



Preparing students with the values, skills, and knowledge necessary to be generalist social work practitioners in today's world.

WINONA STATE UNIVERSITY
Bachelor of Social Work Program
Practicum Manual
2026-2027

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PART 1. GENERAL INFORMATION

Introduction

Welcome to the Winona State University Bachelor of Social Work Program Practicum Manual! The Bachelor of Social Work (BSW) Program at Winona State University has been accredited through the Council on Social Work Education (CSWE) since 1984. The primary purpose of the social work program is to prepare social work students for entry-level positions in generalist social work practice, and the Practicum experience is the culmination of their undergraduate program.

Social work is a profession that requires the integration of knowledge, skills and values in a way that promotes individual, familial, community, and social well-being. The knowledge base of social work is complex and comes from multiple disciplines such as psychology, sociology, anthropology, economics, political science, and law, among others. The skill set required varies and ranges from the ability to work effectively with individuals to affect change on a global scale. Social work values are grounded in the ideas of fairness, equity, and respect for difference.

The Practicum is where the social work student begins to learn how to exercise this combination of knowledge, skills, and values in a social service environment and in highly contextualized situations. Field education is considered by CSWE to be the “signature pedagogy” of social work education (CSWE, 2012). Per requirements set forth by CSWE, field education at the baccalaureate level requires a minimum of 400 hours in field practicum. The Winona State BSW program requires 480 hours of Practicum in entry-level social work practice prior to graduation. The Winona State BSW program uses both the Council on Social Work Education's 2022 Educational Policy and Accreditation Standards (EPAS) and the NASW Code of Ethics to guide learning during Field. In SOCW 475 Practicum, CSWE competencies are evaluated through the Learning Agreement, and adherence to the NASW Code of Ethics is evaluated through multiple venues including, but not limited to, practicum supervision sessions and the field seminar course.

This manual serves to provide information to both students and community human services agencies who will supervise students in Practicum. In this manual, you will find overviews of the following:

- The Winona State University program mission, vision, and goals
- The Council on Social Work Education (CSWE) competencies expected of program graduates
- The Placement Process and responsibilities
- Practicum Policies and Procedures
- NASW Social Work Code of Ethics and information about licensure
- All the forms needed for SOCW 475 Practicum

The Mission, Vision, & Goals of the Bachelor of Social Work Program

Mission

The Winona State University Bachelor of Social Work program is a program within the College of Nursing and Health Sciences at Winona State University, and the Bachelor of Social Work program aspires to prepare students with the values, skills, and knowledge necessary to be generalist social work practitioners in today's world.

Vision

The Bachelor of Social Work Program prepares generalist practitioners to work in entry-level settings with any population. The program educates students to be lifelong learners and active participants in a global society. The program prepares students with interpersonal, critical thinking, and leadership skills necessary for addressing social change. The program focuses on community engagement and commitment to social change to alleviate poverty, discrimination, and oppression.

The program models learning through active involvement in local and global communities and engaged learning that promotes social work values of dignity and worth of the person, importance of human relationships, social and economic justice, and integrity and competence as evidenced by the NASW Code of Ethics and the 2022 CSWE EPAS.

BSW Program Goals

1. The social work program will prepare students to practice as generalist social workers with individuals, families, groups, organizations, and communities.
2. The social work program will prepare students to utilize self-awareness and reflection to continually enhance practice.
3. The social work program will prepare students to practice in a manner that is culturally responsive to support diversity, equity, and inclusion.
4. The social work program will prepare students to understand the interrelationships among people and systems to dismantle unjust systems for social change.
5. The program will prepare students to advocate with and for people who are vulnerable, disenfranchised, oppressed, and underrepresented.

Anti-Racism, Diversity, Equity, And Inclusion Statement

The Winona State University Bachelor of Social Work program is dedicated to learning about and understanding anti-racism, diversity, equity, and inclusion (ADEI). The BSW program utilizes the CSWE (2022) definitions of anti-racism, diversity, equity, and inclusion:

Anti-racism: A process of actively identifying and opposing racism. The goal of antiracism is to challenge racism and actively change the policies, behaviors, and beliefs that perpetuate racist ideas and actions.

Diversity: The presence of differences that may include age, caste, class, color, culture, 5 disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.

Equity: Fair treatment, access, opportunity, and advancement, recognizing that all people do not all start from the same place. Equity is achieved by promoting justice, impartiality, and fairness within the procedures, processes, and distribution of resources by institutions or systems. Actively addressing equity issues requires understanding the root causes of outcome disparities in our society and making adjustments to imbalances.

Inclusion: The act of creating environments in which individuals and groups are engaged, respected, valued, and supported through the elimination of practices and behaviors that result in marginalization. Inclusion is achieved when all people are welcome to fully participate.

The department is determined to actively recruit both faculty and students from diverse backgrounds. Faculty work to incorporate content that addresses issues faced by diverse and oppressed groups in classroom materials. The impact of individual and institutional oppression, and the need for social justice/social change are woven throughout the curriculum. Faculty work to create a welcoming environment and to meet the needs and special interests of all diverse students within the BSW program.

The BSW faculty acknowledge that our Winona and Rochester campuses are situated on the [ancestral lands of the Dakota people](#), as well as other tribal nations. We acknowledge and honor the Dakota Nations and the sacred land of all indigenous peoples.

Social Work Education Competencies Expected of Students

The Council on Social Work Education (CSWE) has identified a series of knowledge, values, skills, cognitive behaviors, and affective behaviors that BSW students will be able to demonstrate upon graduation from the BSW program. These Competencies are integrated into every aspect of our program and serve as measures for evaluation in Practicum as well. The nine Social Work Competencies are:

1. Competency 1–Demonstrate Ethical and Professional Behavior
2. Competency 2 –Advance Human Rights and Social, Racial, Economic, and Environmental Justice

3. Competency 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Competency 4 –Engage in Practice-informed Research and Research-informed Practice
5. Competency 5 –Engage in Policy Practice
6. Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities
7. Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities
8. Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

- a. 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 within the profession as appropriate to context;
- b. demonstrate professional behavior, appearance; and oral, written, and electronic communication;

- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

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

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

Social workers:

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

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

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

Social workers:

- a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

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

Social workers:

- a. Apply research findings to inform and improve practice, policy, and programs; and
- b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social

workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

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

Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual

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

Social workers:

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

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

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

Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers evaluate

processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. Select and use culturally responsive methods for evaluation of outcomes; and
- b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Practicum, Integrative Seminar, and Capstone

Description and Purpose of the Practicum

The 12 credit Practicum (480 hours) is pre-arranged and completed in the last academic semester of the senior year, in a human service agency, under the supervision of a qualified social worker as an Agency Field Instructor. Practicum can only be taken when all other course work necessary for graduation from Winona State University is completed, including "incompletes." Typically, students complete 32 hours/week for 15 weeks at the assigned agency.

The purpose of Practicum is to provide the student with the learning experience of functioning at an entry level in a position of a social worker and teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. Two main objectives for the student are: (1) to broaden and deepen student practical knowledge and skills required at the practicum agency setting; (2) to foster the integration of theory and practice.

Integrative Social Work Seminar

Students are required to enroll in SOCW 480 Integrative Social Work Seminar concurrent with the Practicum. Integrative Seminar is held on a designated day or evening of the week, with those dates determined and outlined in the syllabus prior to the beginning of each semester. The purpose of this course is to facilitate and reinforce the ongoing process of integration of theory and practice in the student's professional thinking and functioning. Attendance in Integrative Seminar is mandatory, and it is expected that students attend ALL class meetings.

The Capstone Project

During the Practicum experience, students are expected to complete a capstone project related to an issue or topic in social work practice. The Capstone project is a linked series of assignments that integrate each stage of the helping process –

engagement, assessment, intervention and evaluation – as they relate to the student's practicum setting. The emphasis should be on social work practice and the project should benefit the agency and students. This experience lays the groundwork for incorporating evaluation of practice into the student's professional self and provides further opportunity for linking social work theoretical concepts, practice endeavors, and practice results. Before Practicum starts, students should consult with their Field Instructor and their Faculty Field Liaison about the type of capstone project they want to pursue.

2026-2027 Field Calendar

Fall 2026 Important Field Dates

Fall Field Instructor Training (via Zoom)	Wed, August 19 1:00-3:00 PM
First day of the Semester	Monday, August 24
100 Hour Assessment Completed	Week of September 7-11 (approximately)
Mid-semester Learning Agreement Review Completed	Week of October 3 - 9 (approximately)
Thanksgiving Break	Wed-Fri, November 26 - 27
Final Learning Agreement Review Completed	Week of November 30 – December 4
Last Day of the Semester	Friday, December 4
Capstone Symposium - Winona	Friday, December 4 11:00 AM - 1:00 PM
Capstone Symposium – Rochester Hybrid	Tuesday, December 1 - 5:00 – 7:00 PM
Fall Commencement Day	Friday, December 11
Social Work Graduation Reception & Field Instructor Recognition	Friday, December 11 time TBD

Spring 2027 Important Field Dates

Spring Field Instructor Training (via Zoom)	Tuesday, December 10 1:00-3:00 PM
First day of the Semester	Monday, January 11
100 Hour Assessment Completed	Week of Feb 1 - 5 (approximately)
Mid-semester Learning Agreement Review Completed	Week of Feb 22 - 26 (approximately)
Student Spring Break	March 8 - 12
Final Learning Agreement Review Completed	Week of April 19 - 23 (approximately)
Last Day of the Semester	Friday, April 30
Capstone Symposium – Rochester Hybrid	Wednesday, April 28 5:00 – 7:00 PM
Capstone Symposium - Winona	Friday, April 30, 11:00 AM - 1:00 PM
Spring Commencement Day	Friday, May 7
Social Work Graduation Reception & Field Instructor Recognition	Friday, May 7 time TBA

PART II. THE PLACEMENT PROCESS

The Winona State Bachelor of Social Work program follows the practicum-related 2022 EPAS policies of the Council on Social Work Education and additional policies developed by the department. The following policies describe the structure, implementation and evaluation of the practicum component of the program.

CSWE Criteria for Agency Selection and the Agency Field Instructor

Agency Requirements

According to the Council on Social Work Education and department policy, all agencies must meet the following minimal requirements:

- The agency offers competency-based generalist practice opportunities with individuals, families, groups, organizations, and communities.
- A primary goal of the agency must be to address human needs. This can be included in law, social policy formulation, administration, community organization, evaluation, direct service delivery, etc.
- The agency must not engage in discriminatory practices in either hiring of personnel, acceptance of students, or of clientele. This would include discrimination based on gender, sexual identity, race/ethnicity, socioeconomic status, religious beliefs, or national origin.
- The agency must be committed to the educational goals of the program.
- The agency must support the placement and allow for sufficient release time for the Agency Field Instructor to give educational supervision to the student. Two visits by the Faculty Field Liaison are routinely scheduled during field practicum. If indicated, all parties can request additional visits.
- An agency accepting an undergraduate student must provide an Agency Field Instructor who is a licensed social worker and holds a BSW or MSW from an accredited social work program. In a few educationally unique settings, supervision can be arranged via a consultant or through the faculty at the department.
- The agency must be within 150 miles of the student's home campus. Placements outside of the 150-mile radius require advance department approval, and students should consult with the Field Director / Field Coordinator about the process for this approval. (See Special Circumstances Practicum Placement Procedure).
- The agency must be willing to participate in the contract process, as per the University policy requiring affiliation agreements with all practicum placement sites.

Field Instructor Requirements

The following criteria have been established for the selection of the agency-based Field Instructor:

- For practicum placements **in the state of Minnesota**, the primary Agency Field Instructor of record must be **licensed** through the MN Board of Social Work, unless the Field Instructor is employed by a county, is employed by the State of Minnesota and hired prior to July 1, 2016, or is employed by a tribal agency, **have a BSW or MSW** from an accredited social work program, and have two years of post-education practice in social work.
- For practicum placements **outside of the state of Minnesota**, the primary Agency Field Instructor of record must be a **licensed-eligible** social worker – in other words, the Field Instructor is not *required* to be licensed but must be *eligible* for licensure, **have a BSW or MSW** from an accredited social work program, and have two years of post-education practice in social work.
- The Agency Field Instructor must agree with the learning goals of professional social work education and be willing to provide one hour per week of face-to-face (or synchronous, if virtual) supervision to the student.
- The Agency Field Instructor is required to work closely with the program in the assignment of case material and is responsible for providing timely feedback to the program about the individual student through the Faculty Field Liaison.
- New Agency Field Instructors are expected to attend orientation sessions or be available for individual orientation by the Field Director/Field Coordinator when attendance at the formal sessions would prove an undue hardship.
- The Agency Field Instructor will have sufficient background in social work experience at the agency - preferably at least six months.

Overview of Responsibilities for the Placement Process

The formal practicum placement process begins in the semester before the student intends to complete the practicum.

Responsibilities of the Student – Preparing for Practicum

The following are the steps necessary that the **student** must do to prepare for placement:

1. Enroll in the Professional Preparation Course

The placement process for students officially begins the semester before entering Practicum, when students enroll in SW400 Professional Preparation. Students complete the application process while in SW400 and meet in class and individually with the Professional Preparation Instructor in preparation for entering Practicum.

2. Participate in Informational Interviews with Agencies

Students will be given a list of approved agencies, and students are responsible for scheduling visits to at least five potential practicum sites. The purpose of these initial visits is to learn more about different agencies and the services provided. Students

are encouraged to treat these visits as opportunities for professional networking and will be guided in preparing for the visits through several modules in SOCW 400 Professional Preparation. The Field Director / Field Coordinator may consider new agencies where contracts are not already in place. However, the approval and contract process for new agencies may take up to six months and may not be suitable for students looking for placement for the next semester. Students are expected to give first consideration of the approved internships available. However, if a unique internship arises, consult with the Field Director or Field Coordinator.

3. Participate in the Professional Preparation Interview with Field Director / Field Coordinator

Following the completion of the placement site visits, students then complete the Practicum Application materials and schedule an interview with the Field Director / Field Coordinator to discuss student readiness for Practicum, as well as students' ranked placement preferences.

Once the Field Director / Field Coordinator has met with all students, the preferences for all students will be compiled, and the Field Director / Field Coordinator will determine where students are assigned to interview. If there are more students interested in a placement than there are spots at that placement, the Field Director / Field Coordinator will consult with the students in question and decide about placement interviews. **The Field Director / Field Coordinator makes the final determination on placements.**

4. Participate in the Placement Interview at the Agency

Once students have been given approval from the Field Director / Field Coordinator, students are responsible for scheduling a formal interview with the agency. Students are responsible for keeping the Field Director / Field Coordinator apprised of the interview date and outcome. Depending on the agency, the decision to accept a student into placement may happen in the interview, or the decision may be made later. **Students should not schedule or participate in a practicum interview without explicit permission from the Field Director / Field Coordinator to interview at that agency.**

5. Prepare for Placement at the Assigned Agency

Once students have secured a placement, students are responsible for providing their Field Instructors with information about their start and end dates, any other scheduling needs, their contact information, and any additional preparation the student may need to do in advance of their Practicum. Students are also responsible for communicating with their Field Instructor about the Capstone Project and beginning conversations about possible topics for their project that

would benefit the agency. Formal placement at a designated agency signifies an agreement between the agency, the student, and the University. Once students have been placed at an agency, they should not attempt to seek out or accept other placements. This is a serious breach of agreement by the student and shows a lack of professionalism.

The Practicum Semester: Beginning Placement

Students should plan to begin placement on the first day of the semester, except in special circumstances already pre-arranged with the agency. Students are encouraged to bring a copy of the Orientation Checklist (Appendix) to their agency, where the student and the Agency Field Instructor together develop a plan covering the items on the Orientation Checklist. Once all items are completed, the student will turn in the completed Orientation Checklist to the Faculty Field Liaison. Students are responsible for providing their Field Instructor with the initial draft of their Learning Agreement and initiating or continuing the dialog about their Capstone project with them.

1. Supervision Meetings with the Field Instructor

Students must meet at least one hour per week with the Agency Field Instructor for supervision. Planning supervision meetings is a two-way process. This means the student is expected to take an active role in planning these meetings and is encouraged to bring an agenda and topics for discussion to supervision. Supervision meetings are also an excellent opportunity to review the Learning Agreement.

2. Keeping Track of Hours

Students are expected to keep a weekly log of their practicum hours using the Practicum Time Sheet Log (Appendix) and are to keep their Agency Field Instructor apprised of their progress. The completed Practicum Time Sheet Log will be submitted to the Faculty Field Liaison at the end of practicum.

3. Complete the Initial Assessment of Student

After the first 100 hours of placement, the Agency Field Instructor completes the Practicum Initial Assessment of Student form (Appendix). This early evaluation should then be reviewed with the student and should serve as an opportunity to make any adjustments to the practicum experience. Students are responsible for submitting the completed and signed form to their Faculty Field Liaison.

4. The First Meeting between the Agency Field Instructor, the Faculty Field Liaison, and the Student

At the completion of the Learning Agreement and around the first 200 hours, the student and the Field Instructor together evaluate the student's progress thus far, using the Learning Agreement as the assessment tool. Students are responsible for scheduling the first meeting between the Faculty Field Liaison, the Agency Field Instructor, and the student. The focus of this meeting is to review the learning agreement, the student's performance thus far, the Capstone project and any other issues pertaining to the Practicum that the participants deem useful. The Learning Agreement needs to be approved by all three participants and should be signed by all parties at the mid-semester review.

5. Final Site Visit and Final Evaluation

Towards the end of the 480 hours, the Agency Field Instructor and the student review the student's Learning Agreement and evaluate the final 280 hours of Practicum experience. At this point, the student must schedule the final meeting between the Faculty Field Liaison, Agency Field Instructor, and student. The purpose of the final meeting is to review the final evaluation of the student's practicum and progress on the goals of the Learning Agreement, as well as any other aspects of the Practicum experience that the above-mentioned parties deem appropriate. The Final Learning Agreement must be signed by the student, the Field Instructor and the Faculty Liaison. **Students should retain a final copy of the signed Learning Agreement for their records.**

6. Evaluation of the Agency

Students are asked to complete an Evaluation of Agency survey evaluating the agency. The survey will be sent to the students electronically and needs to be completed before final grades are submitted.

7. The Capstone Project

The capstone project will be completed before the student can receive a grade for the Integrative Social Work Seminar class. The final grade of the capstone project will be calculated into the overall grade for the seminar course.

Note: Students who do not pass Seminar will not be able to successfully pass their Practicum or vice versa. Practicum and Seminar are taken concurrently and hence, if a student fails or withdraws one of these courses – the student would be required to retake both courses. Incompletes are not given for Practicum and Seminar unless the reason for extension of the course requirements has been pre-approved well in advance.

8. Final Program Assessment

Students will be asked to complete a final program assessment based on the social work curriculum during the Seminar/Practicum semester. The final program assessment will be completed electronically, and students will be given detailed instructions on how and when to complete the program assessment.

Responsibilities of the Agency Field Instructor

1. Interview and Screen Students Applying for a Practicum Experience at the Agency

The Agency Field Instructor and student discuss whether the agency and the student mutually meet each other's needs.

2. Complete the Electronic Field Acceptance Agency Agreement Form

Once a student has been accepted at an agency, the Agency Field Instructor is responsible for completing the electronic Acceptance Agreement Form that will be sent to them by the Field Director / Field Coordinator. This form allows the BSW program to collect

3. Participate in Field Instructor Training

The Agency Field Instructor is expected to participate in Field Instructor training, either during one of the regularly scheduled training dates, or in an individual orientation with the Field Director / Field Coordinator. This will ensure that the Field Instructor is fully oriented to the Winona State BSW program processes, forms, and timelines for field practicum.

4. Orientation to the Agency

Once a student has been confirmed for Practicum at an agency, the Agency Field Instructor is responsible for orienting the student to the agency and assuring that there is a plan for covering the items on the Orientation form (Appendix). The Field Instructor and agency are responsible for orienting the student to the safety and risk management policies and procedures of the setting at orientation, as well as in supervision.

5. Development of the Learning Agreement

The Agency Field Instructor and the student should work together to formulate the Learning Agreement, which should be finalized at the completion of the first 65 hours (first two weeks of placement). The Learning Agreement is a working document should be consistently and actively used. This means that along the way, progress of the learning activities should be checked, and items added or deleted if not feasible. The Learning Agreement is to serve as a guide for both the Agency Field Instructor and

the student, and to check and evaluate the student's progress throughout the Practicum.

6. Opportunities for Practice at All Levels

Students are expected to be provided with competency-based generalist practice opportunities at each system level: individuals, families, groups, organizations, and communities. The Field Instructor is in the best position to identify learning activities that engage each level of practice, and to support the student in demonstrating these competencies.

7. Selection of a Capstone Topic and Development of a Capstone Proposal

The Agency Field Instructor informs the student of any review protocols that are required by their organization or agency and assists the student in choosing a capstone project topic or recommends a certain topic or project to the student, keeping in mind that the project should be of benefit to both the agency and the student. Students must follow the protocol of the practicum agency regarding research – this includes all approvals and reviews that are necessary before collecting data, if data collection is part of their Capstone project.

8. 100 Hour / Initial Assessment of Student

After the first 100 hours of placement, the Field Instructor completes the Initial Assessment of Student. This early evaluation should then be reviewed with the student and the signed form submitted to the Faculty Field Liaison.

9. The First Site Visit and Mid-Semester Review

At the completion of the Learning Agreement and the first 200 hours, a meeting is scheduled by the student between the Faculty Field Liaison, the Agency Field Instructor, and the student. The focus of this meeting is to review the completed Learning Agreement, the student's performance thus far, discuss progress to date on the capstone project and any other issues related to Practicum. Before this first site visit, the Agency Field Instructor and student should complete the mid-semester review of the Learning Agreement so that it can be discussed at that meeting.

10. Monitoring Progress

The Agency Field Instructor is responsible for assessing that the student is maintaining acceptable progress during the Practicum. If the Agency Field Instructor has concerns about the student that have not been resolved through initial remediation, it is imperative that the Agency Field Instructor reach out to the Faculty Field Liaison for consultation and assistance in a proactive manner. The Agency Field Instructor should be sure to document concerns and any interventions, as they may arise.

11. Final Site Visit and Learning Agreement Evaluation

Towards the end of the 480 hours, the Agency Field Instructor and the student review the Learning Agreement to evaluate the final 280 hours of the Practicum. In the final meeting with the Agency Field Instructor, the Faculty Field Liaison, and the student, the focus is on the results of the evaluation, the process of the experience, involvement of the Faculty Field Liaison, and any other aspects of the Practicum experience considered important.

12. The Capstone Project

Within reasonable parameters, the Agency Field Instructor assists and guides the student in completing the capstone project. This may involve making available resources of information, establishing contact with other professionals, suggesting attending and participating in special workshops, alerting the student to stay on track, or providing the student with ideas or suggestions for next steps in their capstone project.

Responsibilities of the Faculty Field Liaison

1. Site Visits

The Faculty Field Liaison is responsible for participating in two site visits with the student and the Field Instructor. The first meeting is held around 200 hours, and the second meeting is held toward the end of the 480 hours. At least one visit should be completed face-to-face, with the other visit either face-to-face or video conference. The focus of the first meeting is to discuss the student's Learning Agreement goals, the student's performance thus far, progress on the capstone project, and any issues pertaining to Practicum.

2. Serve as Consultant to Student and Field Instructor

If an issue or problem arises during Practicum, it is expected that the Faculty Field Liaison will be advised of the matter, and, if necessary, also be involved in the discussion. The Faculty Field Liaison is also available to provide clarification on Practicum timelines and assignments.

3. Facilitate the Final Meeting

In the final meeting among the Faculty Field Liaison, the Agency Field Instructor and the student, the Faculty Field Liaison facilitates the discussion of the relevant issues and topics related to the student's Practicum.

4. Supervise and Evaluate the Capstone Project

All students are required to complete a capstone project. Some students may need assistance in developing and executing their capstone project. Students should request individual appointments with their Faculty Field Liaison if they experience problems or have questions.

Responsibilities of the Field Director / Field Coordinator

1. Identify Agencies and Monitor the Clinical Contract Process

The Field Director / Field Coordinator is often the first point of contact for potential field setting agencies. The Field Director / Field Coordinator is responsible for ensuring that a potential agency meets CSWE and Winona State BSW program requirements for serving as an educational setting for BSW students. Once this is determined, the Field Director / Field Coordinator initiates the Clinical Contract process through the University and follows along the process to confirm that a Clinical Contract is fully executed prior to placing a student with the agency.

2. Place Students in Practicum Placement

The Field Director/Field Coordinator is responsible for placing all students into a practicum placement that will best fit the learning style and unique needs of each student. The Field Director / Field Coordinator makes every effort to meet the placement requests of students but does have the ultimate and final authority for determining placements.

3. Orientation/Development of Agency Field Instructors

The Field Director/Field Coordinator is responsible for developing and implementing orientation materials for agencies and ensuring that each Field Instructor is properly oriented to the role of Field Instruction.

4. Obtain Agency Field Instructors' Input into the Bachelor of Social Work Program

Each semester the field faculty meet with the program advisory group to discuss the field education program and improvements of the department; development of the Field Instructors; planning for the all-field instructor gatherings and the supervisor orientation/development seminar, the spring recognition and appreciation event. Besides feedback from a representative sample of the Field Instructors about the practice course curricula, the site visits by Faculty Field Liaisons provide the best opportunities for the Agency Field Instructor to have direct input into the Social Work Department. The visits are focused on the learning agreement and the final evaluation and are naturally suited for discussion of how to best relate program-learning objectives to the needs and interests of the agencies.

Understanding and Using the Learning Agreement

The BSW program at Winona State University has incorporated the Council on Social Work Education Competencies into the Learning Agreement. The Learning Agreement serves several functions in Practicum and can be a guide for both Agency Field Instructor and student as means for evaluating the student's progress during Practicum. The Learning Agreement is a working document where the students have identified activities they will use to demonstrate each of the Competencies identified by the Council on Social Work Education as necessary for bachelor's level social workers.

In the semester before practicum, students develop a draft plan of their Learning Agreement, making every effort to identify concrete, measurable activities to complete to meet their learning goals. During Practicum, progress toward these activities should be assessed regularly, with items added or deleted if not feasible.

Making the Most of the Learning Agreement

Use the Learning Agreement. Keep a copy of the Learning Agreement handy! Print it out and refer to the student's learning goals regularly! Bring it out at supervision meetings and make others aware of the learning activities.

Use SMART Goals. Use SMART goals when developing or refining the Learning Agreement. SMART goals are goals that are Specific, Measurable, Attainable, Realistic, and Timely.

Make changes to the Learning Agreement – The Learning Agreement is designed to be flexible. Activities can be modified or added as needed. Just include a date for when you have decided to change the activity.

Score the Learning Agreement. Each competency area should have a learning activity, and each activity should have a score (n/a – 5) at both the mid-semester review and the final review. It is acceptable to have 2, 1, or Not Observed at the mid-semester review, but by the time of the final review of the Learning Agreement, students should be able to demonstrate at minimum Performance (3) in all Competency areas.

Use the Learning Agreement Supplement. If you are feeling stuck in trying to develop activities for the Learning Agreement, the Learning Agreement Supplement (found in the Appendix) provides lots of examples of activities students can use to demonstrate each of the competency areas.

Don't forget documentation! Each Competency section of the Learning Agreement has a box for documenting the completed learning activities. Below is a sample of a completed SMART goal in a student's Learning Agreement.

Competency 1: Demonstrate Ethical Behavior

The activity the student developed using SMART goal format

Documentation that student was able to demonstrate Competency 1.

Practice Behaviors	Planned Activities	Midterm	Final	Documentation of Activities
Student makes ethical decisions by applying 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>By the end of the semester, I will bring at least two cases to supervision where we will identify all relevant code of ethics issues and at least one relevant law.</i>	3	4	<i>2/17/27 – in supervision we reviewed the case of P. and discussed the social work value of self-determination, as well as impact of HIPAA on this case.</i> <i>4/1/27– led case consultation at staff meeting on the case of M. and discussed mandated reporting.</i>

Mid-semester score and final score, demonstrating growth

Each Competency Area of the Learning Agreement also has a section for Additional Feedback. **It is important that both students and Field Instructors take the time to document feedback** at Mid-semester and at the Final Evaluation. Below is a sample of a completed Additional Feedback session.

Note that both the student and the Field Instructor have provided mid-semester and final comments
Instructor Comments <i>February 10, 2027 – Student has begun to analyze specific ethical issues in her work with clients. Applying the Code of Ethics specifically will be especially important, moving forward.</i> <i>Final eval – Student has made great progress in examining the complexity of ethical social work practice. Her presentation of the case of M. and the use of Reamer's ethical decision-making model at our staff meeting was a great example integrating ethical models into practice. Our staff learned a lot as well.</i>
Student Comments <i>February 17, 2027 – my field instructor has been prompting me to think deeper about the code of ethics and has asked me to present an ethical decision-making model at a staff meeting.</i> <i>Final comments – I presented a case at the staff meeting using a decision-making model, which went very well. This practicum experience has been rich with opportunities to explore the complexities of practice and I have been appreciative of my Field Instructor's efforts to integrate formal ethical discussions throughout my time here.</i>

PART III. PRACTICUM POLICIES AND PROCEDURES

Progression to Practicum Policy

SOCW 475/480 Practicum and Integrative Seminar courses can only be taken when all other course work necessary for graduation from Winona State University is completed, including "incompletes." This means that students must have completed all Goal Areas, any requirements for their Minor if they have one, and at least 105 credits completed before they can progress to their practicum semester. Students are not allowed to take additional courses during their practicum semester.

Employment-Based Practicum Placements Policy

The BSW program encourages students to expand their practice knowledge, exposure to different populations, and new setting experiences. It is recommended that students complete their practicum in agencies where they have NOT been employed. There are certain circumstances, however, where completing a practicum at a student's place of employment may be beneficial.

Students who currently are working in a community agency may be approved for an Employment Based Practicum (EBP) placement, if certain criteria are met:

- **Current employee.** The student is an employee in good standing who has completed their probationary period and has been employed at their agency for a minimum of three (3) months at the time of their application for an EBP.
- **Agency criteria.** The agency must meet all criteria for a practicum setting set forth by the BSW program and complete all vetting processes.
- **Field Instructor and supervision.** The proposed Field Instructor must meet CSWE requirements and BSW program requirements, including holding a BSW or MSW and licensure as required, with at least two years post-graduation employment and six months in their current position. If the employment supervisor is a BSW or MSW, then the student may have the same supervisor for practicum and for employment. If the same person is serving as employment supervisor and Field Instructor, weekly practicum supervision must be distinct from employment supervision.
- **Clinical contract.** The agency must be willing to enter into a clinical contract with Winona State University College of Nursing and Health Sciences, and this contract must be fully executed prior to the start of practicum.
- **Meet the CSWE competencies.** The student and employer must be willing to develop a proposal (see Appendix for EBP Application) that outlines how the student will meet the social work education competencies as identified by CSWE and supervision requirements in their employment setting. If the student's employment role does not provide adequate access to activities to all nine competencies and attendant behaviors, the student and Field Instructor must

identify in advance additional learning activities designed to meet those competencies not covered within the scope of the student's employment.

- **New learning opportunities.** The agency must provide the student with tasks and activities that provide *new learning above and beyond their current employment responsibilities*. This may be achieved through the creation of new activities (within the same or different department of their agency) or through the intentional expansion or reframing of the student's current employment activities using the social work lens, making clear specific linkages to the CSWE competencies.
- **Participation in Field Instructor Orientation.** The agency must support the Field Instructor in attending Field Instructor Orientation.

Additional Considerations for EBP Placements

Employment-Based Placements can be complicated for several reasons:

- If a student ceases to be employed by the agency for any reason (including termination or resignation), their ability to complete their requirements for practicum may also be at risk. Depending on the timing and nature of the separation, this may result in the student needing to re-take both SOCW 475 and SOCW 480 in a future semester with the timing at the discretion of the BSW program, as successful completion of concurrent practicum and seminar are required.
- The roles of student and employee differ. The social work practicum is primarily an educational experience, and the social work program's goal is to preserve the 'student status' in this context. This can be challenging when the student's primary role within an agency is that of employee. Students, Field Instructors, and employment supervisors should continually be mindful of this, and guide the student to navigate potential role conflicts that may arise from an EBP practicum.
- The dual role of student and employee can be confusing. It is essential that the student and agency have a process in place to ensure others – clients, coworkers, other stakeholders – are aware of the the overlapping role of the student within their agency setting.

Termination From Employment-Based Practicum Placement Policy

If a student in an Employment Based Practicum (EBP) placement loses employment at the agency for any reason (termination, resignation, program closure, position elimination, suspension for disciplinary action, etc), the student must notify their Faculty Field Liaison immediately. Depending on the circumstances leading to this change and the time in the semester, some potential possibilities may include:

- Placement at another agency the same semester or following semester

- Engagement in a formal review process (see Problem Resolution in Field Placement Policy) with the outcome determining next steps

Depending on the timing and nature of the separation from employment, the Field Director / Field Coordinator may or may not be able to secure another placement.

If the student can be placed in the same semester. If it is determined that the student can be placed at another agency because the dismissal was due to no fault of the student, the Field Director / Field Coordinator will try to obtain another placement. They will then work with the student and the new agency to determine an appropriate number of practicum hours that will need to be completed. It is not expected that the student will start over entirely with accruing their 480 hours (i.e. they may be able to 'count' some portion of their practicum hours from their EBP placement, depending on circumstances), but there is an expectation that the student spends enough time at the new agency to make the experience meaningful. The Faculty Field Liaison will also work with the student to integrate learning activities for the new agency into the Learning Agreement. Depending on the timing of the switch to the new agency, the Faculty Field Liaison will also work with the student to complete or modify their Capstone project.

If the student cannot be placed in the same semester. If, due to timing or lack of placement options, the student cannot continue, the student may be required to withdraw from SOCW 475 and SOCW 480 and retake the courses in a future semester.

Engagement in the formal review process. If the dismissal was due to professional performance concerns, mental health / substance abuse issues, Code of Ethics or BSW program Code of Conduct violations, the student will be advised to withdraw from SOCW 475 and SOCW 480 and participate in the Problem Resolution process. If it is determined that the student can reapply for practicum in a future semester, the student will be expected to complete a Reconsideration Plan (Appendix) and specific corrective actions must be completed before the student can reapply.

Placement at an Agency With no BSW or MSW on Staff Policy

If an agency does not have a qualified social worker available to serve as Field Instructor in their immediate sphere at the practicum site, the student can obtain social work supervision in the following ways:

- A student may find another individual at the agency, who is a licensed social worker and meets the field instructor guidelines, who will agree to provide one hour per week of social work-specific supervision, participate in the agency site visits, guide the Learning Agreement process, and supervise their work.
- Another option is for the student to find a licensed social worker who meets the Field Instructor guidelines and works at another agency in the area, who will agree to provide one hour per week of social work supervision, participate in

agency site visits in-person or virtually, and provide social work supervision while the student completes their hours in the field.

- Finally, if the student cannot find a qualified Field Instructor at the agency or in their area to provide social work supervision, the student can request that a Winona State University BSW program faculty member serve as the student's Field Instructor. In this instance, the faculty serving as Field Instructor would meet with the student weekly for social work-specific supervision, provide guidance on the Learning Agreement, and support the development of the student's capstone project. Because of limited resources, however, the Social Work program cannot guarantee that there will be a faculty available to provide supervision. Therefore, students are encouraged to make every effort to locate and on-site or agency-affiliated qualified Field Instructor.

In instances where an off-site Field Instructor is necessary, it is expected that the student have an active Task Supervisor at the agency who can provide day to day guidance to the student, as well as feedback and input to the Field Instructor on the student's progress.

If, *during the student's practicum*, there are changes at the agency resulting in the student not having a qualified Field Instructor, the Field Director / Field Coordinator will work with the agency to quickly identify another qualified Field Instructor. If that is not possible, the Field Director or Field Coordinator will take over the role of Field Instructor for the student by providing weekly one-on-one social work supervision and more hands-on assistance with the capstone project and learning agreement. If the Field Director or Field Coordinator also happens to be the student's seminar instructor, the BSW program ideally will identify another faculty to serve as the student's Field Instructor, in order to minimize any conflicts of interest.

Special Circumstances Practicum Placement Policy

Typically, students complete their placement at an agency near where they reside and within 150 miles of campus. The mile limit ensures that the student is within reasonable driving distance to participate in required in-person Integrative Seminar on campus and aids in keeping travel costs down for the University, since Faculty Field Liaisons conduct in-person site visits. Occasionally, however, students may have the opportunity to complete their practicum beyond the 150-mile radius. In these instances, the student should meet with the Field Director / Field Coordinator prior to starting SOCW 400 Professional Preparation to discuss the request. The student should then complete the **Special Circumstances Practicum Placement Form** (Appendix) and return the document to the Field Director / Field Coordinator for consideration. Faculty will consider the merits of the placement, potential for development of the required Affiliation Agreement, and the student's circumstances.

Equivalency Credits for Practicum Policy

The Social Work Department does not accept equivalency or life experience work for the SW475 Practicum. Students may, however, use their current employment setting to meet Practicum hours if said employment meets the criteria as mentioned above. See the Field Director / Field Coordinator for more information.

Completion of Hours Policy

All students are expected to complete the requisite number of hours of 480 hours at their practicum site, document their hours weekly on the **Practicum Time Sheet Log** (Appendix), and keep their Field Instructor apprised of their progress on hours at their weekly supervision meeting. If a student is not going to complete their hours within the agreed upon time frame, the Faculty Field Liaison must be notified immediately. If a student is absent for a significant period, there are several options. The student may request an extension of the time frame of the placement so that the requirements can be completed. In extreme cases where this is not feasible, the student may be placed in an alternate setting. Students may not complete hours early, since seminar coursework and assignments are linked to their practicum placement. Students are encouraged to budget their hours to ensure that their time at their practicum coincides with the semester schedule. Travel time to and from their practicum agency cannot be counted toward practicum hours.

Completion of Practicum and Seminar Policy

SOCW 475 and SOCW 480 Practicum and Seminar are taken concurrently and therefore, if a student does not pass or 'withdraws' one of these courses – the student would be required to retake both courses. Incompletes are not given for Practicum and Seminar unless the reason for extension of the course requirements has been pre-approved well in advance.

Transportation of Self & Clients Policy

Bachelor of Social Work students in Practicum placements are responsible for providing their own transportation to and from their field placement sites.

Practicum students are generally not expected to transport clients unless the Agency clearly communicates with the student and Field Director / Field Coordinator that is an essential duty of the Practicum. **Students are NOT allowed to transport clients in their own personal vehicles. It is the responsibility of the Agency to state whether Practicum students are required to drive, travel, or transport clients as part of their duties and this requirement should be outlined on the Field Practicum Acceptance Agreement.**

Agencies that require students to drive for agency business should verify that the agency's liability insurance policy covers Practicum students transporting clients in an Agency approved vehicle. The agency will be expected to provide a copy of their liability insurance to the social work office, if applicable.

Students should be aware that agencies requiring driving/transporting of clients may also require the student to submit to a Motor Vehicles Records check and comply with all driving and client transportation policies of the Agency.

Winona State University shall not be responsible for managing any requirements for transportation as part of practicum. The University does not maintain insurance for students driving or transporting clients in association with their practicum and does not vouch for the student's driving record or valid driving license.

Background Study Policy

Minnesota State law requires that any person who provides services that involve direct contact with patients and residents of a health care facility must complete and successfully pass a background study conducted by the State of Minnesota. As part of the application process to the Winona State BSW program, students complete this background study. Depending on the practicum agency policy, some students may be asked to complete an additional background study. Students will be responsible for payment for any additional background checks and fingerprinting processes.

Students need to be aware that the social work faculty can educate students in the classroom, but the faculty does not have control over field agencies' willingness to accept a student for placement, if there are findings on a background study.

Students who have concerns about the implications of their criminal record on progress in the BSW program and/or licensure after graduation are encouraged to consult with their state social work licensing board.

Student Safety at Practicum Policy

During practicum, it is expected that students, Field Instructors, and agencies will collaborate to enhance safety and minimize risk at the practicum site on a continual and ongoing basis throughout the duration of the student's practicum. The Field Instructor and the agency are responsible for:

- Orienting the student to the safety and risk management policies and procedures of the setting during the agency orientation;
- Discussing safety guidelines for home visits, office visits, evening office visits, or other office or community protocols for safety;
- Providing guidance and coaching around working with clients who may become angry or violent, staff members who may behave unprofessionally, or services offered by the agency that may be construed as politically sensitive. Students should be provided with agency-specific preparation for handling

situations that are potentially difficult such as medical emergencies, suicide or physical harm risks, potential abuse of others, or the presence of weapons;

- Discussing any additional safety concerns of the student;
- Providing the student with a secure place to keep their belongings while at the agency.

Students should not be forced to engage in assignments in which they feel their physical safety might be compromised. Students should discuss any unaddressed safety concerns with the Field Instructor or Faculty Field Liaison.

Grounds for Dismissal from Field Placement

The following are grounds to dismiss a student from the field practicum:

1. Failure to abide by the NASW Code of Ethics.
2. Failure to maintain confidentiality in reference to a client as mandated by agency policy and/or the NASW Code of Ethics.
3. Repeated tardiness at the agency and/or tardiness without notification.
4. Repeated absences from the agency and/or absence without notification.
5. Repeated change in scheduled field hours without prior approval.
6. Repeated inappropriate or unprofessional use of cell phone or other technology.
7. Unsatisfactory progress in field placement, despite intervention.
8. Failure to follow the guidelines and standards of the Bachelor of Social Work Program, or the BSW Student Code of Conduct Policy, which is outlined in the BSW Program Student Handbook.

Problem Resolution in Field Placement – The Review Process

Ideally, problems in Practicum should be resolved by the student and the Agency Field Instructor with proactive intervention and open communication. It does happen occasionally, however, where situations require further attention. If the Agency Field Instructor or the student has concerns about a problem, it is expected that the **first step** would be to talk with each other about the problem. Typical issues include concerns about expectations of duties, communication styles, navigating the professional environment at the agency, or concerns about supervision or changes in task assignments. The student is also expected to consult the Faculty Field Liaison as needed for guidance on resolving issues.

When a student is not progressing at a satisfactory rate, there are three levels of reviewing a student's performance in Practicum. The student, Faculty Field Liaison, Agency Field Instructor, and Field Director/Field Coordinator will share pertinent information as needed to identify student issues and enhance problem-solving

strategies. Some situations, due to their seriousness, may move straight to a Level Two or Level Three review.

Level One Review

If the concerns cannot be resolved informally, the student or the Agency Field Instructor should notify the Faculty Field Liaison immediately to arrange a Level One review meeting in person or via zoom. In the Level One review, the student, the Agency Field Instructor, and Faculty Field Liaison will discuss the issue and identify an action plan to remediate the situation. A clear timeline will be established for completing the requested action plan, as well as a means for all to measure progress. Following the review meeting, the Faculty Field Liaison will provide a summary of the meeting in writing to all parties within two business days. The Faculty Field Liaison will also notify the Field Director / Field Coordinator of this Level One Review. It is important to document all efforts, action plans, and communications. In many instances, Level One Review meetings between Agency Field Instructor, Faculty Field Liaison and student resolve the concerns and do not necessarily lead to further reviews.

Level Two Review

If issues are not resolved in the Level One Review, or if the situation warrants, a Level Two Review can be called. The Level Two Review involves the Agency Field Instructor, the Faculty Field Liaison, the Field Director / Field Coordinator (and another field faculty, if the Field Director / Field Coordinator is also acting as Faculty Liaison for this student), and the student. The Field Director / Field Coordinator in conjunction with the Faculty Field Liaison will determine the nature of the concern and gather the information necessary to develop a plan of action to address the concern. The student will be provided instructions in writing outlining student expectations. The Department Chair will be notified and may be invited to the review if needed. The BSW faculty will be informed of the situation, and as necessary, the Field Director / Field Coordinator will consult with the Dean of the College of Nursing and Health Sciences as needed. All parties will be asked to provide a written statement of concerns prior to the Level Two meeting. Following this meeting, the Field Director / Field Coordinator will provide a written summary to all parties within two business days, and written documentation will be placed in the student file.

Level Three Review

If issues are not resolved in the Level Two Review, or if the agency is considering discontinuing with a student, a Level Three Review can be called. When a Level Three Review is called, the Faculty Field Liaison and Field Director /Field Coordinator will ask the student and Agency Field Instructor to prepare statements in writing addressing the issue and will hold a meeting to discuss the situation. The Department Chair will be informed of the meeting and may be included in the meeting as needed.

Based upon the Level Three Review meeting, the BSW program will make a recommendation, which could be any one of the following:

- *Continue in the Social Work program with No Conditions:* In these situations, the concern has been addressed and no further action by the student or the department is required.
- *Establish Formal Conditions for the Student's Continuance in the Field Placement and BSW Program:* In this situation, specific conditions must be met for the student to remain in the program, and the student will be asked to complete the Reconsideration Plan form (Appendix) or recommendation for removal from the program with an option to return at a later date.
- *Advise Student to Change Majors/Degrees and/or Discontinue the Student in the Program:* In some situations, it will be recommended that the student no longer remain in the BSW program. The student will be counseled to voluntarily change majors or degrees. If the student does not wish to voluntarily change majors or degrees, the student will be formally notified that the student is being dismissed from the BSW program. The student will be provided with written documentation regarding the specific reasons for dismissal.

Following this meeting and following the determination of recommendations, the Department Chair/Coordinator and/or Field Director/Field Coordinator will notify the Dean of the College of Nursing and Health Sciences of the situation and faculty determination.

If a student does not agree with the outcome of the Review process, the student may appeal following the guidelines for Grievance Procedure in the BSW Program Student Handbook.

Returning to Field Practicum after Dismissal

Whether the student can return to field in the same or a different agency depends on the seriousness of the incident, the perspective of the Field agency, and/or the student's ability to work through the issue(s). The Field Director / Field Coordinator and/or the Faculty Field Liaison will have the responsibility to work with the student around these issues to complete a Reconsideration Plan form (Appendix). This plan should include a description of the areas of concern that led to termination from the practicum, an action plan to address the concerns, which would incorporate measurable goals and a realistic timeline. Approval for retaking Practicum and Seminar are not guaranteed to students who are completing a Reconsideration Plan. **Students who are removed from an agency placement due to misconduct will not be allowed to retake Practicum and Seminar for a minimum period of up to one academic year.** Students completing a Reconsideration Plan will submit the Reconsideration Plan and progress reports to the Field Director / Coordinator and other appropriate department faculty on a timeline agreed to by all parties. Students

will be readmitted into a cohort if they have met the requirements of the reconsideration plan AND if there is space in that cohort for the student.

Change of Field Placement at the Request of the Student Policy

The BSW program rarely moves students from a practicum placement and will take as many measures as possible to promote continuity of placement. Student requests to change placements will not be granted because a student has found a "better placement or opportunity." If, however, a student is placed at another agency either due to actions by the student or because of changes at an agency, the number of hours necessary to successfully complete a change of field placement will be discussed by the Faculty Field Liaison, the Field Director/Field Coordinator, and the student. The agreed upon hours will be documented and will be shared with all parties.

Sexual Misconduct Policy

Sexual harassment of students is destructive to the learning environment, demoralizing to the student, and can adversely affect the student's performance in the agency. Sexual harassment of students may be overt or covert, verbal or physical, and may range from suggestive comments and sexist jokes to assault and rape.

The Social Work Department abides by the policy and procedure guidelines of the Minnesota State Colleges and Universities (MinnState) system for the reporting of sexual harassment in the university setting. [Minnesota State 1B.3 Sexual Misconduct Policy](#) states, Sexual misconduct is an intolerable intrusion into the most personal and private rights of an individual and is prohibited at Minnesota State Colleges and Universities. Minnesota State is committed to eliminating sexual misconduct in all forms and will take appropriate remedial action against any individual found responsible for acts in violation of this policy. Sexual misconduct is a continuum of conduct that includes sexual assault; non-forcible sex acts; dating, intimate partner, and relationship violence; stalking; Title IX sexual harassment; as well as aiding acts of sexual misconduct.

Acts of sexual violence may also constitute violations of criminal or civil law or of other board policies that may require separate proceedings. To further its commitment against sexual misconduct, Minnesota State provides reporting options, an investigative and disciplinary process, prevention training, and other related services as appropriate.

Complaints of conduct on Minnesota State property, including online, by individuals who are not students or employees are subject to appropriate actions by Minnesota State, including but not limited to, pursuing criminal action against them, referral to law enforcement, or pursuing a no trespass. Individuals who violate this policy will be subject to disciplinary or other corrective action. Allegations of conduct in violation of Policy 1B.3 may be submitted through the process identified in System Procedure

1B.3.1 Response to Sexual Misconduct. Additional information about definitions and reporting can be found at [Minnesota State - 1B.3 Sexual Misconduct Policy](#).

Students are oriented to this policy and process in SOCW 400 Professional Preparation.

PART IV. PROFESSIONAL RESPONSIBILITIES

National Association of Social Workers Code of Ethics

Students, Field Instructors, and Faculty Field Liaisons are expected to be aware of, understand, and implement through their actions the NASW Code of Ethics. The Code is designed to guide everyday professional conduct for social workers. The Code has four sections. The first section, "Preamble," describes the profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," describes the main functions of the Code and provides a guide to dealing with ethical dilemmas in practice. The third section, "Ethical Principles," presents the six broad ethical principles based on social work's core values. The fourth section, "Ethical Standards," presents the six ethical standards to guide practice, and provides a basis on which the public can hold practitioners accountable.

The Six Core Values

1. Service
2. Social justice
3. Dignity and worth of the person
4. Importance of human relationships
5. Integrity
6. Competence

The Six Ethical Principles

1. Social workers' primary goal is to help people in need and to address social problems.
2. Social workers challenge social injustice.
3. Social workers respect the inherent dignity and worth of the person.
4. Social workers recognize the central importance of human relationships.
5. Social workers behave in a trustworthy manner.
6. Social workers practice within their areas of competence and develop and enhance their professional expertise.

The Six Ethical Standards

1. Social workers' ethical responsibilities to clients
2. Social workers' ethical responsibilities to colleagues
3. Social workers' ethical responsibilities to practice settings
4. Social workers' ethical responsibilities as professionals
5. Social Workers' ethical responsibilities to the social work profession
6. Social Workers' ethical responsibilities to broader society

The National Association of Social Workers (NASW) is located at 750 First Street, NE, Suite 700, Washington DC 20002-4241. Telephone is 202/408-8600, FAX 202/336-8311 and TTD 202/408-8396.

A full copy of the NASW Code of Ethics follows and can be found online at www.naswdc.org.

Social Work Licensure in Minnesota

Minnesota law requires that all persons either 1) practicing social work based on a social work degree accredited by the Council on Social Work Education (CSWE) or 2) representing themselves as a “social worker” **must be licensed, except when practicing in an exempt setting**. Persons may not begin social work practice where licensure is required until they hold a valid license or temporary license.

Minnesota Statutes Section 148E.010 subdivision 11 defines social work practice as **working to maintain, restore, or improve behavioral, cognitive, emotional, mental, or social functioning of clients, in a manner that applies accepted professional social work knowledge, skills, and values, including the person-in-environment perspective**, by providing in person or through telephone, video conferencing, or electronic means one or more of the social work services described.

Students are STRONGLY encouraged to begin the licensure process prior to graduation. In Minnesota, there are two pathways to achieving the Bachelor’s level credential:

1. **Apply for a Standard license by examination.** The standard License application requirements are a Baccalaureate degree from an accredited social work program, a passing score on the Association of Schools of Social Work exam, completion of a criminal background check, and must not have engaged in conduct in violation of the Board’s ethical standards of practice.
2. **Apply for a Provisional license.** The Provisional License allows a person to apply for and obtain an LSW without taking the ASWB exam. In this instance, requirements include a Baccalaureate degree from an accredited social work program, completion of a criminal background check, and must not have engaged in conduct in violation of the Board’s ethical standards of practice.

Action Steps for Applying for Minnesota Licensure by Exam:

- 1.) Submit your application for license and pay the application fee (\$75)
- 2.) Complete the fingerprint-based criminal background check (\$32)
- 3.) Register for, take, and pass the ASWB Exam (\$230)
- 4.) Submit the required supporting documentation following graduation (official transcript, ASWB passing score documentation)
- 5.) Apply for a temporary license, if you are employed right away, but still waiting on final transcripts
- 6.) Pay the initial License fee (\$93.25 total)

Action Steps for Applying for Provisional Licensure:

1. Submit your Provisional application for license and pay the application fee (\$75)
2. Complete the fingerprint-based criminal background check (\$32)
3. Submit the required supporting documentation following graduation (official transcript)
4. Within 30 days of receiving your Provisional license submit your Provisional Supervision Plan to the Board of Social Work. Supervision is required for the first 2000 hours, before you can apply for the standard social work license.

Important!

A license may still be required, even if the job does not require direct client contact, the job title is NOT social worker, or even if the employer does not require licensure. It is on YOU, the person with the BSW who is working in a social work practice setting, to obtain licensure. Practicing without a license is grounds for disciplinary action by the MN Board of Social Work!

More information on licensure in Minnesota can be found at the [Minnesota Board of Social Work](#).

Social Work Licensing in Wisconsin

Licensure in Wisconsin falls under the purview of the Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board of the Department of Safety and Professional Services.

Department of Safety and Professional Services
4822 Madison Yards Way
Madison, WI 53705
608-266-2112 OR 877-617-1565
Email: dsps@wi.gov

More information on licensure in Wisconsin can be found at the [Department of Safety and Professional Services](#).

Action Steps for Applying for Wisconsin Licensure:

- 1.) [Access](#) the Certified Social Work application form materials. You will also need to have WSU complete the [Certificate of Professional Education](#) form to verify your degree.
- 2.) Pass the Wisconsin statutes exam. All Wisconsin social work applicants must complete the Board's online, [open book statutes exam](#).
- 3.) Register for, take, and pass the ASWB Exam (\$230)
- 4.) Submit the required supporting documentation following graduation (official transcript, ASWB passing score documentation)
- 5.) Apply for a temporary license, if you are employed right away, but still waiting on final transcripts (\$10 fee)
- 6.) Pay licensing fees (\$165 total)

Licensure Examination Information

The Association of Social Work Boards is the national organization that administers the social work licensing examination for all states. Once you have been approved to take the examination from the state to which you are applying for licensure, you will need to contact ASWB to schedule your exam. You can also access free study materials from [ASWB](#).

APPENDIX. PRACTICUM FORMS SUMMARY

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STUDENT SHOULD RETAIN COPIES OF ALL FORMS FOR OWN RECORDS.

Note. The BSW Program destroys most student records shortly after graduation and destroys all records of graduated students within three years.

Winona State University Department of Social Work

BSW PRACTICUM APPLICATION

Date of Application: Click or tap here to enter text. Campus: ☐Winona ☐Rochester

Part I. Personal Information

Name: _____ Warrior ID: _____
 Address: _____
 City: _____ Date: _____ Zip code: _____
 Email Address: _____ Cell Phone: _____

Part II. Considerations

Do you have reliable transportation? ☐Yes ☐No

Optional: Are there any personal responsibilities, disabilities, or other concerns you would like to share that may impact your practicum? ☐Yes ☐No If yes, describe

Part III. Essay

Your essay also indicates your preparation for practicum by demonstrating your professional communication skills and attention to important details. Your essay should have a cover page, be 1-3 pages, double-spaced, using APA conventions, proper grammar and punctuation, and should include title page, introductory and conclusion paragraphs.

1. **BRIEFLY highlight and discuss social work-related experience.** Record the dates and duration of the experience(s), including a brief description of your jobs or tasks, and describe how they have contributed to your preparation for your practicum.
2. Identify and elaborate on any **three of your personal qualities** that you believe are assets of a professional social worker.
3. Provide a summary of **why you believe you are ready for your BSW Practicum.** You should:

Reflect on Your Social Work-Related Skills: Share the specific skills you have developed during your social work program. Highlight how these skills will be beneficial in your practicum.

Discuss Theories and Concepts: (i.e person-in-environment, strengths-perspective, oppression, discrimination....), Explain the social work-related theories, concepts, and practices you have learned. Describe how you plan to apply these in your internship.

Summary statement as to why you are ready for the internship.

4. In the context of professional social work, which **skills or skill areas do you feel are most in need of development/improvement?** What idea/ideas do you have for improving on these areas. **Identify Potential Challenges:** Consider any barriers or challenges you might face during your practicum. **Provide a plan for managing challenges:** Outline strategies you will use to manage these challenges effectively

Part IV. Signature

I, _____ (type your name here) attest that the information contained in this application is accurate.

In order to participate in the field practicum, you must agree to follow all roles and responsibilities outlined in the Field Manual including:

1. Conducting yourself as a social work professional by adhering to the NASW Code of Ethics.
2. Acting with in the requirements of my agency. This includes but is not limited to, adhering to policies regarding safety, documentation, practice and procedures, confidentiality for both the agency and clients, and dress code.
3. Developing a Learning Agreement with the Field Instructor and Faculty Field Liaison and adhering to field practicum timeframes for completion.
4. Actively participating in evaluations at the evaluation periods identified by Faculty Field Liaison and adhere to the field practicum timeframes for completion.
5. Communicating with the Field Instructor/Task Supervisor and the Faculty Field Liaison regarding progress of field placement especially if difficulties arise consulting with the Faculty Field Liaison.
6. Seeking supervision when there is any doubt about actions you are taking on behalf of the agency or clients
7. Keeping regular attendance and being on time.

By typing your name below, you are acknowledging that you have read and agree to follow the roles and responsibilities of practicum student as outlined above and in your Field Manual.

Typed Name for a Signature

Date

SAMPLE ONLY – THIS IS NOW SUBMITTED ELECTRONICALLY

ATTACHMENT A

FIELD PRACTICUM ACCEPTANCE AGREEMENT

This agreement establishes a relationship between the agency, student, and the Winona State University Bachelor of Social Work Program for the purpose of a student field placement under the descriptions and responsibilities outlined in the Field Practicum Manual. The student will be completing a minimum of 480 hours (average 32 hours per week) to be completed over one semester. **This form must be submitted to the Field Director before the student can begin the field practicum.**

Student: _____
 Agency: _____
 Agency Address: _____
 Field Instructor: _____
 Field Instructor Phone: _____
 Field Instructor Email: _____
 Address: _____
 Field Instructor Educational Degree: _____
 Field Instructor License: _____
 Task Supervisor (if applicable): _____
 Task Supervisor Email Address: _____
 Task Supervisor Degree/License: _____
 Task Supervisor Phone: _____
 Start Date: _____
 Anticipated Completion date: _____

Roles and Responsibilities

Student: In exchange for the opportunity to participate in the field practicum, the Student agrees to follow all the roles and responsibilities outlined in the Field Practicum Manual including:

- Conduct themselves as social work professionals by adhering to the NASW Code of Ethics.
- Act within the requirements of their agency. This includes, but is not limited to, adhering to policies regarding safety, documentation, practice and procedures, confidentiality for both the agency and clients, and dress code.
- Develop a Learning Agreement with the Field Instructor and Faculty Field Liaison and adhere to field placement timeframes for completion.
- Actively participate in evaluations at the evaluation periods identified by Faculty Field Liaison and adhere to field practicum timeframes for completion.
- Communicate with the Field Instructor/Task Supervisor and the Faculty Field Liaison regarding progress of field placement especially if difficulties arise that could disrupt the field practicum. Student will not terminate his/her participation in the training experience without first consulting with the Faculty Field Liaison.
- Seek supervision when there is any doubt about actions they are taking on behalf of the agency or clients.
- Keep regular attendance and be on time.

Field Instructor/Task Supervisor: In exchange for the opportunity to host a field practicum student, the Field Instructor/Task Supervisor agrees to follow the roles and responsibilities outlined in the Field Practicum manual including:

- Orient the student to the agency personnel, policies and procedures, including but not limited to, those related to safety, documentation, transporting clients, social media and confidentiality. This includes arranging for office space and facilitating any paperwork for the payment of all related expenses (i.e. mileage) as discussed and agreed upon.
- Allow students to grow progressively into more responsible roles while providing client services, to ask questions a new employee might not feel free to ask, and allow time for reflection and the active application of knowledge and skills with clients, including assignments for practicum and seminar.
- Provide opportunities for students to observe early on, with the expectation that the student will gradually take on more independent work and assignments (under supervision).
- Consult with the student to develop a Learning Agreement based on the CSWE competencies and behaviors that outlines specific opportunities, responsibilities and tasks.
- Meet with the student, a recommended average of one hour per week to monitor progress toward meeting the Learning Agreement goals and assess the student's contribution to client care in regularly scheduled, face-to-face supervisory meetings.
- Notify the Faculty Field Liaison immediately of any serious concerns or problems related to student performance.
- Assess student performance at the evaluation periods identified by the Faculty Field Liaison.

Field Director/Faculty Field Liaison: As a representative of the Winona State University Bachelor of Social Work program, I agree to follow the roles and responsibilities outlined in the Field Practicum manual including:

- Monitor the placement through visits to the field practicum site.
- Conduct ongoing dialogue regarding the process, procedures, and progress of the field practicum with students and Field Instructors/Task Supervisors.
- Final oversight of the Learning Agreement to assure the student has the opportunity to develop and practice a range of knowledge, skills, and values.
- Offer consultation, mediation and support regarding student or agency concerns or disputes to ensure maximum field experiences for students via the telephone, email, or by a visit.
- Assist students with integration of coursework and practicum experiences.

The Student is not covered by the College/University worker's compensation coverage. The Student is responsible for providing his or her own health insurance and for any and all medical expenses incurred by him/her related to any injury, loss, or illness sustained by him/her while participating in field practicum. The Student is not allowed to drive clients in a personal vehicle. If transportation of clients in an agency vehicle is a requirement of practicum, this must be pre-approved prior to the start of practicum.

Parties understand that participation in field practicum does not promise or guarantee any future employment at the agency.

Student's Signature: _____

Field Instructor Signature: _____
Task Supervisor Signature (if applicable): _____
Field Director Signature: _____

Winona State University, part of the Minnesota State Colleges and Universities system, is an Equal Opportunity employer and educator.

WINONA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK

PRACTICUM AGENCY ORIENTATION

FIELD INSTRUCTORS: Please cover the following areas with the student who is beginning a placement in your agency within the first two weeks of the Practicum placement. Check off each area as it is completed.

STUDENT NAME _____ DATE _____

FIELD INSTRUCTOR _____ AGENCY _____

Date Completed

STRUCTURE OF AGENCY

- Flow Chart of Organization

TOUR OF THE WORKING ENVIRONMENT

- Agency Offices
- Parking
- Secure location for student's belongings
- Restrooms
- Break Areas
- Office Supplies
- Clerical Assistance

POLICIES AND PROCEDURES

- Paperwork expectations of students
- Weekly social work supervision meeting schedule
- Required reading or contact with other staff to familiarize self with procedures (agency manuals, list of acronyms, interviews with the other workers, etc.)
- Course of action student should take in case of sexual misconduct (please refer to section on reporting sexual misconduct in this manual)
- Student's work hours
- Expectations re: promptness, dress code, etc.
- Regularly scheduled internal meetings
- Use of personal car
- Use of technology / cell phones
- Social media policies

SAFETY

- Orientation to agency safety policies
- Review of safety considerations for the agency's neighborhood, as appropriate
- Review of home visit and outreach activities procedures, as relevant
- Reporting procedures for any safety concerns
- Health risk considerations for prevention, communicable diseases, infections etc. for the agency, as relevant
- Practicum-related injury reporting
- Agency-wide crisis protocols

CLIENT ISSUES

- Confidentiality policies
- Professional boundaries with clients
- Data Privacy
- Personal Safety

PROFESSIONAL NETWORK

- Identify other agencies with which the student will interact. Assign the task of meeting with several outside contacts for consultation about their relationship with home agency.

LEGAL AND ETHICAL RESPONSIBILITIES

- Laws/Rules relevant to placement (i.e., Rule 25, Rule 185, HIPAA, FERPA, IDEA)
- Abuse Reporting Guidelines
- Duty to Warn

Signature of Agency Field Instructor

Date

Signature of Student

Date

WINONA STATE UNIVERSITY BACHELOR OF SOCIAL WORK PROGRAM
**PRACTICUM INITIAL ASSESSMENT OF STUDENT
 (100 HOURS)**

STUDENT NAME _____

DATE _____

FIELD INSTRUCTOR _____

DATE _____

This form is to be completed by the Agency Field Instructor and returned to the Faculty Field Liaison **after the first 100 hours of placement**. The quality of professional social work practice depends to the greatest degree on the personal knowledge, skill, and attitudes that are embodied in the individual: social workers are themselves instruments of the profession. Each student comes with unique attributes, which they will identify and develop with the instruction and guidance of an experienced and qualified social worker during the course of the Practicum experience. The Field Instructor's initial assessment of the student's unique professional attributes can serve as a baseline for the evaluation of the student's growth. An initial assessment can signal the need for attention and assistance from the Faculty Field Liaison.

Please rate the student's performance using the following scale of expectations:

1 = Not Applicable 2 = developing skills 3 = demonstrates skills

1.	Agency/Student Performance			
	Student wears agency-appropriate dress	1	2	3
	Student is prepared for supervision each week	1	2	3
	Student shows interest in social work practice	1	2	3
	Student is open to feedback	1	2	3
	Student can manage emotions professionally	1	2	3
	Student embraces agency mission	1	2	3
	Student follows agency policies and procedures	1	2	3
	Student uses personal and agency technology appropriately	1	2	3
	Student demonstrates curiosity and willingness to learn	1	2	3
	Student shows initiative by asking for tasks	1	2	3
	Student is on time	1	2	3
	Student follows agreed-upon schedule	1	2	3
	Student completes tasks as requested and in a timely manner	1	2	3
	Student relates effectively with colleagues and other professionals	1	2	3
	Student applies the NASW social work values and Code of Ethics at the agency setting	1	2	3

Student is able to maintain professional boundaries with clients.	1	2	3
---	---	---	---

2. Personal/Professional Communication

Student's verbal communication reflects critical thinking, capacity to observe, comprehend, and respond appropriately.	1	2	3
--	---	---	---

Student's written communication is well organized, succinct, effective and completed on time.	1	2	3
---	---	---	---

Self-discloses appropriately as a basis for self-development.	1	2	3
---	---	---	---

Student asks questions	1	2	3
------------------------	---	---	---

3. Personal Attitudes and Values of Cultural Humility and Anti-Racist / Anti-Oppressive Practice

Student shows concern for and commitment to serve at-risk and vulnerable people.	1	2	3
--	---	---	---

Student demonstrates respect for differences and awareness of the sources and effects of oppression on individual development and family life.	1	2	3
--	---	---	---

Student is working toward freedom from bias: cultural, racial, gender, socio-economic, and sexual orientation.	1	2	3
--	---	---	---

4. Additional comments or suggestions

I would like to discuss my early observations and supervision plans with the Faculty Field Liaison.

Yes_____

No_____

As soon as possible_____

Signature of Agency Field Instructor

Date

Signature of Student

Date

LEARNING AGREEMENT AND EVALUATION FORM**Overview**

This document serves as a learning agreement and an evaluation instrument. At the beginning of the semester, the student and agency Field Instructor (and Task Supervisor if applicable) use this form to design agency-based assignments. Throughout the semester, the Student, Field Instructor and Task Supervisor (if applicable) should review the Learning Agreement to assess student progress on the learning goals. At the end of the practicum, this form is used for the final evaluation of the student's progress on their internship learning goals.

The Learning Agreement reflects the educational goals of Winona State University Social Work Program and the Core Competencies of the Council on Social Work Education (CSWE). The CSWE Core Competencies are comprised of knowledge, values and skills essential to social work practice. Practicum activities should provide students with opportunities to master Core Competencies and Practice Behaviors and achieve the goals of the program.

PART I. BASIC INFORMATION	
Student Name	Date
Agency	Agency Address
Field Instructor	Field Instructor Phone
	Field Instructor Email
Task Supervisor (if applicable)	Task Supervisor Email
Faculty Field Liaison	Faculty Field Liaison Phone
	Email

PART II. RATING SCALES

Scale	Performance Measure	Description
5	Far Exceeds Performance Expectations	Student shows exceptional effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior
4	Exceeds Performance Expectations	Student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior
3	Meets Performance Expectations	Student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.
2	Demonstrates Emerging Performance	Student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.
1	Inadequate Performance	Student has not demonstrated application of the knowledge, values, and skills related to the performance of the practice behavior.
N/O	Not Observed	Student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.

Note. A student who has a N/O, 2, or 1 at the final evaluation does not pass practicum.

PART III. PRACTICE BEHAVIORS AND PLANNED ACTIVITIES
COMPETENCY 1 DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

	Practice Behaviors	Planned Activities	Midterm	Final	Documentation of Activities
1.a	Student makes ethical decisions by applying 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 within the profession as appropriate to context.				
1.b	Student demonstrates professional behavior .				
1.c	Student demonstrates professional appearance .				
1.d	Student demonstrates professional oral communication .				
1.e	Student demonstrates professional written communication .				
1.f	Student demonstrates professional behavior on electronic communication .				
1.g	Student uses technology ethically and appropriately to facilitate practice outcomes.				
1.h	Student uses supervision and consultation to guide professional judgement and behavior.				

Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

COMPETENCY 2

ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

	Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
2.a	Student advocates for human rights at the individual, family, group, organizational, and community system levels				
2.b	Student engages in practices that advance human rights to promote social, racial, economic, and environmental justice.				

Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

COMPETENCY 3

ENGAGE ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE

	Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
3.a	Student demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.				
3.b	Student demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences .				

Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

COMPETENCY 4

ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

	Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
4.a	Student applies research findings to inform and improve practice, policy, and programs.				
4.b	Student identifies ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.				

Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

COMPETENCY 5

ENGAGE IN POLICY PRACTICE

	Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
5. a	Student uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.				
5. b	Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.				

Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

COMPETENCY 6

ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

	Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
6.a	Student applies knowledge of human behavior and person-in-environment , as well as interprofessional conceptual frameworks, to engage with clients and constituencies.				
6.b	Student uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.				

Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

COMPETENCY 7

ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

	Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
7.a	Student applies theories of human behavior and person-in-environment , as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.				
7.b	Student demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan .				

Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

COMPETENCY 8

INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

	Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
8. a	Student engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.				
8. b	Student incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.				

Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

COMPETENCY 9

EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

	Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
9. a	Student selects and uses culturally responsive methods for evaluation of outcomes.				
9. b	Student critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.				

Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

PART IV. PERSONAL/PROFESSIONAL GROWTH GOALS AND PLANNED ACTIVITIES

Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
Area 1. Self Care Goal				
Area 2.				
Area 3.				
Area 4.				

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments
Student Comments

PART V. SIGNATURES

Initial Learning Agreement	Student	_____	Date	- -	(MM-DD-YY)
	Field Instructor	_____	Date	- -	(MM-DD-YY)
	Faculty Field Liaison	_____	Date	- -	(MM-DD-YY)

Midterm Evaluation	Student	_____	Date	- -	(MM-DD-YY)
	Field Instructor	_____	Date	- -	(MM-DD-YY)
	Faculty Field Liaison	_____	Date	- -	(MM-DD-YY)

Final Evaluation	Student	_____	Date	- -	(MM-DD-YY)
	Field Instructor	_____	Date	- -	(MM-DD-YY)
	Has the student completed the necessary 480 hours for practicum?			Yes	
				No	
	Does the student pass the practicum?			Pass	
			Fail		
	Faculty Field Liaison	_____	Date	- -	(MM-DD-YY)

Winona State University Social Work Program

Learning Agreement Supplement

2022 EPAS

Competency 1–Demonstrate Ethical and Professional Behavior

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

Social workers:

Practice Behaviors	As evidenced by (specific tasks written as SMART goals)
1.a 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 within the profession as appropriate to context.	• In supervision, I will bring and review some aspects of the NASW Code of Ethics. • In supervision, I will discuss personal biases that arise when working with clients. • I will learn and abide by the confidentiality policies at the agency. • In supervision, I will review ethically challenging cases you have observed or directly been involved in. • In supervision, I will discuss agency policies and how they fit with the NASW Code of Ethics • In supervision, I will review and discuss additional ethical or governing policies that may impact service delivery at the agency (i.e. agency policies, HIPAA/FERPA guidelines, SSI/SSDI, TANF, SNAP, etc) • In supervision, I will share how I identified and set professional boundaries with clients

	• I will research competing and complimentary codes of ethics in agency setting (ex. education & social work or health & social work, addiction counseling & social work). • I will attend and participate in weekly social work staff meetings where social workers discuss ethical issues and get feedback from coworkers.
1.b Demonstrate professional behavior.	• In supervision, I will share my self-care plan and how I am following it. • I will establish and adhere to a plan for weekly supervision • I will receive and accept feedback professionally • I will participate in social work professional organizations, such as NASW • I will develop an agenda for supervision each week • I will demonstrate healthy boundaries • I will demonstrate an understanding of personal leadership skills and characteristics • I will follow agency policies and expectations (i.e. personal cell phone use, contacting the agency regarding absences) • I will work to develop relationships with coworkers and supervisors • I will solicit feedback from supervisors or other staff • I will ask for help when needed. • I will utilize a calendar or other resource to stay organized • I will work as a team member by sharing ideas and completing assigned tasks. • I will network with one or more individuals/groups outside my agency.
1.c appearance.	• I will follow agency policies related to dress code • I will identify as a student intern when communicating with staff and clients • I will demonstrate congruence between my nonverbal and verbal skills. • I will keep accessories and/or items I wear or bring professional
1.d oral	• I will develop professional phone skills (staffing the intake desk, completing intake calls, making referrals, calling clients). • I will prepare and deliver a presentation to colleagues. • I will use clear and understandable language when communicating with staff and clients • I will address others by their preferred names and/or pronouns. • I will be able to discuss informed consent, confidentiality and its limits with a client. • I will be able to discuss program services with a client.

	• I will demonstrate interviewing skills by asking open-ended questions. • I will demonstrate empathy with clients and others by making validating statements and using other oral interviewing skills (i.e reflection of feelings) • I will teach skills to _____by using language that is understandable and clear. • I will educate _____ on a resource by using language that is understandable and clear. • When working with my supervisor and other agency staff, I will use agency language • I will use person-first language unless directed otherwise.
1.e written	• I will demonstrate professional writing skills in client-related documentation (i.e case notes, assessments) • In supervision, I will receive feedback on professional writing from the field instructor • I will complete agency documentation in a timely manner • I will demonstrate professional writing skills with non-client-related documents (i.e. newsletters, memos, reports, grants applications) • I will adhere to specific writing guidelines that the agency holds
1.f electronic communication	• I will identify and uphold technology policies at the agency • In supervision, I will discuss technology etiquette at the agency • I will follow privacy /confidentiality policies (HIPAA, FERPA, etc.) at the agency in relation to technology and social media. • I will gain competency in using agency computer systems for managing information, searching for resources, researching, and communicating. • I will promptly respond to emails. • My emails will be written with a salutation and signature along with a message that is free of grammar errors and written in a professional tone.
1.g Uses technology ethically and appropriately to facilitate practice outcomes	• I will follow privacy /confidentiality policies (HIPAA, FERPA, etc.) at the agency in relation to technology and social media. • I will become proficient in computer programs that my agency uses for documentation or for another purpose. • In supervision, I will discuss how the agency addresses technology related challenges for clients.

	I will discuss how the agency uses technology to benefit clients.
1.h Student uses supervision and consultation to guide professional judgement and behavior	- I will establish a weekly supervision time and come with a weekly agenda for this meeting. - I will consult with other colleagues at my agency on matters of professional judgement and behavior. - I will come to supervision with questions. - When discussing a case or a situation at the agency, I will come to supervision and be able to share the reasoning behind my decision making. - I will share with my supervisor how their feedback influenced my thinking and/or actions.

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

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

Social workers:

Practice Behaviors	As evidenced by (specific tasks written as SMART goals)
2.a advocate for human rights at the individual, family, group, organizational, and community system levels (CASE ADVOCACY)	Case advocacy - In supervision, I will discuss the impact of social and economic issues on agency clients. - In supervision, I will examine the mission of the agency to assess its commitment to human rights and social justice and discuss in supervision. - I will familiarize myself with relevant advocacy agencies and make contact with these organizations during my practicum. - I will identify current political or community events that may impact clients. - I will identify barriers in the community of the clients I serve that may impact them and advocate for change.
2.b engage in practices that advance human rights to promote social, racial, economic, and	Cause advocacy In supervision, I will discuss the common economic barriers for the agency population being served.

environmental justice. (CAUSE ADVOCACY)	• In supervision, I will discuss common environmental barriers, public health concerns, or environmental justice issues faced by clients. • I will attend an advocacy event such as Mental Health Day at the Capitol, etc. • I will attend a board meeting focused on increasing equity for clients. • I will contact a legislator about a current client population need. • I will identify examples of environmental racism and discuss with field instructor. • I will attend a public hearing or organizational meeting focused on increasing equity for clients. • I will identify how the built environment issues or areas may be impacting clients. • I will join and attend local, state, national coalition meetings. • I will engage in voter outreach and education.
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Competency 3 –Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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

Social workers:

Practice Behaviors	As evidenced by (specific tasks written as SMART goals)
3.a demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	• I will research cultures (traditions, values, religions and family structures) of clients, groups, or communities to better understand them and share findings with field instructor. • I will review, understand, and apply anti-racist principles to my practicum setting • I will prepare an activity or program that meets the needs of a specific cultural group. • I will demonstrate effective, culturally appropriate interviewing skills.

	• I will observe or facilitate a session where an individual or family learns about their rights related the setting (i.e. child welfare, immigration, school, etc) and discuss in supervision. • Community: I will attend agency, local, national workshops or trainings related to diversity, equity, racism, sexism, or other ism and create a written reflection connecting the event to practicum or course content. • I will write/prepare a case analysis exploring intersectionality, where I will identify at least three intersecting identities and how these influence access, barriers, or outcomes of the case. • I will create a resource guide for inclusive practice relevant to my practice setting and share with field instructor. • I will review evaluative tools used by the agency and evaluate with an ADEI lens • Group: I will create and present a group curriculum module that integrates anti-racist education (e.g. racial identity development, micro-agressions, internalized oppression, etc). • Organizational: I will conduct an equity audit of my agency's policies, forms, website, services and share with my Field Instructor. • Organizational: I will interview agency leadership about ADEI efforts. I will present findings and propose a measurable step toward organizational change around ADEI concepts, if needed. • Research: I will conduct a literature review on a topic relevant to my agency and critically analyze whether and how BIPOC or marginalized voices are represented. • Policy: I will analyze a current local/state/federal policy relevant to my practice setting for its racial equity implications. I will write a policy brief with a proposed revision or advocacy plan. • Policy: I will attend a public hearing, legislative session, or advocacy day, particularly one involving BIPOC-led movements or racial justice issues
3.b demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them	• In supervision, I will identify and explore issues (i.e. biases) in cultural humility. • I will utilize journaling or other methods of reflection to record personal beliefs or values regarding clients who may be different than me (age, gender, race, religion, orientation, cultural background, marital status, family structure, physical ability, etc.) and share takeaways with supervisor. • I will work with at least two assigned diverse families, clients, groups, or communities served by the agency. • I will conduct a cultural competency assessment of the placement agency with reference to NASW Standards and Indicators for Cultural Competency.

as experts of their own lived experiences.	• I will interview colleagues/community members from diverse cultural backgrounds. • In supervision, I will discuss the effects of white supremacy oppression on specific client groups. • I will complete an implicit bias test (ex. Harvard IAT) and discuss results with my supervisor. • I will facilitate a cultural identity interview using a cultural formulation tool or cultural genogram. • I will identify and describe two adaptations made to a practice intervention (e.g. CBT, motivational interviewing) to fit a client's racial, cultural, linguistic background • I will conduct a family genogram or eco-map that includes analysis of race, immigration, religion, and class and reflect on how these influence decision-making. • I will identify culturally specific family resources tailored to the client population of the agency. • I will identify and share culturally specific family resources.
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Competency 4 –Engage In Practice-informed Research and Research-informed Practice

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

Social workers:

Practice Behaviors	As evidenced by (specific tasks written as SMART goals)
4.a apply research findings to inform and improve practice, policy, and programs;	• I will complete a capstone project that addresses a practice issue relevant to agency setting. • I will apply critical thinking to understand how my agency uses the professional literature to determine best practices and practice models used.

	• While discussing a case with field instructor or seminar instructor, I will share research to validate the practice approach or recommend changes to practice. • I will develop a policy brief based on recent research findings related to a pressing social issue. • I will evaluate a social work program/activity/training and share findings to improve practice/program. • I will conduct a community needs assessment and share findings to improve practice/policy/or program. • I will review trauma-informed care research and guides to better enhance relations with clients.
4.b identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work	• I will read professional journal articles focused on ethical, culturally informed, anti-racist, and/or anti-oppressive strategies relevant to clients and discuss in supervision. • In supervision, I will discuss how I examined and dealt with biases when working on my Capstone project. • In supervision, I will examine the methods my agency uses to evaluate its programs. • I will critically analyze how my agency utilizes data to make practice and policy decisions. • I will read professional journal articles relevant to your agency population. • I will identify one ethical, culturally informed, anti-racist, and/or anti-oppressive qualitative research method used by my agency to work with clients and talk about it in supervision. • I will identify one ethical, culturally informed, anti-racist, and/or anti-oppressive quantitative research method used by my agency to work with clients and talk about it in supervision. • I will create a literature review for my capstone project that addresses ethical, culturally informed, anti-racist and/or anti-oppressive strategies.

Competency 5: Engage in Policy Practice

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

Social Workers:

Practice Behaviors	As evidenced by (specific tasks written as SMART goals)
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5.a use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;	• I will identify relevant organizational or informational websites and online resources that provide social policy information relevant to the agency/client populations or serve as clearinghouses for legislative issues. • I will identify key funding streams that support the agency and how changes in policy impact them. • For a case study presentation with a supervisor or seminar class, I will highlight the effects of social welfare policies on different racial and ethnic groups. • I will describe how my agency develops and changes internal policies while considering the impact on clients. • I will identify examples of anti-racist and anti-oppressive policies at my agency. • I will track legislative initiatives relevant to your agency's population.
5.b apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	• In supervision, discuss key Federal and State policies that impact the agency. • I will carry out an analysis of the impact to clients of a key agency policy and share analysis with Field Instructor in supervision. • I will attend and participate in an advocacy event. • I will attend a city council, school board, county board meeting or Day at the Capital event. • I will write a letter to an elected official about a social policy affecting your agency/population. • I will identify currently proposed legislation at the State or Federal level and analyze the impact of this potential policy on clients. • I will determine who participates in the formulation of agency policies. • I will evaluate how key agency policies impact service provision and discuss with your Field Instructor. • I will participate in an agency effort involving the development or change of a policy at any level. • For a Capstone project, I will write a detailed analysis paper on a current policy issue, examining its impact on human rights and justice. • For a Capstone project, I will develop a policy brief that outlines the need for specific policy changes to advance justice. • I will track and analyze the progress of specific bills related to social, racial, economic, or environmental justice and share with field instructor.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups,

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

Social workers:

Practice Behaviors	As evidenced by (specific tasks written as SMART goals)
6.a apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	• In supervision, I will discuss theories (i.e. Maslow, Erickson, person-in-environment, strengths perspective, and others) and frameworks (i.e. power and control wheel, trauma infused care, Stages of Change) utilized at your agency and how they are used to develop a professional relationship with your clients. • In supervision, I will identify interprofessional frameworks used by other disciplines (e.g., healthcare, education, law enforcement) at my agency and discuss differences and similarities. • In supervision, after participating in an interprofessional team meeting, I will discuss my observations about how other professionals from various fields approach clients differently and similarly. • In supervision, I will develop a plan as to how I am going to engage clients/group members while keeping in mind knowledge of human behavior. • In supervision, I will develop a plan as to how I am going to engage clients/group members while keeping in mind person-in-environment, as well as interprofessional conceptual frameworks. • In supervision, I will share how I engaged clients/group members while keeping in mind human behavior person-in-environment and/or interprofessional conceptual frameworks.
6.b use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	• In supervision, I will discuss areas of comfort and discomfort in client engagement. • I will demonstrate the use of verbal and nonverbal interpersonal skills (i.e reflection of feeling, open-ended questions) to build relationships with clients. • I will demonstrate empathy with clients and others by making validating statements and using other oral interviewing skills (i.e reflection of feelings). • In supervision, discuss one or more culturally responsive engagement strategies to use at my agency. • I will role play with a supervisor initial interaction/engagement with a client. • I will engage in self-reflection to examine my effectiveness in using empathy and interpersonal skills to engage clients through journaling and/or supervision with your field instructor.

	• I will visit places in the community that will increase my understanding of clients' social systems. • I will establish specific opportunities for field supervisor to observe me engaging with clients, and then receive feedback. • I will engage in active listening and receive feedback on progress. • I will review the literature on rapport-building /interpersonal skills and practices for various communities, discuss with my supervisor, and apply what I have learned at your agency.
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Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities

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

Social workers:

Practice Behaviors	As evidenced by (specific tasks written as SMART goals)
7.a apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	• In supervision, I will develop a plan as to how I will apply human behavior and other theories (i.e. Maslow, Erickson, person-in-environment, strengths perspective, and others) and/or conceptual frameworks during the assessment stage (i.e. power and control wheel, trauma infused care, Stages of Change). • In supervision, I will share how I applied human behavior and/or theories and/or conceptual frameworks during the assessment stage. • In supervision, I will learn how my field instructor applies theory during the assessment stage. • I will complete a cultural genogram as part of an assessment with a client. • I will complete an ecomap as part of an assessment with a client and collect information from multiple sources such as client records and assessment interviews. • In supervision, I will discuss different assessment tools and discuss with my Field Instructor how theory and the tools are connected. • In supervision, I will apply person-in-environment to a case/group. • In supervision, I will apply family systems theory to a case/group. • In supervision, I will apply the strengths perspective to a case/group.

	• In supervision, I will apply Maslow's hierarchy of needs to a case/group. • In supervision, I will share how I applied human behavior and/or theories and/or conceptual frameworks when working on the assessment stage of my Capstone project.
7.b demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	• In supervision, I will discuss personal feelings/biases that may interfere with the assessment process and/or engaging in client self-determination. • I will complete a client assessment and write/organize client data. • I will conduct research on resources/interventions to provide clients with multiple options for the planning stage. • With the client or client system, I will develop plans with SMART goals, objectives, and strategies. • In supervision, I will discuss appropriate terminology and documentation of interactions with clients.

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

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

Social workers:

Practice Behaviors	As evidenced by (specific tasks written as SMART goals)
8.a engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	• In supervision, I will discuss how agency interventions are culturally responsive and/or evidence informed. • In supervision, I will discuss ideas on how I can engage clients by being culturally responsive, and informed. • In supervision, after observing [a group, individual session, family session, community activity, organizational training], I will discuss what elements of the group were evidenced-informed/culturally responsive. • In supervision, I will share how my [group, individual, family, community, organizational training] was culturally responsive/evidence-informed. • For referral purposes, I will research area agency services to learn about services that are evidence-based/culturally informed. • With the client or client system, I will refrain from advice giving and offer alternatives. • I will identify and implement prevention interventions that enhance client capacities. • I will write a treatment plan for a client and receive feedback.

	• I will research an alternative form of intervention for the population served by the agency and share findings. • In supervision, I will review the progress of assigned clients, and adjust intervention as needed if the client is not making progress.
8.b incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	• In supervision, I will discuss strategies to negotiate, mediate and advocate with and/on behalf of my clients/constituencies. • In supervision, I will share how I negotiated, mediated or advocated on behalf of my clients/constituencies. • I will facilitate referral process of client to another agency and/or services. • I will observe, design, and/or facilitate culturally responsive individual interventions. • I will observe, design, and/or facilitate culturally responsive family interventions. • I will observe, design and/or facilitate culturally responsive group interventions. • I will observe, design and/or facilitate culturally responsive community interventions. • I will observe design and facilitate organizational interventions. • I will review client goals and objectives with the client to monitor progress (should this be moved to evaluation). • I will connect clients to community resources and monitor intervention effectiveness.

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

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

Social workers:

Practice Behaviors	As evidenced by (specific tasks written as SMART goals)
9.a select and use culturally responsive methods for evaluation of outcomes	• In supervision, I will discuss with my supervisor how agency evaluation methods are culturally responsive. • In supervision, I will share how I was culturally responsive while collecting data for my Capstone project. • In supervision, I will share how I used culturally responsive evaluation methods. • I will identify measures used by agency in evaluating client progress and discuss with my Field Instructor. • I will apply measure used by agency in evaluating client progress and discuss with my Field Instructor.

	• In supervision, I will discuss my plan for using a culturally responsive evaluation method for my Capstone project.
9.b critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	• In supervision, I will discuss intervention effectiveness and develop ideas for improvement when needed. • In supervision, I will share my findings/interpretations and recommendations for my Capstone project. • I will review client files to determine progress toward agreed upon goals. • I will participate in a community assessment. • I will evaluate assessment/data collection and intervention practices and discuss with your Field Instructor. • In supervision, I will discuss how successful / unsuccessful treatment is evaluated within the agency.

WINONA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK EMPLOYMENT-BASED PRACTICUM PLACEMENT APPLICATION

Section 1 - EBP Placement application requirements:

Students who currently are working in a community agency may be approved for an Employment Based Practicum (EBP) placement, if certain criteria are met:

- **Current employee.** The student is an employee in good standing who has completed their probationary period and has been employed at their agency for a minimum of three (3) months at the time of their application for an EBP.
- **Agency criteria.** The agency must meet all criteria for a practicum setting set forth by the BSW program and complete all vetting processes.
- **Field Instructor and supervision.** The proposed Field Instructor must meet CSWE requirements and BSW program requirements, including holding a BSW or MSW and licensure as required, with at least two years post-graduation employment and six months in their current position. If the employment supervisor is a BSW or MSW, then the student may have the same supervisor for practicum and for employment. If the same person is serving as employment supervisor and Field Instructor, weekly practicum supervision must be distinct from employment supervision.
- **Clinical contract.** The agency must be willing to enter into a clinical contract with Winona State University College of Nursing and Health Sciences, and this contract must be fully executed prior to the start of practicum.
- **Meet the CSWE competencies.** The student and employer will develop a proposal that outlines how the student will meet the social work education competencies as identified by CSWE and supervision requirements in their employment setting. If the student's employment role does not provide adequate access to activities to all nine competencies and attendant behaviors, the student and Field Instructor must identify in advance additional learning activities designed to meet those competencies not covered within the scope of the student's employment.
- **New learning opportunities.** The agency must provide the student with tasks and activities that provide *new learning above and beyond their current employment responsibilities*. This may be achieved through the creation of new activities (within the same or different department of their agency) or through the intentional expansion or reframing of the student's current employment activities using the social work lens, making clear specific linkages to the CSWE competencies.
- **Field Instructor Orientation.** The agency must support the Field Instructor in attending Field Instructor Orientation.

Section 2 - EBP Placement Process:

1. **Declare your interest in an EBP Placement** to the Field Director / Field Coordinator at the start of your third semester in the social work program.
2. **Complete the EBP Placement Application** in collaboration with your employment supervisor, proposed Field Instructor, and the administrator at your agency who has fiscal authority. Your employment supervisor and proposed Field Instructor are expected to participate in the placement process. For fiscal authority, please consult with your employment's HR department to ensure that you are eligible to complete an EBP placement through your employment. Submit this application to your Field Director / Field Coordinator.
3. **Agency and Field Instructor Vetting.** The Field Director / Field Coordinator will schedule a meeting with the student, agency, and proposed Field Instructor to review the proposed placement plan and confirm supervision plan.
4. **Agreement by all parties.** Any amendments to the proposed EBP Placement application are to be resolved. The Field Director / Field Coordinator will confirm the clinical contract is in place.

Section 3 - Student Information Section:

Student Name:	
Phone:	
WSU email:	
Student Home Address:	

Social Work Program Campus:	Winona	Rochester Hybrid
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Section 4 – Student Employment Information – Information for the Employer:

This student is applying to the Winona State Bachelor of Social Work Program to complete an Employment-Based Practicum (EBP) Placement. The student has been provided with information regarding the requirements of this option, as outlined on page 1 of the application.

The student must be in good standing at their employing agency, which means they are an established employee who has successfully completed their probationary period. This is important because an unsuccessful probationary period, or any significant performance concerns are also likely to result in disruption of the student's internship placement.

Your name and contact information on this application indicates that you are aware of your employee's application for an EBP placement, that you are familiar with the program's criteria and that you are willing to work with the Social Work program to develop appropriate internship assignments and social work Field Education supervision for the employee.

Your participation in this application also indicates your agreement that the student's internship performance will not negatively influence their employment status or evaluations. Please note that any changes to this agreement must be pre-approved by the WSU Field faculty. Unapproved changes, including but not limited to field instructor or learning activities, may be grounds for terminating this agreement.

Employing Agency:	Program/ Dept (if applicable):
Address:	
Student/Employee's Job Title:	
Length of employment at this agency:	Current employment (hours/week):

Direct Employment Supervisor Name:	Credentials / Degree:
Supervisor Email:	Supervisor Phone:
Administrator Name (person with fiscal authority, if not direct employment supervisor):	
Administrator email:	Administrator Phone:

Section 5 – Proposed Field Instructor

Field instructors for BSW students must have a BSW or MSW from an accredited social work program plus two year post-degree experience, be licensed if their setting requires it, and be at least six months at their current agency.

The Field Instructor and employment supervisor of the student may be the same person. In such cases, supervision time for field education learning MUST be separate from supervision time for employment. Our goal is to ensure the role of the **student as a learner** while they are engaging in their paid employment position.

Proposed Field Instructor Name:	Credentials / Degree:
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Proposed Field Instructor Job Title:	Years at the agency:
Email:	Phone:

Section 6 – Summary of Employment Based Practicum Placement

Students may use a *portion* of their current employment activities for their practicum **IF** the activities can be directly linked to the nine CSWE competencies. Complete the table below identifying activities – either currently in your employment, or proposed activities – for each of the nine competencies. There should be 2-3 activities for each competency. Add additional pages as needed.

Competency	Current Employment Activities	Additional Learning Activities
1. Demonstrate ethical and professional behavior		
2. Advance human rights and social, racial, economic, and environmental justice		
3. Engage anti-racism, diversity, equity, and inclusion in practice		
4. Engage in practice-informed research and research-informed practice		
5. Engage in policy practice		
6. Engage with individuals, families, groups, organizations, and communities		
7. Assess individuals, families, groups, organizations, and communities		
8. Intervene with individuals, families, groups, organizations, and communities		
9. Evaluate practice with individuals, families, groups, organizations, and communities		

Plan for meeting the field education hours requirement (approximately 32 hours per week over the semester). If students are completing practicum tasks outside of their regular employment duties, in the spirit of fostering ethical self-care practices, we strongly encourage agencies to release the employee from some of their job responsibilities to complete their educational practicum hours.

Number of paid employment hours/week	
Number of paid practicum hours/week	
Number of unpaid practicum hours/week	
Total hours spent in agency/week	

Section 7 – Employment Based Practicum Placement Application Signatures

Student's Name (printed)	Student Signature	Date

Student's Employment Supervisor	Supervisor Signature	Date

Proposed Field Instructor	Field Instructor Signature	Date

Field Director / Field Coordinator	Signature	Date

WINONA STATE UNIVERSITY BACHELOR OF SOCIAL WORK PROGRAM
PRACTICUM TIME SHEET LOG

STUDENT NAME _____ WARRIOR ID _____

AGENCY NAME _____ SEMESTER _____

Week	Dates	Hours	Activities Completed	CSWE Competencies	Total Hours to Date	Additional Comments
1						
2						
3						
4						
5						
6						
7						
8						

Week	Dates	Hours	Activities Completed	CSWE Competencies	Total Hours to Date	Additional Comments
9						
10						
11						
12						
13						
14						
15						
16						

Signature of Student

Date

Signature of Agency Field Instructor

Date

REFERENCE REQUEST
AND
STUDENT AUTHORIZATION FOR RELEASE OF INFORMATION
Winona State University
Bachelor of Social Work Program
(Valid for Two Years from Date of Signature)

I, (print name) _____ request WSU Bachelor of Social

Work Faculty/Staff _____ to serve as a reference or release information for me (Name of person providing reference/releasing information)

The purpose(s) of the reference(s)/release of information is (are) for: (check all that apply)

_____ placement in Field Practicum

_____ application for employment

_____ all forms of scholarship or honorary award(s)

_____ other (please specify) _____

The information may be given in the following manner: (check all that apply)

_____ written _____ oral _____ electronic

I authorize the above-named person to release information and provide an evaluation about any and all aspects of my academic performance at Winona State University to the following: (check all that apply)

_____ all prospective practicum placement sites

_____ all prospective employers OR _____ specific employers (list on back)

(including release of my social or award(s) (list on back)

Under the Family Educational and Privacy Rights Act, 20 U.S.C. 1232(g), you may, but are not required to waive your right of access to confidential references given for any of the purposes listed above on this form. If you waive your right of access, the waiver remains valid indefinitely unless a termination date is specified as follows:

(termination date) _____

Signature and Date:

Local Address: _____

City State Zip:_____

Local Phone or Cell Number E-mail Address:_____

WINONA STATE UNIVERSITY BACHELOR OF SOCIAL WORK PROGRAM

REQUEST FOR SPECIAL CIRCUMSTANCES PRACTICUM PLACEMENT

With proper prior approval, students may complete their practicum at an agency that is outside the 150-mile radius boundary of the student's home campus. To request approval, please complete this form and submit to the Field Director / Field Coordinator.

Student Name: _____ Date: _____

Campus ☐ Winona ☐ Rochester Semester/Year of Proposed Placement _____

Proposed Placement Information

Agency Name: _____

Address: _____

Field Instructor: _____

Field Instructor Contact Information (phone and email): _____

Distance from the student's home campus: _____

Please outline below your request for a placement outside of the 150- mile radius. Please address the following: 1.) your rationale for this request; 2.) how it will benefit you now and in the future; and 3.) how you propose to participate in Integrative Seminar.

Faculty Review Date: _____

Faculty Review Decision: _____

Reconsideration Plan for Return to Field Practicum

Student Name: _____ Student Warrior ID: _____

Student Contact Information (phone and email): _____

Semester Student left Practicum: _____ Proposed Return Semester for Practicum: _____

Circumstances Resulting in Departure from Practicum:
Outline with as much detail as is possible the circumstances/issues leading up to leaving practicum. Include dates, times, names of agency, Field Instructor, etc. as is appropriate/relevant.

Action Steps Proposed for Return to Practicum:
Outline at least three (3) actions you will take to address the concerns that led to the practicum disruption previously. Use SMART goal format.

Date	SMART Goal Action Step	Outcome / Date Completed	Comments

Student Signature: _____ Date: _____

Field Director / Coordinator Signature: _____ Date: _____

Dept. Review Date: _____ Approved/Not Approved: _____

Comments: