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

Introduction to Field Education

The signature pedagogy of the profession or the field education component of the UGSW Program provides the chance for students to demonstrate competence in practice in a community setting. This community involvement of the UGSW Program competencies promotes student learning in an agency setting under professional supervision with the ability to seek consultation as needed, and also provides networking opportunities for the practicum student. Field education is designed to offer an environment that is conducive to student success by providing strong, effective mentoring and supervision which encourages academic excellence, personal and professional growth, and fosters lifelong learning.

The UGSW Program's curriculum is designed in a way that offers options for students in terms of the field practicum, allowing students to select the option that works best for their academic career plan, and aligns best with their personal and professional goals and responsibilities.

Each student is required to complete a minimum total of 400 hours of experiential field learning in the UGSW Program. Students have two options in which they can complete practicum. Students must complete SW 496: Social Work Practicum OR SW 491: Social Work Practicum I and SW 492: Social Work Practicum II. Information regarding practicum options are outlined below:

- SW 496: Social Work Practicum – The placement requires a minimum total of 400 hours of experiential field learning in one approved practicum setting averaging 25-30 hours per week throughout the semester. Students complete their practicum under professional supervision, with the ability to seek consultation as needed, during their final semester in the UGSW Program. Students can enroll in this course in the fall or spring semester.
- SW 491: Social Work Practicum I & SW 492: Social Work Practicum II – Each placement requires a minimum of 200 hours of experiential field learning in an approved setting averaging 13-15 hours per week throughout the semester. Students complete their practicum under professional supervision, with the ability to seek consultation as needed, during their final two semesters in the UGSW Program. Students enroll in SW 491 during the first semester of their last year in the program and SW 492 during the final semester in the UGSW Program. Students can enroll in SW 491 in fall or spring semester.

*Please note that the field education component requires prerequisite courses (See current University of Pikeville Catalog). The total number of hours spent in the field equals at least 400 hours. **These are minimum requirements and CANNOT be waived or reduced.***

In addition to completing hours within the agency, students are required to attend a one-hour weekly seminar course, which complements each practicum course. In the course, students are required to complete assignments and participate in online and in-class discussions that assist the students in integrating the theories and concepts learned in the classroom setting into practice.

General Overview of Field Education Course

Students in the UGSW Program have the option to complete their practicum following the block model (SW 496: Social Work Practicum) OR in the concurrent model (SW 491: Social Work Practicum I and SW 492: Social Work Practicum II).

For SW 496: Social Work Practicum

During the second semester of the student's final year, the student is enrolled in a professional semester where they enroll in only SW 495: Senior Seminar and SW 496: Social Work Practicum. To be eligible for the professional semester, the student must have completed all other course requirements of the UGSW Program and attained senior status (90+ credit hours). The SW 496: Social Work Practicum is a 12-credit hour course which encompasses both the 400-hour field experience and the integrative seminar, which allows students the opportunity to apply knowledge, values, ethics, and skills in a supervised setting.

For SW 491: Social Work Practicum I and SW 492: Social Work Practicum II

During the first semester of the student's final year, the student is enrolled in SW 491: Social Work Practicum I. To be eligible for SW 491, the student must have completed at least one practice course, attained senior status (90+ credit hours) and receive approval to enroll in the course via *Registration Permissions Request Form* by the Undergraduate Coordinator of Field Education. The SW 491: Social Work Practicum I and SW 492: Social Work Practicum II courses are 6-credit hour courses, each, and students take the courses during their last two semesters of the UGSW Program, completing SW 492 their final semester. Students complete 200-hours in SW 491 and 200-hours in SW 492, for a minimum total of 400-hours across both practicums. Students that

complete SW 491 and SW 492 also have the opportunity to apply knowledge, values, ethics, and skills in two supervised settings. Students complete seminar in SW 491 and SW 492.

Regardless of the model in which students follow to complete practicum, they complete practicum seminar while enrolled in SW 496 OR SW 491 and SW 492. The seminar component is comprised of a weekly one-hour class meeting, along with a variety of assignments including the learning contract, weekly supervision logs, weekly time entries, in-class discussions, online discussions, and an agency analysis. The learning contract is grounded in the nine interrelated competencies and requires students, in collaboration with their field instructor/task supervisor (if applicable) to identify specific tasks within their field placement which will allow them to demonstrate professional mastery of the competencies. Throughout the field practicum, students are expected to perform the tasks identified in the learning contract through in-person contact with clients and constituencies. Students may have the opportunity to work with clients in-person via agency approved technology. It is important to note this does not replace face-to-face interactions with clients and constituencies, as all students still have ample opportunities to work with clients in a face-to-face format, with appropriate supervision. The amount of in-person contact that students receive with clients via technology is based upon discretion of the agency and agency needs. This is discussed during the placement process to ensure that students still receive ample opportunities to work with clients face-to-face.

A copy of the Learning Contract/Evaluation Form can be found in Appendix H. A copy of the Weekly Supervision Log can be found in Appendix I.

Learning activities are designed by the field instructors with the goals of encouraging student mastery of the competencies and promoting an increase in challenge and responsibility that is consistent with entry level professionals.

The student's level of mastery for each identified competence is evaluated by their field instructor, in conjunction with the task supervisor (if applicable) at midterm and then the end of the semester utilizing the contract as the guide for professional evaluation. This process helps the UGSW Coordinator of Field Education to ensure that the student is provided with ample opportunity to practice social work with all system levels (individuals, families, groups, communities, and organizations), and with in-person clients and constituencies, under supervision and with consultation, in order to demonstrate competence in all nine areas.

Field Education Requirements

The Field Education component is seen as the bridge between the student's academic and experiential learning and their social work professional career. Field Education not only provides the student with the opportunity for practical application of the knowledge, values, and skills they have gained during coursework, but also provides opportunity to "try out" a practice setting. Students may request placement in an agency that offers opportunities to work with all system levels - individuals, families, groups, communities, and organizations. The goal is to match individual career goals, interests, and other needs to an approved practicum placement. As such, while not complicated, the process of field placement requires a different approach to pre-registration and planning and typically begins before the University's pre-registration process and continues for several weeks.

The University of Pikeville Social Work Program requires social work students to complete an application for admission in order to participate in the Field Education component of the social work program (see Appendix B). In addition, students must meet the following requirements:

- The student must have formally applied and been accepted to the UGSW Program at University of Pikeville.
- The student must have an overall GPA of 2.0 on all completed college work.

- The student must have at least a 2.0 GPA in all required social work courses.
- For students enrolling in SW 496: Social Work Practicum, the student must have attained senior status (completed 90+ credit hours) and have completed all of the requirements for the major with the exception of SW 495: Senior Seminar and SW 496: Social Work Practicum.
- For students enrolling in SW 491: Social Work Practicum I, the student must have attained senior status (completed 90+ credit hours) and have completed at least one practice course and receive approval to enroll in the course via *Registration Permissions Request Form* by the Undergraduate Coordinator of Field Education.
- Must complete the Admission to Field Education application and submit to the Coordinator of Field Education by March 1 if fall placement and October 1 if spring placement.
- The student must agree to adhere to all policies and procedures of the Social Work Program, as outlined in the *Social Work Program Student Handbook* and the *Social Work Program Field Education Handbook*.

The Process for a Successful Placement

Step 1: Complete and submit the application for admission into the field education component of the Program. The field education application is an important gatekeeping tool of the field education admissions process. The required application explores the students' interests, professional goals, geographic preferences, and preferences for placement. It also provides an opportunity for students to communicate any special circumstances they may have pertaining to a potential field placement.

Step 2: Once the form has been submitted, the Coordinator of UGSW Field Education will review the form and then complete the Program's portion of the form related to the other requirements of GPA and senior status. After doing so, the Coordinator of UGSW Field Education then meets with the student to address the expectations of the field education component, review of the student's application, and to discuss the student's future goals and learning needs.

Step 3: Once those steps are complete, the Coordinator of UGSW makes the determination about whether the student meets the criteria to for admission into field education. If so, the placement search begins and if not, the student is notified and provided explanation for denial.

Step 4: The Coordinator of UGSW Field Education will make the first contact with a prospective placement to ensure that the agency will accept a practicum student. If so, the student is responsible for reaching out to the agency and setting up an interview to determine goodness-of-fit for all parties.

- a. Dress appropriately for the interview. The agency will interview you as they would a job candidate. This means that you should be prepared and arrive on time. Anticipate questions and ask questions.
- b. Be sure to send a thank you note for the interview. Agency time is valuable.

Step 5: Following the interview process the Coordinator of UGSW Field Education seeks feedback form the student and the agency. The Coordinator of UGSW Field Education makes a final determination regarding the student's field placement. **DO NOT CALL THE AGENCY FOR FINAL DECISION OF PLACEMENT.**

Note: Confirmation of placement must be completed by May 4 for the fall semester and December 5 for the spring semester.

Students are only permitted to complete practicum hours at approved agencies and may not arrange for interviews at a field site without the approval of the Coordinator of UGSW Field Education. Please consult with the Coordinator of UGSW Field Education regarding approved placement sites. Please note that there may be semesters in which agencies are temporarily unable to accept students due to changes in the organization or staff.

Agency Selection

Social Work Program faculty members continuously seek new field placements to meet the educational needs and the interests of our students. Avenues for identifying agencies suitable for field placements include self-referrals from agencies that request students and following up on recommendations from current students, alumni, community partners, program faculty, Social Work Committee members, and other community representatives. Once a referral is made, the Coordinator of UGSW Field Education will be responsible for the initial communication that determines interest and appropriateness of the agency. The Coordinator of UGSW Field Education will acknowledge the agency's interest and invite them to complete and return the "Agency Demographic Survey," which can be found in Appendix C. Submission of the *Agency Demographic Survey* implies willingness to partner with the University of Pikeville Social Work Program and sets the stage for an on-site visit with the agency.

During the on-site visit (or on occasion utilizing video conferencing software) the Coordinator of UGSW Field Education will provide the agency with information regarding the Program's mission, goals, competencies, and curriculum, and with the Program's expectations for field assignments, supervision, and evaluation. The Coordinator of UGSW Field Education will also assess both the agency's suitability as a placement site and the agency's ability to provide a sound environment where students will have the opportunity to practice generalist social work skills across all system levels (individuals, families, groups, communities, and organizations). The assessment must include, but is not limited to, meeting the following criteria:

- ❖ The agency should be able to provide a wide range of learning opportunities with multi-level client systems that are appropriate to both the student's and Program's educational needs. The student should be allowed to carry a workload that allows for involvement in various methods of service delivery, exposure to diverse clients, and problems.
- ❖ Placements must be in-person with clients and constituencies to allow for direct practice experiences, but they may also include opportunities to engage and work with clients through virtual means, as deemed appropriate by the agency and Program, using appropriate and approved technological platforms.
- ❖ The agency must understand that the practicum experience is educational in nature and should not serve as an apprenticeship or training for potential employees.
- ❖ The agency must be willing to help the student to develop a learning contract and provide learning experiences appropriate for allowing the student to demonstrate mastery of the nine interrelated competencies identified by the CSWE.
- ❖ The agency must be willing to participate in the various processes of the field education program, including interviews with prospective students; interactions and regular contact with the UG Coordinator; participate in field instructor orientation/training courses, as appropriate; participate in the student evaluation process; and participate in meetings and visits, as necessary, and provide agency updates.

- ❖ The agency's mission, goals, objectives, and policies must be consistent with the NASW Code of Ethics.
- ❖ The agency must be willing to provide weekly supervision to students by qualified social work staff as well as professionals from related disciplines.
- ❖ Agencies must agree to inform the Coordinator of UGSW Field Education as soon as possible regarding staff or organizational changes that affect the field placement.
- ❖ The agency must provide services to diverse population groups (i.e. service population must reflect the diversity of communities).
- ❖ The agency must have adequate physical facilities to accommodate students (workspace, office supplies, access to computer and phone, access to agency resources and records in order to provide an appropriate learning environment).
- ❖ The agency's policies must be compliant with the Americans with Disabilities Act (ADA) and willing to provide additional accommodations to serve the needs of students with disabilities.
- ❖ The agency must not engage in illegal discriminatory practices in hiring, acceptance of students, or clients
- ❖ The agency must be willing to sign a Memorandum of Agreement.

Results of the on-site visit will be utilized by the Program faculty to make a decision regarding the agency's approval as a field placement. The Coordinator of UGSW Field Education will facilitate the completion of a Memorandum of Agreement to approved agencies. The Memorandum of Agreement must be signed before students can be placed at the site. Agencies that are not approved will be notified of the Program's decision not to allow field placements at the site. The concerns of the Program will be communicated to the agency and the agency will be allowed to address those concerns if they choose. A copy of the MOA can be found in Appendix D.

Approved agencies have the following rights and responsibilities (as outlined in the Memorandum of Agreement – Appendix D):

1. Providing social work students with an educationally sound practicum experience, based on a model consistent with their level of education, under the supervision of a qualified social worker. Qualified social work supervisor for undergraduate social work students must have a bachelor's degree in social work and a minimum of two years post-degree experience. Qualified social work supervision for Masters of Social Work students must have a Master's degree in social work and a minimum of two years post-degree experience. Exception to a qualified social worker can be made as long as clearly established guidelines and safeguards for placement in these agencies are followed, as specified in the Field Education Handbook.
2. Providing the use of its facilities (necessary office space, and other required facilities, including agency-directed travel expenses using the student's vehicle, agency-directed purchases of supplies with student monies, or any other agency-directed expenditures asked of the student in the performance of the field experience for agency-related assignments) for students accepted for placement.
3. Providing availability of clients and resources consistent to meet the student's educational level, learning goals and objectives—mutually agreeable to student, Agency, and School.

4. Interpreting its programs and policies to School of Social Work faculty members and keeping the School updated on changes that affect specific requirements or conditions of student practicum (i.e., departure of a field instructor, closure or vacating Agency facilities, policy changes prohibiting or limiting a practicum experience, etc.), including informing the School of specific requirements or conditions for acceptable practicum students.
5. Cooperating and consulting with School of Social Work faculty members in planning, supervising, and evaluating the social work student experience.
6. Providing an allotment of time for orientation that is mutually agreeable to Agency, School, and students, in learning Agency philosophy, policies, and procedures.
7. Providing the field instructor with sufficient time for student instruction and supervision and for attendance at meetings required by the School.
8. The field instructor must also complete a midterm and final evaluation of the student and be available for midterm and final evaluation with the student and School of Social Work faculty—such evaluation appointments are initiated by School of Social Work faculty and at a time that is mutually agreeable to the Agency, field liaison, and to the student. Midterm and Final evaluations will be conducted in a face-to-face manner, either at the physical location of the participating agency or using appropriate technology to allow Agency, Field Liaison, and student to see each other and interact throughout the evaluation. Scheduled evaluations are anticipated to take approximately one (1) hour to complete. Additionally, the field instructor will provide a minimum of one (1) hour per week of supervision in accordance with the policies of the Program.
9. Maintaining compliance with the Americans with Disabilities Act and making accommodations to serve the needs of students with disabilities.
10. The Indemnification and save harmless the School of Social Work from any and all liability accessioned by actions of the Agency, the field instructor, and staff in the delivery of Social Work Services.
11. Requesting termination of students' practicum or withdrawal of any student whose performance may be unsatisfactory to the Agency in consultation with the appropriate School faculty.

It should also be noted that special care is taken during the process of agency selection to ensure that students have a wide range of practicum settings, flexibility in hour availability (i.e. weekend and evening hours), and geographic location. In addition, special attention is given to recruiting agencies that focus on social and economic justice, alleviation of oppression and poverty, and assistance to populations-at-risk in the University's service area. Current placements range from child welfare agencies to adult homeless shelters and corrections. Other settings involve older adult care, hospitals, dialysis centers, hospice care, and addiction services. Possible placements represent private and public social services and non-profit agencies.

Field Instructor Selection

Field instructors are carefully selected in order to be able to effectively foster demonstration of competencies and meet the mission and goals of the Program, as well as the unique challenges of educating social work students in a rural, Appalachian region. All field instructors must have at least a baccalaureate degree in social

work (MSW degree preferred) from a CSWE accredited program with a minimum of two-years post social work degree professional practice experience. Additional criteria include:

- ❖ Support of the participating agency.
- ❖ A commitment to the values of the social work profession.
- ❖ Competence in their field of practice.
- ❖ Interest in social work education and the ability to teach students.
- ❖ Willingness to help students with the integration of material learned in the classroom setting with practice experience (i.e. select appropriate educational tasks to facilitate completion of learning goals and objectives, assign applicable educational material, etc.).
- ❖ Willingness to provide at least one hour of weekly supervision to the student and assist the student with creation of a learning contract.
- ❖ Possess knowledge about the community and its resources.
- ❖ Must complete a Field Instructor Application, which identifies and outlines that they completed at least a baccalaureate degree in social work (MSW preferred) from a CSWE accredited program and also indicates the total number of years they have completed of professional social work practice experience. Field instructor resumes accompany the Field Instructor Application.
- ❖ Must attend a Field Instructor Orientation/Training.
- ❖ Must participate in monitoring/advising visits and the evaluative process.

On occasion, a student may be approved for placement within an agency, which does not have a qualified social worker on staff. In these cases, there are clearly established guidelines and safeguards for placement in these agencies. The additional guidelines are outlined below:

1. Student will be supervised by a degreed social work professional (who meets all field instructor requirements) who is independent of the agency AND an on-site agency employee who will be referred to as the task supervisor. Roles and responsibilities are defined below:
 - a. The degreed social work professional will serve as the field instructor and will meet with the student for at least one hour per week to provide social work practice supervision and assist the student with the integration of knowledge, values, and skills learned in the classroom with field practice.
 - b. The degreed field instructor will make weekly contact with the task supervisor.
 - c. The task supervisor will monitor and direct the student's daily field experience within the agency placement.
 - d. The Coordinator of UGSW Field Education will serve as a liaison between the Program's curriculum and the student, field instructor, and task supervisor and monitor student's progress within the placement.

2. Relevant administrators within the agency (i.e. agency director and supervisors) and the task supervisor must understand the link between their services, generalist social work practice, and social work education.
3. The agency employee serving as the student's task supervisor must demonstrate a willingness to become familiar with the generalist model of social work practice, as well as the established competencies.
4. The agency employee serving as the student's task supervisor must comply with all of the requirements of degreed field instructors (i.e. attend field instructor orientation/training, participate in monitoring visits and evaluative process, etc.).
5. Students placed in these types of agencies will be monitored more closely (i.e. an additional one to two meetings during the semester with the Coordinator of UGSW Field Education) to reinforce and promote the social work perspective within the practicum setting.

Field Placement at Student's Place of Employment

In general, a placement where the student is employed is not recommended or encouraged. However, in some instances where the student and agency can clearly demonstrate how the student's practicum placement will be separate and distinct from their employment, a placement may be possible.

In such cases, the student must indicate on their field application that they are interested in completing a practicum where they are employed. Once the Coordinator of UGSW Field Education reviews the field application, the Coordinator of UGSW Field Education will request that the student complete the Field Education As An Employee Application (See Appendix E) and return to the Coordinator of UGSW Field Education with a description of the student's current job and supervisor's name, a description of the proposed field placement with learning objectives, a description of the differences between the student's current job duties and the proposed placement (job description, roles, responsibilities, program/department, and supervision), work schedule, proposed practicum schedule, and a letter from the student's employer agreeing to this placement proposal and agreeing to provide time for the employee to fulfill their student expectations for the practicum experience. Once this information is received, the Coordinator of UGSW Field Education will then make a decision about the feasibility of the placement in providing a learning experience for the student based upon the student's educational goals and learning needs. It is important to note that the Coordinator of UGSW Field Education may request to meet with agency supervisors to gain further clarification and details regarding the proposal and proposed placement.

Criminal Background Checks

All social work practicum students are subject to a criminal records check by the Kentucky State Police Criminal Identifications and Records Branch. Placement in a field agency may require an additional check beyond any that may have been completed earlier in the UGSW Program. The agency may also require additional records checks conducted by other entities or drug testing. Agencies have the discretion to refuse student placement based on the results of the background checks and/or drug testing. If a student is from out-of-state the criminal background check may also be conducted in the home state. In some cases, the agencies will bear the costs of these checks and tests. If not, then the student is responsible for any costs associated with any checks, tests, screens, etc.

Agencies must have an accurate and up-to-date list of any charges in order to determine if a student could be permitted to complete a practicum in their agency. If students have a pending charges (all felony and some misdemeanor) that have not been adjudicated when ready to begin a practicum course, they will not be allowed to start as pending means that they could be found innocent or guilty of the charge. Being found guilty could

result in incarceration and this could have a profound negative impact on the agency and the clients it serves. Once pending charges have been resolved, the student may seek a practicum placement during the next available semester.

Students are expected to be open and honest regarding any current and past criminal charges. Sharing of past criminal charges does not prevent a student from being accepted by an agency, but some agencies have specific requirements related to criminal charges and this allows the Coordinator of UGSW Field Education to best assist with placement process. If a student is charged during the course of a practicum placement, the student should notify the Coordinator of UGSW Field Education will make every effort to find a placement for the student, but if the UGSW Program is unable to find a placement for any reason, the student may not be able to complete the requirements for a degree in social work at the University of Pikeville. Similarly, students should also be aware that certain criminal offenses may prevent them from obtaining employment as a social worker even if they are able to successfully complete the degree. More specifically, take note that Kentucky Revised Statute 335 which outlines reasons why the Kentucky Board of Social Work may revoke, suspend, or refuse to issue or renew a social work license.

Additional Requirements of Certain Agencies

It is important to note that many agencies may require you to complete additional applications and/or meet additional criteria prior to placement approval. For example, most hospitals, nursing homes, and hospice/home health agencies are mandated by Occupational Safety and Health Standards to require all staff, students, and volunteers to have certain immunizations, skin tests, and/or safety trainings prior to beginning their placement. It is the student's responsibility to find out if there are additional criteria for placement approval and to ensure that they meet that criteria. The student is also responsible for any costs that may be associated with meeting additional criteria.

Transportation Requirements

Students must have reliable transportation to and from practicum placement site. There are only a limited number of approved practicum agencies within walking distance of the University campus and while the Coordinator of UGSW Field Education will make every effort to meet the needs of each student, the Program cannot guarantee placement in one of those agencies. If placement in one of those agencies is not possible, the Coordinator of UGSW Field Education will arrange for a placement as close to the University campus as possible. This will vary depending on availability, placement of other students, and student/agency fit. It is the responsibility of the student to arrange for reliable transportation to and from the site in order to complete the required number of hours.

Number of Hours Required

The total number of hours of field experience (400) are minimum requirements and CANNOT be waived or reduced. Students that complete SW 496 will complete a minimum of 400 hours in an approved agency setting during their final semester in the UGSW Program. Students that complete SW 491 and SW 492 will complete a minimum of 200 hours in an approved agency setting for both courses, totaling a minimum of 400 hours across both practicums. In addition, students are not permitted to "bank" hours in order to complete the

required number of hours early in the semester and should not complete required hours earlier than two weeks prior to the end of the semester.

Work and Life Experience Credit Policy

Although University of Pikeville does grant work experience credit in some areas of academic concentration, the UGSW Program at University of Pikeville **does not** give credit for life experience or previous work experience to social work students as substitutions for curriculum or field education requirements. In addition, the University also offers proficiency exams upon request. However, the Program **does not** offer proficiency examinations in any social work course.

Liability Insurance

All students enrolled in the UGSW program are required to carry professional liability insurance. The insurance costs are underwritten by University of Pikeville. A copy of the policy is available upon request.

Evaluation of Student and Placement

The Social Work Program monitors the student's progress within the agency and the quality of the learning experience. Evaluation of student learning occurs throughout the placement experience both informally and formally. Informal evaluation occurs when students receive feedback from field instructors (and task supervisors, if applicable) while engaged in hands-on practice. For example, while interacting with a client the field instructor may assist the student in completing paperwork necessary for documentation or provide praise for a job well done. Formal evaluation occurs during weekly supervision meetings. The ongoing evaluation of a student's performance and level of competency is a critical part of the field instructor's responsibilities. This supervision assists the field instructor and the student in recognizing strengths and opportunities for growth, which competencies have been demonstrated, and evaluate the student's progress in mastering competencies.

In addition, students are formally evaluated by the field instructor (in conjunction with a task supervisor, if applicable) at midterm and upon completion of their practicum placement so that students are continuously moving toward developing and demonstrating core competencies. Students are evaluated based upon activities and tasks established in their learning contract as well as their competence in each of nine competencies. The results of this evaluation are discussed during meetings with the student, field instructor and task supervisor (if applicable), and Coordinator of UGSW Field Education. It is important to note that during the field orientation/training, field instructors are trained on the proper way to use the Program's evaluation instruments and how to evaluate a student's mastery of the competencies. A copy of this evaluation can be found in Appendix E.

In the weekly seminar meetings, students are also formally evaluated based upon their ability to demonstrate integration of knowledge learned in the classroom with field experience. Students are required to complete assignments such as the safety assessment, learning contract, weekly supervision logs, weekly timesheets, online discussions, in-class discussions, case studies, additional learning exercises designed to aid in integration of theory and knowledge learned in the classroom, and selected activities and exercises from the course eBook. At the end of the semester, the students complete an evaluation of the weekly seminar which provides the Program with important information regarding student learning in the Social Work Program.

Evaluation of agency effectiveness in providing field instruction also occurs throughout the placement experience. Student reflection and sharing during the weekly seminar meetings, as well as the required assignments in the seminar provide the Program with informal feedback regarding the appropriateness and effectiveness of both the field instructor and/or task supervisor, as well as the agency. Formal feedback is provided at the end of the semester when the student has the opportunity to complete an evaluation of the agency and field instructor/task supervisor. This evaluation provides the Program with important information

regarding the student's experience in the agency and with their specific field instructor. This evaluation can be found in Appendix F.

The Field Instructor/Task Supervisor also has the opportunity to provide feedback at the end of the semester, which provides the Program with valuable feedback regarding the Field Education component of the Program. This evaluation provides information regarding the field instructors experience with the Coordinator of Field UGSW Field Education, the Program in general, Orientation/Training, and their preferences regarding placement style. This evaluation can be found in Appendix G.

THE FIELD EDUCATION EXPERIENCE: WHAT TO EXPECT

Field Education Orientation

Prior to the first day onsite, each student approved for field education must complete a field education orientation. This orientation provides the student with important information regarding the policies, procedures, and expectations related to field education. In addition, the orientation will also spend a great deal of time discussing workplace safety and situational awareness and preparedness.

Specific Time Requirements

Once a student begins the field education course, they are expected to manage their time carefully in order to insure the fulfillment of all responsibilities (agency hours, classroom hours, other courses, home life, athletics, etc.). The SW 496 practicum course requires a minimum of 400 hours. In order to achieve these hours in a semester, the student will need to dedicate approximately 25-30 hours per week to completing practicum hours. The SW 491 and SW 492 courses require a minimum of 200 hours to be completed in each course. In order to achieve these hours in a semester, the student will need to dedicate approximately 13-15 hours per week to completing practicum hours. ***Students are not permitted to “bank” hours in order to complete the required number of hours early in the semester. Students should not complete required hours earlier than two weeks prior to the end of the semester.***

The starting and ending dates of the practicum placement should mirror the University academic calendar. Students who have a legitimate need to start the practicum placement early should speak with the UG Coordinator of Field Education to seek permission and/or develop a plan to address the student's need.

Every attempt should be made to complete the required numbers of hours. Failure to do so may result in an automatic failure of the course. Students are required to track and record their field hours each week using the field tracking software, Sonia, and the field instructor or task supervisor (if applicable) reviews and verifies those hours at the end of each week. The Coordinator of UGSW Field Education also verifies student hours at the end of each week and approval by the field instructor or task supervisor (if applicable). This process ensures that students complete the required number of hours but also helps the Coordinator of UGSW Field Education to recognize problems that might manifest through the inability to complete required hours and intervene early and develop a plan to facilitate completion. Assigning a grade of Incomplete will only occur in extreme, exceptional circumstances and is at the discretion of the Coordinator of UGSW Field Education.

The Learning Contract

The Field Education component of the Program requires each student to complete a learning contract for each practicum placement. The learning contract is a very important part of your practicum placement and should serve as a guide throughout the semester. Students often find the creation of this document very intimidating. Therefore, the following information and guidelines have been created to assist you in this process:

I. Rationale and Purpose

- A. The Learning Contract provides an overall structure for the practicum experience. The Contract provides a focus for the experience and assists in the facilitation of the educational process throughout the semester. The Contract allows the student to become a more independent active participant in their education.
- B. The creation of the Learning Contract is a learning experience in and of itself. It allows the student to practice articulating goals, measurable objectives, and evaluation criteria, which is reflective of what student will facilitate with clients in their professional social work practice.
- C. The subsequent completion of the Learning Contract allows student to develop competence in the professional foundation areas as defined by the CSWE EPAS.
- D. Student, field instructor, task supervisor (if applicable), and Coordinator of UGSW Field Education use the Learning Contract to guide where they are going, how they will get there, and how they know when they arrive, regarding the practicum experience.

II. Development of the Learning Contract

- A. Students should begin writing their Learning Contracts after reading the Field Education Handbook, becoming oriented to the agency placement, consulting with the field instructor and task supervisor (if applicable) and Coordinator of UGSW Field Education, and considering the goals they have for the practicum experience. The Learning Contract draft should be drafted, in collaboration with the field instructor and task supervisor (if applicable) by the third week in placement.
- B. The Learning Contract contains nine (9) goals which correspond with the social work competencies as outlined by the CSWE, along with professional behaviors for each social work competency. Students are required to identify agency specific activities to demonstrate competence in each professional behavior.

Remember to be creative and flexible in the creation of your contract. Each practicum setting/agency provides unique opportunities for learning so you should familiarize yourself with the agency and create your objectives in such a way, which will allow you to fully utilize what the agency has to offer. Be sure to utilize the knowledge of agency staff and your field instructor and task supervisor (if applicable) to determine learning opportunities.

C. Things to remember when identifying activities.

Activities flow from professional behaviors and should be written in measurable terms. These activities will help demonstrate your competence for each professional behavior. These activities should:

1. Provide you with an action plan and include people, experiences, and resources, which can help you achieve the goal.
2. Be written using action verbs, such as *discuss, read, observe, conduct, attend, make, participate, use*, etc.

3. Reflect generalist social work practice at all intervention levels (with individuals, families, groups, communities, and organizations).
4. Incorporate the use of multiple social work roles (educator, mediator, advocate, facilitator, etc.).

In order to assist in the measurement of your professional behavior you should set a date or deadline to accomplish each activity. You might also consider articulating the frequency of a task, (i.e. number of times you will complete a task or the amount of time you will spend doing a task). (Royse, Dhooper, & Rompf, 2003)¹.

Evaluation/Assessment is a crucial element of the Learning Contract as it allows the student to determine areas of strength as well as areas for improvement. Your field instructor (and task supervisor, if applicable) will evaluate your performance for each professional behavior at midterm and again at the end of the semester. (The rating scale in the example below outlines the Learning Contract evaluation criteria). The field instructor recommends a letter grade based on your overall performance.

Examples: Below are selected activities that a student may identify for Learning Contract Goal #1. Please note that these activities are random and would not necessarily be acceptable for use in one's agency site. They are only intended to serve as a guide for creation of your own Learning Contract. You can view the complete Learning Contract and Evaluation Template in Appendix H.

Goal #1: Demonstrate Ethical and Professional Behavior			
Professional Behaviors	Activities: How will you demonstrate you are competent in each professional behavior?	Midterm Evaluation	Final Evaluation
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. <i>(Dimensions: knowledge, values, skills, cognitive & affective process)</i>	1. Identify at least two ethical dilemmas encountered at my agency and discuss in supervision with my field instructor, by midterm, applying appropriate ethical decision-making models and the NASW COE.		
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. <i>(Dimensions: values, skills, cognitive & affective processes)</i>	1. Evaluate personal values in relationship to agency goals, mission, processes and practices by midterm and discuss with field instructor in weekly supervision.		

¹ Royse, D., Dhooper, S., & Rompf, E. (2003). Field instruction: A guide for social work students. Allyn & Bacon Press.

<p>1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p> <p><i>(Dimensions: values, skills)</i></p>	<p>1. Dress professionally, use appropriate, professional language and behavior throughout the practicum experience.</p>		
<p>1.4 Use technology ethically and appropriately to facilitate practice outcomes.</p> <p><i>(Dimensions: values, skills)</i></p>	<p>1. Self-monitor use of personal, technological devices, including cell phone, laptop, and other devices throughout the practicum experience.</p>		
<p>1.5 Use supervision and consultation to guide professional judgment and behavior.</p> <p><i>(Dimensions: knowledge, values, skills, cognitive & affective processes)</i></p>	<p>1. Attend weekly supervisory meetings with Field Instructor as scheduled throughout the practicum experience.</p> <p>2. Complete the safety assessment (by end of Week 1) and learning contract (by end of Week 3) in collaboration with my field instructor.</p>		

All students will be provided with an electronic copy of the Learning Contract template in Canvas. Students will draft the Learning Contract in collaboration with their assigned Field Instructor and Task Supervisor (if applicable). Once reviewed by the UG Field Coordinator, students will have the opportunity to make any necessary updates and then submit the final version of the Learning Contract in Sonia, the online field tracking software where the student, Field Instructor, Task Supervisor (if applicable), and the UG Coordinator can review and approve.

Agency Visits

The Coordinator of UGSW Field Education will maintain regular contact with the student through the weekly seminar sessions and with the field instructor and task supervisor (if applicable) through email, phone contact, and at least three formal monitoring/advising visits during the course of the semester. The first meeting will occur early in the semester to work out details regarding the placement (schedule, learning contract, and learning activities) with the second and third meetings occurring at midterm and the end of the semester, respectively. Agencies with a task supervisor and offsite field instructor will be monitored more closely, with an additional one to two visits throughout the semester.

Rights and Responsibilities during Placement

Social Work students shall have the following rights and responsibilities:

1. Act in accordance with the course in which they are enrolled and develop a learning contract as approved by Program faculty and Agency staff.
2. Adherence to Agency policies, procedures, and expectations of practicum students.
3. Adherence to Program policies and procedures regarding field education as delineated in the Handbooks.

4. Recognizing that they are not employees of the Agency and are not entitled to wages, workers compensation, unemployment compensation, or future employment, unless the Agency decides otherwise.

Avoiding Problems

To avoid potential problems in placement follow the suggestions below:

- ❖ Behave in a manner consistent with the NASW Code of Ethics. Give special attention to provisions regarding confidentiality and dual relationships.
- ❖ Maintain regular and on-time attendance (time missed for any reason must be made up). If you must miss, contact your field instructor and task supervisor (if applicable) according to agency call-in procedures and protocol and also contact the Coordinator of UGSW Field Education.
- ❖ When in doubt, ask questions.
- ❖ Appropriate professional dress (be sure to discuss agency attire policies with your field instructor).
- ❖ Show a willingness to learn and take initiative.
- ❖ Adhere to Agency policies and procedures.
- ❖ Adhere to Program policies and procedures.
- ❖ Remember that you are representing University of Pikeville and the UGSW Program. You are expected to display professional behavior and help us to maintain good relations between the Agency and the UGSW Program.

When a Problem Does Occur

It is best practice to deal with problems, concerns, and issues before they become overwhelming. When you encounter a problem, you are advised to take the following steps in sequence.

- 1) Discuss the problem with the field instructor and/or task supervisor (if applicable) and attempt to resolve the problem. If you do not reach a satisfactory solution:
- 2) Speak with the Coordinator of UGSW Field Education. The coordinator may want to schedule a meeting with you and the field instructor and/or task supervisor (if applicable) in an attempt to find a resolution. If there is no resolution with the Coordinator of UGSW Field Education:
- 3) Speak with the Social Work Program Director. If there is still no resolution:
- 4) Request a meeting with the Chair of the School of Social Work.

Use of Personal Equipment and Technology

Students *are not permitted* to transport clients in their personal vehicles. If the agency requests the transportation of clients in an agency-owned vehicle, you should review the insurance coverage of the agency and discuss it with their field instructor and the Coordinator of UGSW Field Education prior to making a decision regarding the matter. Along the same lines, social work students are not permitted to use their personal mobile phones and/or other technological devices to meet the technology needs of their field placement. Similarly, the UGSW Program does have a social media policy which also provides additional safety for the student, University, and Agency if properly followed.

Withdrawal from a Field Course

On occasion, there may be the need to withdraw from a field course. However, withdrawing from a practicum course is much more complicated than withdrawing from other courses as it has consequences related to the agency and agency clients with which you may be working. If you experience difficulties that necessitate withdrawal from a field course, please complete the following steps-in-sequence:

- 1) Immediately contact the Coordinator of UGSW Field Education to arrange a meeting to discuss your particular situation and need for withdrawal. You and/or the Coordinator of UGSW Field Education may want the agency field instructor to attend this meeting as well.
- 2) Prior to this meeting, write out a report highlighting the reasons you will not be able to continue in the course.
- 3) Present this report to the Coordinator of UGSW Field Education and/or Field Instructor during your meeting. After your discussion, the Coordinator of UGSW Field Education will inform you of their approval or disapproval regarding the withdrawal. If approved, the Coordinator of UGSW Field Education will complete an Add/Drop slip for you to submit to the University's Registrar's Office.
- 4) Submit the Add/Drop Slip to the Registrar's Office in order to officially withdraw from the Practicum Course.

Note: Failure to complete this withdrawal process will result in a failing grade for the course.

Termination Policy

Termination from a field placement may be initiated by the student's field supervisor, field education faculty or Program administrators. Factors that may result in termination from the Social Work Field Practicum include but are not limited to:

1. Failure to demonstrate the capacity to master generalist social work skills, such as empathy, respect for client self-determination, non-judgmental attitudes, self-awareness and professional growth, and good communication (oral and written) skills.
2. Failure to demonstrate conduct that is ***consistent*** with the NASW Code of Ethics.
3. Failure to maintain appropriate emotional stability and maturity necessary for professional social work practice.
4. Failure to follow field agency policies and/or procedures.
5. Failure to demonstrate professional behavior toward colleagues, faculty, staff, and/or clients at the field placement or other settings.
6. Failure to accept feedback and make corrections in work/behavior.
7. Failure to follow UPIKE Social Work Program Student Civility and Social Media policies. (see *Social Work Student Handbook* pg. 25-27)

Any student found to meet these or other criteria for termination will be informed of the recommendation to terminate the field placement. If appropriate, the involved parties will meet with the student to discuss the violation(s). If agreed upon by all parties, the student may be placed in a probationary status with a remediation plan in an attempt to avoid termination.

In such case, Program administrators will monitor the student's progress to ensure that the stipulations of the remediation plan are met in a satisfactory manner. The student will be notified by the Program if his or her probationary status will be lifted or if they will be terminated from the Social Work Program.

Immediate termination from the field placement may be recommended for students with multiple or severe violations.

My signature indicates that I have read the UPIKE Social Work Program Field Termination Policy and that I understand the content outlined therein.

Signature

Date

**Please note that the University of Pikeville also reserves the right to terminate the student from enrollment in the university based upon academic and conduct criteria outlined in the University of Pikeville Student Handbook and the University of Pikeville Catalog. Students terminated from the University should follow the appeals procedure outlined in these publications.*

Any student who is found to meet any of the aforementioned criterions for termination has the right to be informed of the specific violation, inappropriate behavior, or other reasons for termination. After the student has been informed of the possibility of termination, the Social Work Program Director and others (social work faculty, field supervisor, and other involved parties) if appropriate, will meet with the student to discuss the violation, inappropriate behavior, or other problems, in an attempt to avoid termination from the program.

As a resolution, students may be placed in a probationary status within the Program for approximately one semester. If probationary status is granted, a remediation plan will be devised and the student must agree to abide by the stipulations of the plan. The Program Director and/or other Program faculty members will monitor the student's progress to ensure that the stipulations of the remediation plan are met in a satisfactory manner. At this point, the Program's administration and faculty members of the Social Work Program will then decide if the student's probationary status will be lifted or if termination from the Program will be recommended to the Social Work Committee. The student will then be notified by the Program Director if his or her probationary status will be lifted or if they will be terminated from the Social Work Program.

Appeals Procedure

The Social Work Program at the University of Pikeville has established requirements and criteria for admission to and retention in the Program and the field education component of the Program. When – based on these requirements and criteria – the Program recommends that a student be denied admission or continuation in the Program or field education component, the student has the right to file a formal appeal to the Social Work Committee.

Any social work student who wishes to appeal a recommendation of the Program must adhere to the following procedures:

1. A formal appeal must be submitted in writing to the Social Work Committee detailing the reasons and/or circumstances for the appeal with two weeks of the date of the action being appealed.
2. The Chair of the Social Work Committee will then process the appeal within three weeks. Notices of date, time, and place of the appeal hearing will be sent to all members of the Social Work Committee and the student.

3. During the appeals hearing, the Committee Chair will relinquish the Chair position to a member selected by the Committee to serve as Chair for the appeals hearing.
4. During the appeals hearing, all factual information related to the petition will be presented by UGSW Program Director and the Coordinator of UGSW Field Education, if applicable.
5. The student is entitled to be present and shall be given 30 minutes to present information or evidence on his or her behalf and to answer questions posed by the individual members of the Committee.
6. After presentations from the Program and the student, the student will be excused before deliberations by the Social Work Committee begins. The Committee, in closed session, will then consider the student's appeal.
7. The student, Registrar (if applicable), and Dean of the College of Nursing and Human Services will receive written notification of the Committee's decision within two weeks of the hearing.
8. The decision of the Social Work Committee is final. Once a student has exercised their appeal option, no further action by the University will be taken or considered.

Note: The only appeals submitted and heard by the Social Work Committee are those related to entry or continuation in the Social Work Program and field education component of the Program. All other appeals, e.g., grade appeals, probation or suspension from the University, etc., are handled according to the appeals policies outlined in the University of Pikeville Student Handbook and the University of Pikeville Catalog”.

Readmission

Students who are dismissed from the University due to academic performance or inappropriate conduct must apply for readmission through the Office of Admissions and follow the policies and procedures outlined in the University of Pikeville Student Handbook and University of Pikeville Catalog regarding readmission.

Note: Readmission to the University of Pikeville does not guarantee readmission to the Social Work Program.

Files of students who do not complete the admissions process in an academic year, officially change majors, withdraw from the University, or are terminated from the UGSW Social Work Program or field education component of the UGSW Program are classified as inactive. Any student whose file is inactive must reapply for admission to the Social Work Program and meet all admission criteria in effect at the time the new application is submitted.

In addition to meeting all admission criteria in effect at the time the application is submitted, any student who has been terminated from the UGSW Program must submit a letter of petition to the UGSW Program explaining reasons/circumstances for their failure to progress in the UGSW Program and detailing the steps that may have been taken by the student to remedy the situation. Other factors, such as GPA, faculty recommendations, understanding of the social work profession (mission, values, ethics, etc.), capacity to master generalist social work skills, emotional stability and maturity, recommendations from social work professionals and/or field instructors, and other aspects may also be considered by the UGSW Program in deciding whether to recommend the student to the Social Work Committee for readmission.

Student Civility

From the moment an application for admission to the Social Work Program is accepted, the student becomes a social work major and is expected to begin the process of learning how to conduct themselves like a professional social worker. Social work is a noble profession with a deep commitment to the core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence (National Association of Social Workers, 2008). These values, particularly the values of dignity and worth of a person, importance of human relationships, and integrity, work together to guide the actions of

social workers to ensure professionalism and civility. As a social work student and beginning professional all majors are expected to do the same. In fact, to assist in this process, all applicants sign a declaration to behave in a manner consistent with the NASW Code of Ethics.

Civility in the academic environment is important because it fosters feelings of respect and worth for all individuals and creates a safe, enjoyable, and distraction free environment for the teaching and learning process. Examples of incivility include, but are not limited to, the following:

- ❖ Threatening others – includes physical threats, verbal/non-verbal threats, and implied threats.
- ❖ Actual violence
- ❖ Using inappropriate language that is oppressive and discriminatory; condescending communication is also inappropriate (these apply to face-to-face communication and online interactions)
- ❖ Spreading rumors or gossip about peers and/or UPIKE employees and/or Agency Personnel
- ❖ Ignoring instructor classroom policies
- ❖ Not completing an equitable share of group work for collaborative assignments
- ❖ Dismissive verbal communication and/or body language (rolling eyes, muttering comments under breath, etc.)
- ❖ Monopolizing class discussion
- ❖ Habitual arriving late for class or leaving early; inattendance
- ❖ Interrupting others as they speak
- ❖ Failure to respond to communication attempts
- ❖ Yelling at instructors or peers (this includes yelling via written communication constructed in all capital letters)
- ❖ Constant talking/side conversations and not paying attention during class time (sleeping, texting, checking social media)
- ❖ Habitual lack of preparedness and submission of late work
- ❖ Completing assignments for another class

The teaching and learning process is a social activity that is influenced not only by the collective group but by the individual units in the group as well. As a result, the Program strongly believes that it the responsibility of all social work students, social work faculty members, and support personnel to keep our interactions civil through monitoring and managing ourselves and recognizing and addressing incivility among peers and others with whom we have contact. Students who are determined by the Social Work Program faculty members to have behaved in an uncivil manner will be subject to consequences. Depending on the severity, the consequences can range from being asked to leave the classroom/event to termination from the Social Work Program.

Social Media Policy

According to Statista (2016)² approximately 185 million people or 78% of U.S. Americans have a social media profile and there are estimated to be 1.96 billion users of social media globally. This number is expected to grow to approximately 2.5 billion by 2018. Social media platforms provide many useful ways to communicate and keep up with family and friend, join support and interest groups, and to build professional connections. In fact, many social workers and social service agencies utilize social media to communicate with consumers, engage in professional networking, post and seek employment opportunities, use as a teaching tool, engage in advocacy, and raising awareness. The possibilities are vast. However, the same amazing abilities and functions that make social media platforms so useful are the same ones that can blur the boundary between the personal and the professional.

As a beginning social work professional, it is important to conduct a critical examination of your social media activities. Your professional persona is integral to a successful career and reaches far beyond the classroom, practicum setting, or any type of employment. As a result, managing your online/virtual presence is just as important as managing your actual behaviors. The reality is that graduate schools, prospective employers, and field placement agencies will often explore your online presence and make a judgement regarding your fit for the position, professionalism, ethics, and maturity.

Tips to improve your online presence:

- D Use the strictest privacy settings available for all social media sites that you utilize and stay informed of privacy settings as they change often.
- D Be careful about what you “like” on social media as others can see these choices.
- D Conduct an online search of your name to see what information is available for you and what sites host information about you.
- D Remember that anything posted online is public, even when you have strict privacy settings. Don’t say it if you don’t want the entire globe to know it. THINK before you post.
- D Review all photos and delete or un-tag inappropriate photos and/or ask others to remove them; do the same with posts, tweets, blogs, videos, etc.
Avoid posting anything that implies immature, unprofessional, or risky behavior, like drinking, partying, sexual implications, etc.
- D Consider developing a professional profile on a site such as LinkedIn
- D Consider using a pseudonym so that you can mask your identity
Be mindful of how much personal information you disclose (phone number, address, birthdate) and avoid “checking in” – This is a privacy issue as well as a safety issue, particularly if in an agency setting where clients may search for your online presence.
- D Be mindful of how you portray yourself and what you share on online dating sites.

² Statista (2016). Percentage of U.S. population with a social media profile from 2008 to 2016. Retrieved from <https://www.statista.com/statistics/273476/percentage-of-us-population-with-a-social-network-profile/t>

D Turn off location services.

It is important for social work students to understand that it is their responsibility as an emerging professional to follow the NASW Code of Ethics regarding all behavior and communication, including those that occur online. Although the Code of Ethics does not specifically mention social media there are several standards that apply to the utilization of social media, such as those addressing confidentiality, privacy, conflict of interest, and dual relationships.

Professional social workers or social work students are subject to consequences for inappropriate use of social media. Therefore, the Social Work Program has developed the following guidelines to minimize the risk. The guidelines are not an exhaustive outline for appropriate use of social media

- Utilize the strictest privacy settings and stay informed of changes in settings. Failing to be aware of a change in privacy on a platform does not excuse one if inappropriate pictures are suddenly public.
- Never post, share, or disseminate any information in any format (online, text, verbally, etc.) about a peer or something that a peer shares during a classroom activity or event.
- Do not post disparaging remarks about ANY college, university, or social work program. Even if names are not used, information could link that post to a specific entity or individual.
- Do not post, share, or otherwise disseminate messages in any format (online, text, verbally, etc.) that are violent, obscene, offensive, defamatory, oppressive, or discriminatory in nature about any person or any characteristic of that person such as their race, ethnicity, national origin, age, class, color, disability, gender, marital status, religion, sex, sexual orientation, body size, or veteran status.
- Do not post messages or share content that promotes or supports illegal activity such as drug use, sexual assault, etc.
- ***Field Education Related:***
 - Never post, share, or disseminate any information in any format (online, text, verbally, etc.) about a client(s) of your practicum placement. Strict privacy settings are not sufficient to protect privacy and confidentiality. Clients are off limits.

- Do not post anything about your practicum placement. This includes posting where you will be placed, when you work, the type of agency, population served, etc. Do not post photos or selfies with an identification badge visible and don't post photos of the badge, if applicable.
- Do not take photos, unless authorized to do so, while at your practicum site. This applies to clients, employees, and selfies. Backgrounds can identify where you are.
- Do not post disparaging remarks about ANY human service agency or service, including their employees and/or clients served. This also applies to your field instructor/task supervisor.
- Do not "friend" clients served by your practicum placement.
- Do not use social media platforms to contact clients and do not respond if a client contacts you this way.
- Avoid using social media while at your practicum placement unless you are authorized to do so on behalf of your agency. In that case, you are responsible for being aware of and adhering to the agency's policies regarding social media/internet use.
- Never "check-in" at your practicum site.
- Never conduct an online search for information about a client served at your agency unless there is a clinical relevant reason to do so, such as client safety or duty to warn/protect. Speak with your field instructor/task supervisor prior to doing so.

Seminar Attendance and Attendance at Practicum Placement

The UGSW Program strongly believes that regular attendance in classes and active participation while in class are required for you to receive full benefit from the class. Students are expected to approach their practicum placement as they would a real job. In other words, students should be present and on-time for their scheduled practicum days. You should always notify your field instructor and task supervisor (if applicable) as early as possible when you will be absent from your placement. Failure to do so is unprofessional and repeated absences without contacting your field instructor may result in termination from your practicum placement.

Sexual Harassment

The University of Pikeville is committed to providing a supportive learning environment and fostering safe, healthy relationships among our students. As such, the institution and members of our community will not tolerate the offenses of dating violence, domestic violence, sexual assault and stalking. The University encourages any member of the University community who has experienced sexual harassment, sexual assault, domestic violence, dating violence, or stalking, or knows of another member of the community who has experienced sexual harassment, sexual assault, domestic violence, dating violence or stalking, to report the incident to the University. In case of an emergency or ongoing threat, a survivor should get to a safe location and call 911. Calling 911 will connect you with local police. Students and employees who have experienced sexual harassment, sexual assault, domestic violence, dating violence, or stalking should report incidents to Ms. Bethany Bowersock, J.D., Title IX Coordinator and Compliance Officer. Her email and phone contact information is BethanyBowersock@upike.edu and 606-218-5344.

If sexual assault should occur in the field practicum, the student should follow the Agency's policy regarding such and inform the field instructor and Social Work Program faculty.

Answers to Frequently Asked Field Questions

1. What happens if I am unable to find an agency to approve my placement?

The process of finding an appropriate agency that matches your individual learning needs is sometimes a lengthy process and requires patience. However, if you are repeatedly turned down for approval, the Coordinator of UGSW Field Education will need to determine where the problem lies and attempt to address the situation. For example, if the problem is that you are not performing well in the interview portion of the process, the UG Coordinator will try to assist you in the preparation of the interview by conducting mock interviews, making campus referrals, and other appropriate activities.

2. What if I discover that the placement I am in is not right for me and I am extremely unhappy?

First, you should discuss the situation with the Coordinator of UGSW Field Education. The Coordinator of UGSW can assist you and provide guidance on how to deal with the situation. This may involve a modification of the placement, change in supervision, transfer within the agency, or even a change in placement. Under no circumstances, should you just stop participating in your placement course.

3. Will I receive payment for my practicum work?

In most cases, the answer is no. However, the agency is responsible for expense reimbursement for agency-related assignments. For example, if the agency requires you to use your personal vehicle to attend a conference or training which requires travel, lodging, etc. In this case, you would also be entitled to the same reimbursement as agency staff.

4. *What if I would like to complete a placement at an agency that is not listed in the Directory of Approved Field Education Sites?*

The Social Work Program is continuously seeking new partnerships with agencies and placement opportunities for the social work students. The Coordinator of UGSW Field Education welcomes suggestions from students, field instructors, and others regarding possible placements. Please provide the Coordinator of UGSW Field Education with as much information as possible about the agency (i.e. name of agency, address/phone number, contact person) and the Coordinator of UGSW Field Education will contact the agency to determine eligibility for approval. Students are not restricted to the agencies on the list. This is simply a guide to assist with the application process.

5. *I don't own a vehicle/have reliable transportation. Can I be placed at a practicum agency close to my home or campus?*

The Coordinator of UGSW Field Education makes every effort to match students in agencies which meet their specific needs. However, due to a limited number of available practicum agencies, there is no guarantee that requests based on location will be fulfilled. The student is responsible for their own transportation to and from their practicum. If you anticipate transportation issues, it is recommended that you notify the Coordinator of UGSW Field Education as early as possible.

UGSW Program Field Education Handbook

Appendix A	NASW Code of Ethics
Appendix B	Practicum Application
Appendix C	Agency Demographics (Agency Form)
Appendix D	Memorandum of Agreement (Agency Form)
Appendix E	Field Education As An Employee Application
Appendix F	Student Evaluation of Practicum Agency/Field Instructor
Appendix G	Field Instructor Evaluation of UGSW Program & Field Education Faculty
Appendix H	Learning Contract/Evaluation Form
Appendix I	Weekly Supervision Log

Please visit the following link to view the NASW Code of Ethics (2021):

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

UNIVERSITY OF PIKEVILLE

School of Social Work

Undergraduate Social Work Field Practicum Application

Requesting Field Placement for Semester/Year: _____

Course: SW 496 SW 491 SW 492

Student Name: _____

Address: _____

Home Phone Number: () _____ Cell Phone Number: () _____

Work Phone Number: () _____ Email Address: _____

Preferred Form of Contact (Please select all that apply):

Work Phone Home Phone Cell Phone Text Email

Emergency Contact Name: _____

Emergency Contact Phone Number: _____

Relationship: _____

Personal History

Please answer the following questions as openly and honestly as possible. Answering "yes" to these questions will not automatically prevent you from practicum placement. Your responses will only be used by the Field Coordinator to make decisions regarding recommendations for field settings.

Criminal History

All social work practicum students are subject to a criminal records check by the Kentucky State Police Criminal Identifications and Records Branch. Placement in a field agency may require an additional check beyond any that may have been completed earlier in the Program. The agency may also require additional records checks by other entities or drug testing. Agencies have the discretion to refuse student placement based on the results of the background checks and drug testing.

The Coordinator of Field Education will make every effort to find a placement for the student, but if the Program is unable to find a placement for any reason, the student may not be able to complete the requirements for a degree in social work at the University of Pikeville. (See *UGSW Field Education Handbook pg. 10-11 for more details*).

Have you ever been arrested or convicted of a crime (misdemeanor or felony)? Yes No

If "yes," please explain below.

Do you currently have any emotion, mental, behavioral, substance abuse issues for which you have not sought treatment?

Yes No

If "yes," please explain below.

What, if any, community resources have you utilized or been involved with (as a child or as an adult)? Please explain.

Have you ever received counseling, therapy, or treatment related to an emotional, mental, behavioral, or substance abuse issue or problem? _____ Yes _____ No

If "yes," please explain below.

Please explain any other personal limitations or challenges which may affect your ability to perform in your practicum:

Employment Information (if employed):

Company Name: _____

Phone Number: _____

Job Title: _____

Supervisor Name: _____

Experience & Qualifications

Briefly list any volunteer experiences, including name of organization, dates of involvement, and types of responsibilities you were assigned:

Briefly describe any activities you have participated in (outside your required coursework) which relate to social work.

Briefly describe your paid work experience, including name of employer, location, dates of employment, and type of work (beginning with most current):

Briefly describe any personal characteristics which you believe would be beneficial in your practicum work:

Practicum Survey

Date Degree is Anticipated: _____

Are you eligible for Federal Work Study? _____

Social Work Career Plans (include social work experiences you wish to explore, skills you wish to acquire, and career directions you are considering):

Geographic Preferences (list any specific locations you would like to be placed [i.e. Pikeville, Floyd County, etc.]):

Do you anticipate any transportation issues/limitations during your practicum? Yes No
If "yes," please provide specific information about those limitations.

Please enter your top THREE (3) practicum agency preferences:

Do you have a personal relationship with anyone at your requested practicum agencies?
 Yes No

If "yes," describe the nature of the relationship.

Are you requesting a practicum placement at your current place of employment? Yes No
(Please review the *Field Placement at Student's Place of Employment* section in the *UGSW Field Education Handbook*, pg. 12, for more information)

Please mark your top THREE (3) choices for the field practice area you are most interested in completing your practicum:

- Families & Children/Family Preservation/Case Management
- Schools/Afterschool Programs/Adult Education
- Mental Health/Substance Abuse/Addictions
- Persons with Disabilities
- Community Organizing
- Corrections/Legal/Social Justice
- Health/Medical
- Gerontology
- Other

If you selected "other" to the above question, please specify:

Do you need special accommodations in your placement (due to a disability, etc.)?
 Yes No

If "yes," please explain specific needs below.

Student Statement of Agreement

Please initial each statement below to indicate you understand the stated requirements:

_____ I confirm that all information provided in this application is accurate and I have fully disclosed relevant information.

_____ I grant permission to the University of Pikeville School of Social Work to release information from my Practicum Application for the purpose of arranging my practicum placement.

_____ This release extends to several agencies when necessary to confirm placement.

_____ I have read and understand the UGSW Program Student Handbook and UGSW Field Education Handbook and agree to follow the policies and procedures set forth.

My signature below confirms my agreement with the statements above.

Signature

Date

Printed Name

Office Use Only:

Student Overall GPA on All Completed Coursework: _____

*Student must have an overall GPA of 2.0 on all completed coursework

Student GPA in All Required Social Work Courses: _____

*Student must have at least a 2.0 GPA in all required social work courses

Student has Attained Senior Status? _____ Yes _____ No

*Senior status is 90+ credit hours



**School of Social Work
Agency Demographic Survey**

Please complete in entirety. Please print or type legibly.

Agency Name:

Address:

street

city

state

zip code

Contact Person:

Phone Number:

E-mail address/Agency website:

1. Does your agency require any of the following? Check all that applies

Criminal records check

TB Skin Test

Drug Testing

Fingerprinting

Immunizations/proof of
Immunizations

Special uniforms/gear

Other requirements. Please specify:

2. Indicate the area(s) of service provision available at your agency. Check all that apply.

Disabilities

Corrections/Criminal Justice

Aging

Youth & Schools

Mental Health

Substance Abuse

Health/Medical

Veteran Services

Child Welfare

Case Management

Macro/Community Organizing

Other – Please specify:

3. Which system level best describes your agency's services?

- Macro-level (administrative, policy making, community organizing)
- Mezzo-level (working with groups/families)
- Micro-level (direct services with individuals and sometimes families)
- Agency addresses all levels

4. Please indicate the following learning opportunities that your agency can provide for student social workers. (Please check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Diagnostic |
| <input type="checkbox"/> Case Management | <input type="checkbox"/> Information and Referral |
| <input type="checkbox"/> Grant Writing | <input type="checkbox"/> Crisis Intervention |
| <input type="checkbox"/> Assessments | <input type="checkbox"/> Prevention |
| <input type="checkbox"/> Intake | <input type="checkbox"/> Discharge Planning |
| <input type="checkbox"/> Community Organizing | <input type="checkbox"/> Report Writing/Recording |
| <input type="checkbox"/> Administrative | <input type="checkbox"/> In-home Intervention |
| <input type="checkbox"/> Program Evaluation | <input type="checkbox"/> In-Service Trainings |
| <input type="checkbox"/> Public Speaking | <input type="checkbox"/> Conference Attendance |
| <input type="checkbox"/> Judicial Interactions | <input type="checkbox"/> Agency Education Programs |
| <input type="checkbox"/> Advocacy/Lobbying | <input type="checkbox"/> Workshop Attendance |
| <input type="checkbox"/> Education | <input type="checkbox"/> Data Collection/Research/Analysis |
| <input type="checkbox"/> Fundraising | <input type="checkbox"/> Attendance of staff/administrative meetings |
| <input type="checkbox"/> Community Outreach | <input type="checkbox"/> Other - Please specify: |
| <input type="checkbox"/> Individual treatment | |
| <input type="checkbox"/> Group/Family Treatment | |

5. Is your agency compliant with the Americans with Disabilities Act (ADA)? Yes No

6. Please indicate the hours your agency would provide for social work practicum students to work:

Daytime 8am – 5pm (M-F)

Evenings 6pm - ??? (M-F)

Night shift (M-F)

Weekend Days

Weekend Evenings and Nights

7. Does your agency have more than one site or facility? Yes No

If yes, please list those facilities:

8. Does the agency employ professional social workers (individuals with a BSW/MSW)?

Yes

No

How Many BSW Level Social Workers:

How Many MSW Level Social Workers:

9. How many students would you prefer per semester?

Please consider the amount of space in the agency, qualified staff to supervise, workload, etc. when deciding this number.

Number of BSW Students:

Number of MSW Students:

10. What is your agency's application and/or screening process for prospective students? (Background check, drug test, etc.)

11. Who is responsible for any costs associated with your agency's application/screening process for students?

Agency

Student

N/A

12. Does your agency have adequate physical facilities (e.g. desk space, telephone access) for the above-named number of students? Yes No

13. Can students be given increasingly complex tasks to master throughout the semester (e.g. advance from making observations to performing functions)? Yes No

14. Please write a brief description about your program, agency or organization, which can be shared with social work practicum students prior to the field placement and could help assist in student recruitment to your agency or organization. You may attach a brochure or other information materials to share with students.

UNIVERSITY OF PIKEVILLE

School of Social Work

Memorandum of Agreement

For

Cooperative Education Social Work Practicum Program

THIS AGREEMENT by and between the University of Pikeville, School of Social Work, hereafter called "School" and _____, hereafter called "Agency,"

WHEREAS, the School, in order to fulfill the mission, goals, and objectives of its educational programs in Social Work, desires the privilege of providing a cooperative professional social work practicum in the Agency, and

WHEREAS, the School and the Agency desire to set forth the essential points of their agreement in writing,

THEREFORE, it is understood and agreed between the parties as follows:

I. RIGHTS AND RESPONSIBILITIES OF THE SCHOOL

The Program shall have the following rights and responsibilities:

1. Providing the necessary orientation / training of field instructors.
2. Keeping Agency advised of the Schools' mission, goals, objectives, and educational program through the distribution of the School of Social Work Student Handbooks and Field Education Handbooks. The School's policies and procedures, as delineated in the Handbooks, are part of this Agreement.
3. Assigning students acceptable to the Agency, including termination of placement, if determined to be in the best interest of Agency, School, and/or student.
4. Assigning School of Social Work faculty to work with each student and field instructor; the faculty will conduct weekly seminar with practicum students to complement the field placement; the faculty will maintain regular contact with the Agency, including no less than two (2) supervisory visits during a 16-week semester; and the faculty will evaluate student performance in consultation with the appropriate Agency personnel/Field Instructor and assign the student's final grade for the placement.
5. Maintenance of general liability insurance for each practicum student.
6. Indemnification and save harmless the Agency from any and all liability occasioned by actions of students and/or faculty member for workers

compensation, illness, or other claim wherein might be asserted against it by students and/or faculty arising out of the Agreement.

II. RIGHTS AND RESPONSIBILITIES OF THE AGENCY

The Agency shall have the following rights and responsibilities:

1. Providing social work students with an educationally sound practicum experience, based on a model consistent with their level of education, under the supervision of a qualified social worker. Qualified social work supervisor for undergraduate social work students must have a bachelor's degree in social work and a minimum of two years post-degree experience. Qualified social work supervisor for Masters of Social Work students must have a Master's degree in social work and a minimum of two years post-degree experience. Exception to a qualified social worker can be made as long as clearly established guidelines and safeguards for placement in these agencies are followed, as specified in the Field Education Handbook.
2. Providing the use of its facilities (necessary office space, and other required facilities, including agency-directed travel expenses using the student's vehicle, agency-directed purchases of supplies with student monies, or any other agency-directed expenditures asked of the student in the performance of the field experience for agency-related assignments) for students accepted for placement.
3. Providing availability of clients and resources consistent to meet the student's educational level, learning goals and objectives—mutually agreeable to student, Agency, and School.
4. Interpreting its programs and policies to School of Social Work faculty members and keeping the School updated on changes that affect specific requirements or conditions of student practicum (i.e., departure of a field instructor, closure or vacating Agency facilities, policy changes prohibiting or limiting a practicum experience, etc.), including informing the School of specific requirements or conditions for acceptable practicum students.
5. Cooperating and consulting with School of Social Work faculty members in planning, supervising, and evaluating the social work student experience.
6. Providing an allotment of time for orientation that is mutually agreeable to Agency, School, and students, in learning Agency philosophy, policies, and procedures.
7. Providing the field instructor with sufficient time for student instruction and supervision and for attendance at meetings required by the School.
8. The field instructor must also complete a midterm and final evaluation of the student and be available for midterm and final evaluation with the student and School of Social Work faculty—such evaluation appointments are initiated by School of Social Work faculty and at a time that is mutually agreeable to the Agency, field liaison, and to the student. Midterm and Final evaluations will be conducted in a face-to-face manner, either at the physical location of the participating agency, or using appropriate technology, to allow Agency, Field Liaison, and student to see each other and interact throughout the evaluation. Scheduled evaluations are anticipated to take approximately one (1) hour to complete. Additionally, the field instructor will provide a minimum of one (1) hour per week of supervision in accordance with the policies of the Program.
9. Maintaining compliance with the Americans with Disabilities Act and making accommodations to serve the needs of students with disabilities.

10. Indemnification and save harmless the School of Social Work from any and all liability accessioned by actions of the Agency, the field instructor, and staff in the delivery of Social Work Services.
11. Requesting termination of students' practicum or withdrawal of any student whose performance may be unsatisfactory to the Agency in consultation with the appropriate School faculty.

III. NONDISCRIMINATION

The University of Pikeville is an equal opportunity educational institution and is committed to nondiscrimination. Likewise, the University of Pikeville School of Social Work is committed to nondiscrimination and providing equal education opportunities without regard to race, ethnicity, nationality, age, class, color, disability, gender, marital status, religion, sex, sexual orientation or veteran status. The School of Social Work does not discriminate based on the any of the aforementioned characteristics in policies related to admission and all academic endeavors related to the School of Social Work. Therefore, the Agency agrees not to discriminate in employment, provision of benefits or otherwise on account of race, ethnicity, nationality, age, class, color, disability, gender, marital status, religion, sex, sexual orientation or veteran status.

IV. TERM OF AGREEMENT

This agreement shall be effective from the date of its execution and shall continue thereafter until terminated by either party upon written notice at least ninety days (90) in advance. Such notice will provide a student with sufficient time as not to affect a student currently in placement. The Agreement can be reviewed upon request of either party. Subject to revisions as are mutually agreeable at the time of review, submitted as amendments to modify this Agreement, the duration of the Agreement shall be renewed by execution of all signatures every three (3) years. Each party (the Agency and the School) shall be allowed to request to modify or terminate with the 90-day notice provision.

This Agreement constitutes the entire agreement between the parties, and all prior discussions, agreements, and understandings, whether verbal or in writing, is hereby merged into this Agreement.

IN WITNESS WHEREOF, under authority of their governing bodies, the parties hereto have affixed their signatures.

Agency:

Administrator	Title	Date
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UPIKE:

Chairperson School of Social Work	Date
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University of Pikeville
UGSW Program
Field Education As An Employee Application

Complete the application in its entirety and return to UG Field Education Coordinator.

Date: _____

Name: _____

Address: _____
Street City State Zip Code

Home Phone: _____ Work Phone: _____

Email Address: _____

Field Education Course:	Semester & Year to be taken:
___ SW 496: Social Work Practicum	Fall _____ or Spring _____
___ SW 491: Social Work Practicum I	Fall _____ or Spring _____
___ SW 492: Social Work Practicum II	Fall _____ or Spring _____

Current Employer _____

Address: _____
Street City State Zip Code

Supervisor: _____

Phone _____

Number of hours currently worked per week _____

Date of hire _____
(Year) (Month)

Please attach the following to this application:

- a current job description
- a description of the proposed field experience with learning objectives
- a description of the differences between your current job and the proposed placement (job description, roles, responsibilities, program/department, and supervision)
- a copy of your current work schedule
- a copy of your proposed practicum schedule
- a letter from your employer (immediate supervisor) agreeing to this placement proposal and agreeing to provide time for you to fulfill your student expectations for the practicum experience.

NOTE: This application will be processed only if all materials are submitted.

UNIVERSITY OF PIKEVILLE UGSW PROGRAM

STUDENT EVALUATION OF PRACTICUM AGENCY & FIELD INSTRUCTOR

STUDENT NAME: _____

SEMESTER/YEAR: _____

FIELD INSTRUCTOR: _____

TASK SUPERVISOR (IF APPLICABLE): _____

Directions: On a scale from 0 to 5, please rate the **level of satisfaction** you experienced with your field placement and field instructor in the following areas:

5 = Exceptionally high quality; very satisfied

4 = Above average quality; satisfied

3 = Adequate quality; somewhat satisfied

2 = Marginal quality; dissatisfied

1 = Poor quality; very dissatisfied

Quality of Agency as an Adequate Practicum Placement

1. The quality of the Agency's orientation and information provided about the agency.
1 2 3 4 5
2. Adequate access to work space and agency facilities (desk, phone, clerical support, resources to support work)
1 2 3 4 5
3. Information about risk factors associated with working in the agency setting.
1 2 3 4 5
4. The degree to which you were accepted and treated as part of the agency staff and team.
1 2 3 4 5
5. Agency's ability to consistently provide learning opportunities and activities.
1 2 3 4 5
6. Level of knowledge gained about community systems and resources.
1 2 3 4 5
7. Level of new social work knowledge and skills obtained while in the practicum
1 2 3 4 5

8. The degree to which you were able to meet your Learning Contract goals and objectives.
1 2 3 4 5

Field Instructor Qualities

9. Field instructor seemed interested in my learning and professional development.
1 2 3 4 5
10. Accessibility of field instructor if I had a problem or a question.
1 2 3 4 5
12. The overall quality of your supervision
1 2 3 4 5
13. Field instructor was a strong professional role model.
1 2 3 4 5
14. Effectiveness of field instructor at helping to integrate classroom knowledge with field learning.
1 2 3 4 5
15. Effectiveness of field instructor in demonstrating and helping me to understand practice skills.
1 2 3 4 5
16. Effectiveness of field instructor in assigning tasks and activities that helped me to meet my learning goals and objectives.
1 2 3 4 5
17. Effectiveness of field instructor in providing overall support
1 2 3 4 5

Overall Quality of Placement

18. Overall quality of supervision by field instructor
1 2 3 4 5
19. Overall quality of field education provided by the Agency.
1 2 3 4 5

**UNIVERSITY OF PIKEVILLE
SCHOOL OF SOCIAL WORK**

**FIELD SUPERVISOR EVALUATION OF UNDERGRADUATE SOCIAL
WORK PROGRAM & FIELD EDUCATION FACULTY**

Semester/Year: _____

What is your gender? _____

What is your highest academic degree? _____

How long have you worked in the social work or related profession? _____

Have you ever provided field instruction for other Colleges/Universities? ___ Yes ___ No

*If yes, please indicate below which Colleges/Universities, type, and level of academic program.
Example: Anywhere University, Counseling, Graduate*

1. **Did the Undergraduate Program's Field Education faculty make contact with the student and the field instructor within the first few weeks of the semester?**
_____ Yes _____ No Comments: _____

2. **Did the Undergraduate Program's Field Education faculty clearly articulate the Undergraduate Social Work Program's expectations?**
_____ Yes _____ No Comments: _____

3. **Did the Undergraduate Program's Field Education faculty review the learning contract with the student and the field instructor?**
_____ Yes _____ No Comments: _____

4. **Did the Undergraduate Program's Field Education faculty meet with the student and the field instructor to evaluate the student at mid-term?**
_____ Yes _____ No Comments: _____

5. **Did the Undergraduate Program's Field Education faculty meet with the student and the field instructor to conduct a final evaluation?**
_____ Yes _____ No Comments: _____

Directions: On a scale from 1 to 5, please rate the **level of satisfaction** you experienced with the Undergraduate Field Education faculty:

5 = Exceptionally high quality; very satisfied

4 = Above average quality; satisfied

3 = Adequate quality; somewhat satisfied

2 = Marginal quality; dissatisfied

1 = Poor quality; very dissatisfied

6. The Undergraduate Program's Field Education faculty provided the support necessary to carrying out your role.

1 2 3 4 5

7. The Undergraduate Program's Field Education faculty was available for consultation as questions or concerns arose.

1 2 3 4 5

8. The Undergraduate Program encouraged me to provide feedback and make recommendations for improving the field education component of the social work program.

1 2 3 4 5

9. The Field Instructor Orientation/Training adequately addressed my field instruction needs.

1 2 3 4 5

10. The Field Instructor Orientation/Training was held at a time that was convenient for me or provided to me in an online format.

1 2 3 4 5

11. The Undergraduate Social Work Program made me feel as if my role as a Field Instructor is an integral part of the social work curriculum/education.

1 2 3 4 5

12. The Undergraduate Social Work Program adequately prepares its students with a generalist base to engage, assess, design interventions, evaluate, and provide services to clients in rural Appalachian settings.

1 2 3 4 5

13. The field placement of 200 hours or 400 hours provides adequate time for students to be trained in your agency setting.

1 2 3 4 5

14. Please identify what the program could do to help assist and support you in your role as a field instructor.

Additional Comments:

Agency Name: _____

**University of Pikeville
School of Social Work**

**Undergraduate Social Work Field Practicum
LEARNING CONTRACT/EVALUATION**

COURSE:

(SW 491____ SW 492____ SW 496____)

Student Name:

Phone:

Email:

Placement Agency:

Address:

Phone:

Fax:

Field Instructor:

Phone:

Email:

Task Supervisor (if applicable):

Phone:

Email:

Practicum Schedule - Days: Hours: Place(s):

Field Coordinator: Shawna Kelly-Blair, MSW

Phone: 606-218-5013

E-mail: shawnakellyblair@upike.edu

**University of Pikeville
School of Social Work**

**Undergraduate Social Work Field Practicum
LEARNING CONTRACT/EVALUATION**

INSTRUCTIONS:

1. The student completes the top of this document.
2. The student and the field instructor and task supervisor (if applicable) then agree on one or more agency or placement specific activities or products the student will complete that will demonstrate their competency for each professional behavior and enter these into the space provided.
3. The student and the field instructor and task supervisor (if applicable) then electronically sign and date in the space designated as “Learning Contract” on the final page of this document.
4. The field education coordinator receives notification via email for review, approval, and signature/date if no changes are needed.
5. At midterm/final of the semester, field instructors, in conjunction with task supervisors (if applicable) will evaluate the student’s level of competency demonstrated. Field instructors will enter their evaluation ratings for the student in the appropriate column on the far right using the numerical rating scale provided below and add additional comments, as necessary.
6. The student and the field instructor and task supervisor (if applicable) then electronically sign and date in the space designated on the final page of this document.
7. The field education coordinator receives notification via email for review, signature, and date.

This document is intended to be added to as needed when approved by the Field Coordinator.

The Scale:

Rating	Rating Description
N/A	No opportunity to observe professional behavior.
0	Inadequate performance - fails to meet basic requirements of professional behavior (has not demonstrated the ability to apply the knowledge, values, or skills necessary to perform the professional behavior)
1	Inconsistently meets basic requirements of professional behavior - (at times is able to demonstrate the ability to apply the knowledge, values, or skills necessary to perform the professional behavior at the expected level at a beginning skill level but does not do so consistently)
2	Consistently meets basic requirements of professional behavior - (consistently demonstrates the ability to apply the knowledge, values, or skills necessary to perform the professional behavior at a basic, beginning, or foundational skill level)
3	Consistently meets basic requirements of professional behavior and occasionally exceeds expectations - (demonstrates the ability to consistently apply the knowledge, values, or skills necessary to perform the professional behavior at a foundational skill level and occasionally exceeds basic performance standards)
4	Consistently exceeds basic requirements of professional behavior - (consistently demonstrates ability to comprehensively apply the knowledge, values, or skills necessary to perform the professional behavior beyond basic performance standards)

Goal #1: Demonstrate Ethical and Professional Behavior			
Professional Behaviors	Activities: How will you demonstrate you are competent in each professional behavior?	Midterm Evaluation	Final Evaluation
<p>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.</p> <p><i>(Dimensions: knowledge, values, skills, cognitive & affective processes)</i></p>			
<p>1.2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p> <p><i>(Dimensions: values, skills, cognitive & affective processes)</i></p>			
<p>1.3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p> <p><i>(Dimensions: values, skills)</i></p>			
<p>1.4. Use technology ethically and appropriately to facilitate practice outcomes.</p> <p><i>(Dimensions: values, skills)</i></p>			
<p>1.5. Use supervision and consultation to guide professional judgment and behavior.</p> <p><i>(Dimensions: knowledge, values, skills, cognitive & affective processes)</i></p>			

Field Instructor's Comments for Midterm Evaluation:

Field Instructor's Comments for Final Evaluation:

Goal #2: Engage Diversity and Difference in Practice			
Professional Behaviors	Activities: How will you demonstrate you are competent in each professional behavior?	Midterm Evaluation	Final Evaluation
<p>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.</p> <p><i>(Dimensions: knowledge, values, cognitive & affective processes)</i></p>			
<p>2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p> <p><i>(Dimensions: values, skills, cognitive & affective processes)</i></p>			
<p>2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p> <p><i>(Dimensions: values, skills, cognitive & affective processes)</i></p>			

Field Instructor's Comments for Midterm:

Field Instructor's Comments for Final Evaluation:

Goal #3: Advance Human Rights and Social, Economic, and Environmental Justice			
Professional Behaviors	Activities: How will you demonstrate you are competent in each professional behavior?	Midterm Evaluation	Final Evaluation
3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; <i>(Dimensions: knowledge, values, skills, cognitive & affective processes)</i>			
3.2 Engage in practices that advance social, economic, and environmental justice. <i>(Dimensions: values, skills, cognitive & affective processes)</i>			

Field Instructor's Comments for Midterm:

Field Instructor's Comments for Final Evaluation:

Goal #4: Engage In Practice-informed Research and Research-informed Practice

Professional Behaviors	Activities: How will you demonstrate you are competent in each professional behavior?	Midterm Evaluation	Final Evaluation
4.1 Use practice experience and theory to inform scientific inquiry and research; <i>(Dimensions: knowledge, cognitive & affective processes)</i>			
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; <i>(Dimensions: knowledge, skills, cognitive & affective processes)</i>			
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery. <i>(Dimensions: knowledge, skills, cognitive & affective processes)</i>			

Field Instructor's Comments for Midterm:

Field Instructor's Comments for Final Evaluation:

Goal #5: Engage in Policy Practice			
Professional Behaviors	Activities: How will you demonstrate you are competent in each professional behavior?	Midterm Evaluation	Final Evaluation
5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. <i>(Dimensions: knowledge, skills, cognitive & affective processes)</i>			
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services. <i>(Dimensions: knowledge, skills, cognitive & affective processes)</i>			
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. <i>(Dimensions: knowledge, values, skills, cognitive & affective processes)</i>			

Field Instructor's Comments for Midterm:

Field Instructor's Comments for Final Evaluation:

Goal #6: Engage with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors	Activities: How will you demonstrate you are competent in each practice behavior?	Midterm Evaluation	Final Evaluation
<p>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.</p> <p><i>(Dimensions: knowledge, skills, cognitive & affective processes)</i></p>			
<p>6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p> <p><i>(Dimensions: knowledge, values, skills, cognitive & affective processes)</i></p>			

Field Instructor's Comments for Midterm:

Field Instructor's Comments for Final Evaluation:

Goal #7: Assess Individuals, Families, Groups, Organizations, and Communities			
Practice Behaviors	Activities: How will you demonstrate you are competent in each practice behavior?	Midterm Evaluation	Final Evaluation
<p>7.1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p> <p><i>(Dimensions: skills, cognitive & affective processes)</i></p>			
<p>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.</p> <p><i>(Dimensions: knowledge, skills, cognitive & affective processes)</i></p>			
<p>7.3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p> <p><i>(Dimensions: knowledge, values, skills, cognitive & affective processes)</i></p>			
<p>7.4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p> <p><i>(Dimensions: knowledge, values, skills, cognitive & affective processes)</i></p>			

Field Instructor's Comments for Midterm:

Field Instructor's Comments for Final Evaluation:

Goal #8: Intervene with Individuals, Families, Groups, Organizations, and Communities			
Professional Behaviors	Activities: How will you demonstrate you are competent in each professional behavior?	Midterm Evaluation	Final Evaluation
<p>8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p> <p><i>(Dimensions: knowledge, skills, cognitive & affective processes)</i></p>			
<p>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.</p> <p><i>(Dimensions: knowledge, skills, cognitive & affective processes)</i></p>			
<p>8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p> <p><i>(Dimensions: skills, cognitive & affective processes)</i></p>			
<p>8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p> <p><i>(Dimensions: knowledge, values, skills, cognitive & affective processes)</i></p>			
<p>8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.</p> <p><i>(Dimensions: skills, cognitive & affective processes)</i></p>			

Field Instructor's Comments for Midterm:

Field Instructor's Comments for Final Evaluation:

Goal #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities			
Professional Behaviors	Activities: How will you demonstrate you are competent in each professional behavior?	Midterm Evaluation	Final Evaluation
9.1. Select and use appropriate methods for evaluation of outcomes. <i>(Dimensions: knowledge, skills, cognitive & affective processes)</i>			
9.2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. <i>(Dimensions: knowledge, skills, cognitive & affective processes)</i>			
9.3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes. <i>(Dimensions: knowledge, skills, cognitive & affective processes)</i>			
9.4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. <i>(Dimensions: knowledge, cognitive & affective processes)</i>			

Field Instructor's Comments for Midterm:

Field Instructor's Comments for Final Evaluation:

	Midterm	Final
TOTAL HOURS		
RECOMMENDED GRADE		
FIELD INSTRUCTOR COMMENTS: Please provide a summary of the student's strengths and opportunities for growth. You can also include any additional comments as necessary.		
STUDENT COMMENTS		

Role	Learning Contract Signature & Date	Midterm Evaluation Signature & Date	Final Evaluation Signature & Date
Student			
Field Instructor			
Task Supervisor			
Field Coordinator (UPIKE Faculty)			



Weekly Field Supervision Log Social Work Practicum

Student		Week#	Date
Field Instructor		Task Supervisor (if applicable)	
Agency			

Questions

1. What went well in your practicum this week?

2. How did you demonstrate knowledge of and commitment to the NASW Values and Code of Ethics?

3. Identify aspects of diversity you encountered this week:

4. Identify the micro, mezzo, or macro level skills that you used this week:

5. Learning Contract: What practice behaviors have you been working on or accomplished since the last supervision session?

6. Learning Contract: What practice behaviors do you plan to focus on for next supervisory session?

7a. Which CSWE Competencies have you been exposed to in this past week?

- 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

7b. What did you learn about this competency area or about yourself in regard to this competency?

8. Which social work (or related) course was of value this week in field? Why?

9. Are you getting what you need from this field placement? How can your experience be improved? (If you have any concerns and are worried about how to approach this conversation, please contact your **field coordinator** who can help you complete this section).

10. Additional Comments (or agenda items, case review that you want to make sure is discussed this week):

11. Field Instructor Comments (optional- if you would like to offer feedback, affirmations and guidance):

Student Signature

Date

Field Instructor Signature

Date

UNIVERSITY OF PIKEVILLE

School of Social Work

Thank you for expressing interest in serving as a Field Instructor for the University of Pikeville's School of Social Work's Field Placement Program. Your participation in this program is vital to the success of our students and the education of competent and professional social workers! We do ask that you complete this short application below:

Demographics

First Name:

MI: Last Name:

Work Phone Number:

Cell Phone Number (Optional):

Email Address:

Best Way to Contact You: Work Phone Do You Wish to Receive Text Messages: Yes

Education

Do you hold an MSW from a CSWE Accredited School Yes

If no MSW, what type of Degree do you hold? BSW

If you selected "Other Bachelors, Masters, or Doctorate" please list the degree:

Licensure

Do you currently have a Social Work Licence? Yes If yes, license type: LSW

If yes, licence number:

State:

Do you have another license type? Yes

If yes, license type:

If yes, license number:

State:

Experience

Total Years Professional Social Work Practice Experience:

Total Years Post MSW Social Work Practice Experience:

Current Employer Name:

Current Employer Address (Street, City, State, Zip):

Current Employer Phone Number:

Current Employer Website:

Current Employer Contact Name:

Email Address of Current Employer Contact:

Your Current Title/Position:

Previous Title(s)/Position(s) with this agency:

Your start date with current agency: