



DEPARTMENT OF SOCIAL WORK AND FAMILY STUDIES
PRACTICUM MANUAL

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I. THE SOCIAL WORK PROGRAM

Mission

The social work program mission is to prepare liberally educated professional social workers to ethically serve diverse populations and to promote a lifelong commitment to a just global community.

Goals

The Social Work Program prepares students:

- 1) for generalist practice with individuals, families, groups, organizations, and communities of diverse backgrounds;
- 2) who understand and appreciate a scientific approach to knowledge building and practice;
- 3) to be reflective of, and responsible for, their own ethical conduct;
- 4) for lives of service and leadership in the global community.

Competencies and Practice Behaviors (from CSWE EPAS, 2022)

The Social Work Program has nine stated competencies that flow from its mission and goals. By the time of commencement, students must demonstrate achievement of these 9 competencies with the 20 practice behaviors in our program. These competencies are from the 2022 CSWE Education Policy and Accreditation Standards Statement and are fundamental to all baccalaureate social work education programs. The expected competencies and practice behaviors follow:

Competency 1: Demonstrate Ethical and Professional Behavior

- 1.1 make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- 1.2 demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- 1.3 use technology ethically and appropriately to facilitate practice outcomes; and
- 1.4 use supervision and consultation to guide professional judgment and behavior.

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

- 2.5 advocate for human rights at the individual, family, group, organizational, and community system levels; and
- 2.6 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

- 3.7 demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 3.8 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

- 4.9 apply research findings to inform and improve practice, policy, and programs; and
- 4.10 identify ethical, culturally informed, ant-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

- 5.11 use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of any access to social services; and
- 5.12 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

- 6.13 apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- 6.14 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

- 7.15 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
- 7.16 demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

- 8.17 engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- 8.18 incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

- 9.19 select and use culturally responsive methods for evaluating outcomes; and
- 9.20 critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

II. THE PRACTICUM AND SEMINAR

The Practicum supports the Program's mission and goals of preparing students for generalist practice with individuals, families, groups, organizations, and communities of diverse backgrounds, research and knowledge building, ethical practice, global perspective and lives of service. It is an integral component, the signature pedagogy of the social work education curriculum, the primary opportunity for the students to recognize the relationship of theory and practice, to develop, test and implement skills and techniques, to wrestle with issues of values and ethics, and to begin the life-long process of integrating experience and knowledge into a professional self.

The Practicum provides students with the opportunity to interact with professional social workers engaged in generalist practice and to reach a point of beginning competence in generalist practice themselves. The Coordinator of Practicum Education chooses sites that offer the student occasions to observe and demonstrate practice with a variety of client systems of diverse backgrounds, from individuals to communities.

The expectation is that the social work practiced at each site is scientifically informed and ethical and that it allows students to demonstrate generalist practice, which uses the social systems framework, the problem-solving model, the empowerment perspective and a strengths based approach.

Definition of Generalist Practice

Generalist practice is multilevel intervention with clients (individuals, families, groups, organizations and communities) of diverse backgrounds. It uses the social systems framework, planned change process, empowerment perspective and strengths-based approach to practice. It is grounded in the liberal arts, scientifically informed and ethical.

Social Work 380: Practicum Course Description and Structure

In this "real world" experience, social work majors complete at least 400 hours in a practicum site with structured learning about generalist practice with individuals, families, groups, organizations, and communities from diverse backgrounds. Students engage in professional responsibilities with careful guidance and supervision from the Practicum Supervisor and the Coordinator of Practicum Education. Students attend a seminar weekly to integrate classroom learning, share experiences, and obtain support. Prerequisite: Majors who have completed all foundation and required courses with numbers below 380.

Formal practicum occurs in the fall of the senior year, after successful completion of:

SW 254: Inclusive Practice: Individuals & Family, in the fall of junior year

SW 261: Inclusive Practice: Groups, Organizations & Community, in the spring of junior year

SW 373: Just Practice, in September of senior year (just prior to practicum placement).

Students have the opportunity for agency exposure and experience prior to the senior year through elective independent internships (SW 294) and through coursework (e.g. agency assignments in SW 221: Social Work and Social Welfare, SW 254: Inclusive Practice, and SW 258: Social Policy). Students have the option to continue in the practicum through January of senior year for an elective credit in Social Work (SW 394).

The Coordinator of Practicum Education is responsible for development and coordination of the practicums. The St. Olaf Social Work Program requires students to document completion of a minimum of four hundred (400) contact hours of practicum in a block placement. They are not expected to be in practicum during official college vacations but may fulfill hours during those times. They receive 3 course credits for the practicum experience and accompanying seminar.

The practicum assignment is at a site within 100 miles of campus unless special arrangements are made. All the agencies involved provide the opportunity for generalist practice and experience with diverse populations. Settings generally available include community agencies, hospitals, schools, county corrections, social services, and long term care centers.

Practicum Goals, Competencies, and Requirements

1. **Goals** – The student will be able to:
 - 1) Integrate learning from the required curriculum and the practicum experiences – values, knowledge, and skills – especially thinking critically, evaluating practice and programs, practicing in a culturally reflective, anti-oppressive manner and promoting social and economic justice.
 - 2) Perform professional generalist social work practice competently, in keeping with the St. Olaf definition, at a beginning level.
2. **Competencies and Practice Behavior** -The competencies of the Practicum are synchronous with the CSWE Education Policy and Accreditation Standards for baccalaureate social work programs.
3. **Requirements** - To receive full credit for SW 380 the student must:
 - 1) Complete a minimum of 400 hours of in-person contact with staff and clients of an approved practicum site during the fall semester. These hours may include up to eight hours of training outside the practicum setting related to social work with diverse populations and/or specific to the student's particular practicum setting and its clients' or organizational needs.
 - 2) Attend and participate fully in the weekly seminar; this expectation includes:
 - completing required reading;
 - completing required writing;
 - making thoughtful oral contributions to discussion;
 - taking audience responsibilities, when appropriate; and
 - making evaluation of classmates and instructor, when called for
 - 3) Engage in learning with an approved Practicum Supervisor (supervision, guidance) and instructors to demonstrate competencies stated by the instructor and those included in the learning plan developed jointly by the student and Practicum Supervisor.
 - 4) Develop, refer to and revise throughout the semester an Individualized Learning Plan, using input from the Practicum Supervisor and the Coordinator of Practicum Education. The learning plan will include learning activities and demonstrating beginning competency in all nine of the core CSWE competencies.

The learning plan provides a focus for the practicum and becomes one basis for evaluation. The Program's competencies and practice behaviors for the practicum experience are included in the Practicum Manual given to each student and Practicum Supervisor and are to be used as a guide when developing the Learning Plan. The agency's expectations of the student are also taken into account when preparing the plan. During the first week of practicum experience, the student consults with the Practicum Supervisor and clarifies in the Learning Plan the tasks that are expected to facilitate fulfillment of the competencies and practice behaviors—both those of the student and those of the Social Work Program. Copies of the initial plan are given to the Practicum Supervisor and to the Coordinator of Practicum Education. The plan is

revised as necessary throughout the semester. A sample learning plan can be found in Appendix A of this document.

- 5) Keep a log of activities performed in the practicum and a detailed journal as assigned in the practicum course.
- 6) Complete and submit all assignments, and revisions, when required, in a timely fashion.
- 7) Participate in a mid-term evaluation and a final on-site evaluation including the Coordinator of Practicum Education and Practicum Supervisor.
- 8) Design and implement at least one evaluation of practice with an individual, family, group, organization, or community.
- 9) Prepare an evaluative Final Paper on Practicum Experience, including:
 - a summary description of activities;
 - the amended and revised Learning Plan;
 - annotated bibliography of six or more items;
 - one process recording;
 - one example of evaluation of practice, designed and carried out in the practicum setting (the client unit may be an individual, family, group, organization, or community);
 - a thorough analysis of mastery of the nine competencies for social work graduates from baccalaureate program (CSWE Curriculum Policy Statement), including cogent illustrations and examples of integration of classroom learning, knowledge from additional readings, professional values and ethics with experiences available in the practicum. It may draw attention to strengths and to areas which will be the focus for attention as the student begins professional practice.

The faculty member assigned to teach the practicum and has the final responsibility for assigning the course grade based on all materials received from the student and the Practicum Supervisor.

Practicum Seminar Requirements

Students attend a 3-hour seminar weekly in person at the college, Monday nights from 7-10pm during Fall semester of their senior year. Students integrate classroom learning, share experiences, and obtain support from the Coordinator of Practicum Education and Practicum Faculty. Students demonstrate their ability to gather information, utilize consultation, and access support from colleagues (including classmates and peers) and teachers when the practicum presents problems to solve or situations to celebrate. Student success and well-being is monitored through in-class discussions, weekly journal entries, and comprehensive assignments.

- 1) **The practicum seminar**, which meets weekly for three hours, has additional intended learning outcomes.
 - a) Communicate integration of classroom and practicum to practicum supervisor, seminar teacher, and classmates.
 - b) Demonstrate an ability to explore and evaluate personal values, beliefs, attitudes, and competencies with the help of peers and teachers.
 - c) Demonstrate the ability to gather information, consultation, and support from colleagues (classmates, peers) and teachers when the practicum presents problems to solve or situations to celebrate.
 - d) Demonstrate critical thinking related to the practicum experience through required verbal

and written communications.

- e) Encourage classmates to think critically and communicate competently.
 - f) Demonstrate the ability to appropriately respect confidentiality of agency and client situations and of personal information, while receiving and giving honest feedback, encouragement, and support in the seminar.
 - g) Demonstrate respect for diversity within the class, in verbal and non-verbal interactions.
 - h) Contribute to class climate conducive to appropriate personal disclosure and professional problem-solving.
 - i) Help develop additional intended learning outcomes specific to the agencies', clients', and students' needs in this particular seminar and help plan learning opportunities to carry out the intended learning outcomes.
 - j) Demonstrate a developing awareness of self as a professional social worker.
- 2) The seminar combines discussion of common readings related to the seminar outcomes, didactic learning on issues related to the practicum, case presentations and agency analyses by students, demonstration of research techniques and time for informal sharing and support. The Coordinator of Practicum Education facilitates the seminar. Each student is expected to:
- a) Be present for each entire seminar.
 - b) Come prepared to share difficulties and successes in the practicum.
 - c) Complete assigned readings, presentations and papers.

This seminar affords the student the opportunity to integrate classroom learning, readings and practicum experiences in related and sequential patterns, and gives the Coordinator of Practicum Education regular feedback on practicum experiences. Seminar includes opportunities for improving written and oral communication skills and addressing problems at the practicum. The Coordinator of Practicum Education is available at any time for individual meetings with students and Practicum Supervisors who have concerns related to the practicum.

Criteria for Selection Practicum Sites and Practicum Supervisors

The Program has established standards for Practicum settings, including the content of the service provided, the professional practices, the personnel assigned as Practicum Supervisors, and the student learning assignments. Information about how well agencies and Practicum Supervisors are meeting criteria is gathered prior to placements and during the Practicums as students share at the weekly seminars, as the Coordinator of Practicum Education makes evaluative contacts, and as the faculty interact with social work colleagues in the community. When necessary, the Program can discontinue use of an agency or Practicum Supervisor and the student could be reassigned during a placement.

Agencies selected as practicum sites are:

- within approximately 100 miles of the St. Olaf campus in order that students are able to return to campus for the weekly seminars. Placements farther away from St. Olaf are possible by special arrangement in accordance with the Program's Policy on Distant Practicums;
- able to accept students on a full-time schedule (40 hours per week) between late September/early October and mid-December;
- able to provide supervision and guidance for the student;
- willing to accept students for practicum instruction without regard to / does not discriminate on the basis of sex, race, color, creed, national origin, gender identity, gender expression, sexual orientation, age, religion, disability, marital status, veteran status, or status with regard to public assistance;
- able to provide the students a context in which to observe and engage in generalist practice,

encounter ethical dilemmas and their resolution, observe relationships between social policies at various levels and everyday social work practice;

- able to provide students opportunities to apply evaluative measures to practice and programs; and
- willing to respect the NASW Code of Ethics; neither the site itself nor the Practicum Supervisor(s) can be under sanction by either NASW or the Minnesota Board of Social Work.

Each site must provide the student opportunities to be in direct contact with client populations, to receive direction and supervision, and to experience as much diversity of populations, situations, and opportunities as feasible in the time available. The agency administration must be willing to appoint a qualified staff person to be the Practicum Supervisor and agree to the terms and responsibilities delineated in the Practicum Manual.

If the agency is providing a practicum experience for a student who is currently an employee of the agency, the administration must agree to abide by the Policy on Practicum at Place of Employment, which establishes boundaries between the roles of student and employee that must be respected. Agencies used as practicum sites must respect the student's academic obligations.

The Social Work Program believes that the Practicum Supervisor is the key to our students' learning to be professional social workers. Therefore, Practicum Supervisors are chosen with care, and matched as carefully as possible with students who share interest in the setting or client population with which the Practicum Supervisor is familiar. The Practicum Supervisors who are chosen will:

- have the MSW or BSW degree from an accredited program and a current social work license, or, if not a professional social worker, be willing to work closely with the Coordinator of Practicum Education or other professional social worker to provide a generalist social work experience;
- have the time and interest to direct a student's learning of generalist social work practice;
- accept students for Practicum instruction without discriminating on the basis of sex, race, color, creed, national origin, gender identity, gender expression, sexual orientation, age, religion, disability, marital status, veteran status, or status with regard to public assistance;
- have experience in the agency sufficient to orient the student to the agency's policies and practices, select appropriate work assignments, and guide the student's learning about generalist practice, including the relationship of practice to social policy, values and ethics, diversity of persons, populations at risk, and evaluation of practice and programs;
- be knowledgeable of, and practice in accordance with, the codes of ethics from NASW and the Minnesota Board of Social Work;
- not be under sanction by NASW nor have a social work license suspended or revoked; and
- acknowledge and respect professional and personal boundaries

Occasionally a student desires or the program wishes to provide a unique practicum experience in an agency without a professional social worker on the staff. In such a case, a professional social worker from outside the agency or the Coordinator of Practicum Education will provide weekly social work supervision. The external supervisor or the Coordinator of Practicum Education will collaborate with the task supervisor on site to structure the supervision to meet the student's learning needs. The Coordinator of Practicum Education will also bring that student into contact with social work role models in related settings or organizations.

The Program requires that Practicum Supervisors take part in orientation and training that familiarizes them with the core competencies, practice behaviors, and curriculum model of the St. Olaf Program. This is held each year prior to the beginning of the students' full-time attendance at the agency. If Practicum Supervisors are in agencies at a distance they are provided the same resource materials and an opportunity to discuss them one to one with the Coordinator of Practicum Education. The Coordinator of Practicum Education consults individually with each Practicum Supervisor (meeting in person at the site in the case of a new Practicum Supervisor) prior to interviews with students to explain the process of selecting practicum sites

and review the Practicum Manual.

Practicum Supervisors are encouraged to provide feedback to the program at any time. Formal responses and suggestions for improvement are requested of each Practicum Supervisor at the end of the practicum (see Practicum Supervisor Feedback Form Appendix B). The Program has established standards for practicum settings, including the type of service provided, the staff assigned as Practicum Supervisors, and the opportunities for student learning.

Evaluative information about how well agencies and supervisors are meeting Program criteria is gathered as the faculty interact with social work colleagues in the community and regularly during the weekly seminars as students share experiences. When necessary, the Program can discontinue use of an agency or Practicum Supervisors for future students. In addition, the student could be reassigned during a placement if irreconcilable difficulties arise. Grievance procedures of the Department and the College are available to Practicum Supervisors in the event they are dissatisfied with some aspect of the practicum and the dissatisfaction is not able to be remedied by meetings with the Coordinator of Practicum Education.

Practicum Supervisor Orientation and Communication

The Coordinator of Practicum Education visits with each of the Practicum Supervisor in person or by telephone/video call before the Practicum begins, at midterm, and is available by telephone/email/video call as frequently as needed. All supervisors also take part in a common orientation prior to the start of the full time Practicum each year. The Practicum Supervisors are given instructional materials including the Program Mission and Goals, Competencies and Practice Behaviors, and safety in the Practicum setting before and during the orientation. All supervisors are also offered opportunities for continuing education at Program expense to provide other avenues for understanding the important aspects of Practicum instruction.

In addition to the responsibilities of the Coordinator of Practicum Education, the Social Work Program makes special efforts to maintain strong relationships with area agencies and Practicum Supervisors by:

- maintaining regular communication with, and soliciting input from, the Program Advisory Committee (PAC) composed of professional social workers and other human services, education, and health providers in the surrounding area, including the Practicum Supervisors; PAC meetings are held twice yearly with structured input from the group;
- asking Practicum Supervisors to complete the Feedback Form as part of each student's final evaluation;
- designating time at each fall orientation meeting on the agenda for feedback to the Program;
- maintaining an inviting web page that includes events of interest to site personnel and Practicum instructors

The St Olaf Social Work Program carries the primary responsibility for the quality of the educational experience and carries out that responsibility through ongoing communication with all Practicum Supervisors. It is the responsibility of the Coordinator of Practicum Education to maintain contact with the practicum setting on an ongoing basis. Contacts include phone or video calls, emails, practicum instructor training and in-person visits. During these contacts, Coordinator of Practicum Education is assessing the effectiveness of the setting as an ongoing site, and problem solving with the Practicum Supervisor about programmatic issues. The Coordinator of Practicum Education maintains regular email contact with all practicum placement settings that include announcements, updates, reminders and practicum training information. Practicum Supervisors are encouraged to contact the Coordinator of Practicum Education at any time with questions, needs for support, and/or concerns about student performance.

Monitoring Student Safety

Social work practice can involve risk of harm to social work student interns and social work practitioners. Within their social work coursework, safety issues, risks and prevention are addressed. Specifically, safety

is addressed in practice courses SW254, SW261, and in the social work practicum seminar (SW380). Any known risks are shared with the student at the time of making a practicum placement decision. If a student is uneasy with the risk level prior to matching or if a safety issue arises during the internship, an alternative placement will be found.

Students are encouraged to regularly discuss safety and wellbeing issues and concerns with their Practicum Supervisors and practicum site throughout their internship. Additionally, they are encouraged to be proactive in any situation in which they are uneasy or concerned for their safety. If an issue arises, students and the Coordinator of Practicum Education will work together with Practicum Supervisors to determine a plan to mitigate risks. Agencies are expected to provide the same level of protection and safety precautions to their practicum students that they do to their social work/social service practitioners.

The ongoing monitoring of student safety and success is facilitated through:

- Pre-placement orientations and preparation with students and sites.
- Creation and ongoing review (via weekly supervision with the field supervisor and weekly journaling of the student shared with the Practicum Coordinator) of a Practicum Learning Plan detailing where the student will demonstrate each core competency and practice behavior in their field setting.
- In-person Practicum Seminar which meets weekly for three hours, and provides an opportunity to discuss and monitor safety within the placement along with additional intended learning outcomes (details below).
- Weekly one-hour meetings with Practicum Supervisor (details below).
- Formal Evaluations of student progress on the core competencies/practices behaviors conducted at mid-term and end of the semester, completed by the Practicum Supervisor and the student and discussed with the student, Practicum Supervisor and Practicum Coordinator (details below).
- Regular email check-ins with all Practicum Supervisors from the Practicum Coordinator.
- Midterm in person, phone or virtual meetings with Practicum Supervisors and Practicum Coordinator.
- In person final meeting with the student, field supervisor and Practicum Supervisor.
- Additional in-person meetings with concerned parties, as needed

If an incident of harm occurs, the student/practicum supervisor/practicum coordinator must immediately report to the Program Director who will respond according to St Olaf College policy.

III. CHOOSING A PRACTICUM SITE

Procedure for Practicum Placement

Late in the fall semester of the junior year, the Coordinator of Practicum Education instructs social work juniors in SW254: Inclusive Practice to review the Practicum Manual, complete a Planning for your Practicum student interest worksheet (Appendix C), and attend an appointment to discuss their interests and ideas about settings and clients with whom to work. Monitoring of student success, safety, and satisfaction in regards to practicum placement begins at this initial meeting and continues throughout all subsequent meetings with the Coordinator of Practicum Education and Practicum Supervisor, and within the curriculum of the Practicum Seminar class.

Early in the Spring semester, the Coordinator of Practicum Education connects with each agency that has hosted a student in the past two years by phone or virtual meeting to assess their interest, capacity, and eligibility to host a student for the upcoming cycle. Eligible sites are asked to describe the opportunities available for students to practice in relation to the core competencies, to provide information on hours and schedule, and postulate on student attributes needed for success. This information is compared with the size, needs, and interests of the student cohort and additional sites are engaged and assessed as needed.

Students are encouraged to assist in the development of new practicum sites. If a student locates an agency with a BSW or MSW who is willing to provide supervision of opportunities for generalist practice, the student informs the Coordinator of Practicum Education of the agency and the potential Practicum Supervisor's name. The Coordinator of Practicum Education then interviews the Practicum Supervisor over the telephone and, if the site is to be used, makes at least one on-site visit.

On the basis of agency availability for one or more students, the student's preference, the Practicum Supervisor's preference, previous site evaluations, and the judgment of the Coordinator of Practicum Education, a potential match is made. The Coordinator of Practicum Education facilitates a practicum orientation meeting with students to review the matching and placement process and prepare students for interviews. An introductory email is sent to the student and Practicum Supervisor outlining the match rationale (i.e. student interest and strengths, site opportunities and client population, and logistical elements like schedules and transportation) and directing them to schedule an interview, ideally in-person but virtually as needed. Students must provide a resume and cover letter to the agency. Following the interview, the Coordinator of Practicum Education will follow-up with each student and Practicum Supervisor to assess the potential match and either confirm or reject the placement. If both parties are interested in the match, a confirmation email is sent. If the match is not deemed a strong fit, the process of assessment and matching will take place again.

Communication with practicum sites continues over the summer months to share relevant program information, address questions, and maintain open and supportive dialogue. In August, prior to the start of the fall semester, the Coordinator of Practicum Education will connect with each student and Practicum Supervisor to assess for any changes that would impact the placement and address any barriers, and then confirm the placement start details. Monitoring of student success, safety, and satisfaction in regards to practicum placement increases significantly through the curriculum of the Practicum Seminar course and with the commencement of their one-hour weekly Practicum Supervision meetings, (individually in-person or virtual).

IV. PRACTICUM RESPONSIBILITIES

The success of a student in practicum requires a commitment by several parties to carry out responsibilities of the practicum. These parties include the student, the practicum site staff, and the Practicum Supervisor, and Coordinator of Practicum Education. The responsibilities for each party are outlined below.

Responsibilities of the Student

- 1) Fulfill hours as scheduled, notifying the Practicum Supervisor and the Coordinator of Practicum Education of absences, illness and car trouble immediately.
- 2) Bring enthusiasm and curiosity to the learning situation.
- 3) Respect client and agency confidentiality.
- 4) Develop a learning plan and agendas for weekly supervisory conferences.
- 5) Make increasing efforts throughout the semester to contribute to the agency's work, look for what needs to be done, ask for direction when appropriate, and work independently as soon as possible.
- 6) Conform to agency practice in dress, attendance at meetings, maintaining agency records, etc..
- 7) Master skills necessary to work in the agency such as: use of the telephone and computer system, information and referral network, preparation of social history or other social summary, interview, record, report to the Practicum Supervisor and to staff, participate in conferences, etc..
- 8) Gather information about the agency, services, programs, client group and related community systems by reading publications, historical materials, records, etc..
- 9) Seek ongoing feedback from Practicum Supervisor, assess own strengths and weaknesses, and initiate change where needed.

- 10) Share relevant materials from integrative seminar with Practicum Supervisor to enhance the mutuality of the learning relationship.
- 11) **Notify the Coordinator of Practicum Education as quickly as possible of any concerns or discrepancies at the practicum that cannot be mutually resolved between student and Practicum Supervisors.**
- 12) Accumulate self-knowledge that enable the student to assess individual suitability for the social work profession and for particular areas within that profession by:
 - assessing the student strengths and limitations;
 - accepting constructive criticism, and
 - attempting to change or minimize limitations
- 13) Make a consistent effort toward “purposeful use of self,” as a professional social worker, integrating theory and practice.
- 14) Complete the evaluation process, including a meeting with Practicum Supervisor and Coordinator of Practicum Education on-site and a written evaluation of the practicum.
- 15) Conduct oneself in accordance with the NASW Code of Ethics and the ethical standards for the Minnesota Board of Social Work.

Responsibilities of the Practicum Site

The agency is responsible for providing an environment in which the student may learn about themselves, and the client population served, the role of the agency in a particular social context, and the profession of social work. This will include offering tasks that contribute to learning, assigning supervision that includes weekly meetings, maintaining contact with the Coordinator of Practicum Education, and participating in evaluation of the student’s experience.

The agency shall:

- 1) Agree with intended learning outcomes for the practicum and be willing to assign tasks that will help the student fulfill the outcomes;
- 2) Designate one qualified social worker to be primarily responsible for direction of the student’s work. The Practicum Supervisor will have an MSW or BSW degree from an accredited program, a current social work license, and a commitment to direct the learning of a student (when the Practicum Supervisor is not a professional social worker, the student will work closely with the Coordinator of Practicum Education to ensure a generalist social work practice perspective);
- 3) Designate space to be used by the student that is appropriate for the tasks assigned (e.g. private for interviewing) with appropriate equipment (telephone, computer);
- 4) Not be under sanction by NASW.

Responsibilities of the Practicum Supervisor

- 1) Become acquainted with the Social Work Program and student supervision by attending meetings scheduled with the Coordinator of Practicum Education.
- 2) Provide an agency orientation to the student, including its history, mission and purpose, funding sources, administrative and staff organization, and personnel policies and practices – telephone and computer practices, meetings, forms, insurance and liability policies, etc..
- 3) Help the student develop the learning plan by contributing expectations and goals of the agency and Practicum Supervisor for the student’s experience.
- 4) Review the learning plan frequently and encourage revisions in the plan or agency assignments as necessary. Meet at least one hour weekly with the student to discuss assignments and readings, interactions with client/staff, and integration of experience with class work at a regular time (not “as needed”) and reschedule if an emergency interrupts the regular meeting.
- 5) Review assignments for integrative seminar and materials used in methods courses to assist the student’s integration of theory with practice.
- 6) Notify the Coordinator of Practicum Education immediately of irregularities in student’s

performance (e.g. frequent absence or tardiness, resistant, negative, or apathetic attitudes, any inappropriate behavior).

- 7) Be willing and able to evaluate the student's performance in a timely fashion using criteria provided by the Program; participate in discussion of the practicum experience with the student and Coordinator of Practicum Education at mid-term and end of the semester and complete required Practicum Evaluation Form at the end of the term.
- 8) Complete Practicum Agency Information Forms and Practicum Supervisor Information.
- 9) Confirm student completion of the requisite 400 hours of practicum.
- 10) Notify the Coordinator of Practicum Education immediately should the student be sanctioned by NASW or have a social work license suspended or revoked.

Responsibilities of the Coordinator of Practicum Education

The Coordinator of Practicum Education or Practicum Faculty will have a minimum of one in person on-site or virtual visit with the social work practicum student and the Practicum Supervisor. As mentioned previously, additional contact (phone, in person, virtual) occurs with both students and Practicum Supervisors prior to students beginning, with the Coordinator of Practicum Education or Practicum Faculty during practicum instructor training (the week before full time internships begin and at mid-placement), and at the final site visit during the last weeks of the internship. Student learning is also monitored by practicum journals, assignments and practicum seminars.

- 1) Recruit agencies to provide practicums and inform students of the possibilities.
- 2) Define practice behaviors for the practicum that are in keeping with the students' abilities, the agencies' resources, and CSWE EPAS.
- 3) Prepare the students for the practicum, including reviewing their responsibilities to the agency, the Program, the profession and themselves.
- 4) Provide a weekly integrative seminar where students share experiences in a confidential setting and actively integrate theoretical material and their individual experiences.
- 5) Offer supervisory assistance through regularly scheduled conferences, at least one site visit during the semester, and telephone calls to maintain contact as necessary.
- 6) Trouble-shoot emergencies and unusual occurrences.
- 7) Assign the student's grade with input from the Practicum Supervisor.
- 8) Provide Practicum Supervisor orientation and recognition for their efforts and for the cooperation of the practicum sites.
- 9) Keep the Department Chair apprised of any concerns that emerge about agency, practicum supervisor, or student performance.

V. SUPERVISION, LEARNING PLAN, AND EVALUATION

Practicum Supervision

Each Practicum Supervisor has the responsibility of orienting their student(s) to the agency, its services, and its staff. To assist the student in understanding the organization's role within the larger network of community social services. The Practicum Supervisor provides their student with ongoing supervision, consultation and evaluations. The social work supervision includes opportunities for students to assess and analyze their own development, ask relevant questions, review ethics and process ethical dilemmas, identify strength and need areas, and assess all other aspects of their professional development. Supervision occurs minimally for one hour weekly, however, most students have additional supervisory and consultative opportunities weekly within their organizations (i.e.: case consultations, team/staff meetings) where students have further opportunity to be monitored and evaluated in their work. Practicum Supervisors should inform the student and the Practicum Faculty/Coordinator if the student's level of performance is unsatisfactory so that steps can be taken to correct any issues.

Each Practicum Supervisor is required to complete a Mid-Placement Practicum Evaluation at the midpoint of the internship (early November) and a Final Practicum Evaluation at the end of the practicum. It is expected that these evaluations are done in conversation with the student and prior to the final site visit. Final Practicum visits minimally include the student, the Practicum Coordinator/ Practicum Faculty and the Practicum Instructor. When students have multiple staff they are working closely with who have also been monitoring the student's work and progress, these additional staff may join in on the final site visit as well.

Coordinator of Practicum Education maintains regular contact with students throughout the weeks of practicum, they review and consult on the Practicum Learning Plans, and provide ongoing support to both students and Practicum Supervisors. Coordinator of Practicum Education meets weekly with students as a group in the SW380 practicum seminars to process practicum activities and provide support as needed. Coordinator of Practicum Education is responsible for grading all students in practicum.

Learning Plan

Each student will complete a Learning Plan for practicum that includes knowledge, skill and value practice behaviors in congruence with the nine CSWE core competencies and 20 practice behaviors. This is a working document, which is approved by both the Practicum Supervisor and the Coordinator of Practicum Education early in the practicum experience. The learning plan should be used to assess progress at weekly supervision meetings, the midterm and final evaluation. Though a complete draft is due by the second week of practicum, it is likely the document will be altered as opportunities shift in the practicum over the course of the semester. At the completion of the practicum experience, the student must submit a final learning contract in which each learning activity is followed by a completion date and the initials of the practicum supervisor. A sample learning plan may be found in Appendix A of this manual.

Formal Evaluations

At mid-term, students and Practicum Supervisors are expected to use the Practicum Evaluation Form to assess progress and note where the student should focus efforts for the remainder of the practicum. The Practicum Supervisor sends to the school the Midterm Practicum Evaluation and the Coordinator of Practicum Education or designated Practicum Faculty will call to discuss the student's progress in the practicum. At the end of the semester, the student and the Practicum Supervisor each evaluate the student's performance using the Practicum Evaluation Form, and then discuss it with the Coordinator of Practicum Education or designated Practicum Faculty in a final meeting at the site. The evaluation determines whether the student demonstrates competent beginning level professional practice by:

- documenting completion of the competencies and practice behaviors stated in the SW 380: Practicum syllabus;
- allowing for discussion of the range of activities undertaken by the student – focusing on those done daily, those which provide opportunity for developing social work practice skills (carrying cases, making reports to court, facilitating or co-facilitating groups.), and those which are one-time experiences (attending training, board meetings, home visits with another worker on a complex case); and
- requesting feedback from the Practicum Supervisor on the practicum experience

Each student designs, implements, and reports on at least one evaluation of practice or research activity with an individual, family, group, organization, or community. In addition, each student prepares a thorough analysis of mastery on Practicum competencies and practice behaviors as a final paper requirement for the Practicum Seminar.

Evaluating Student Learning Congruent with the Social Work Competencies

The Coordinator of Practicum Education connects with all Practicum Supervisors during the practicum placement matching process, before the practicum begins, and is available for consultation and support as

frequently as needed throughout the internship. At mid-placement, students and Practicum Supervisors discuss progress and Practicum Supervisors complete the Mid-Placement Practicum Evaluation Form (online) to assess progress toward achievement of practice behaviors and note where the student should focus efforts for the remainder of the practicum. At the end of the semester, the student and the Practicum Supervisors evaluate the student's learning and skill development using the final Practicum Evaluation and then discuss it with the Coordinator of Practicum Education/Practicum Faculty in a final meeting at the agency. The evaluation determines whether the student demonstrates competent beginning level professional practice by:

- documenting achievement of the practice behaviors;
- allowing for discussion of the range of activities undertaken by the student--focusing on those done daily, those which provide opportunity for developing social work generalist practice skills (carrying cases, making reports to court, participating in home visits, facilitating or co-facilitating groups), and those which are one-time experiences (attending community trainings, board meetings, grant writing, work on a complex case); those which address agency policy; and
- requesting feedback from the Practicum Supervisor on the practicum experience.

We require students to write a rigorous Learning Plan, in close consultation with their Practicum Supervisors. The Plan sets out activities which will enable students to demonstrate to their Practicum Supervisors, achievement of the 9 competencies and the 20 practice behaviors set out by the Program. This closely ties the students' planning for practicum to the opportunities they pursue during practicum and to the mid-term and final practicum evaluation processes. The Coordinator of Practicum Education has the final responsibility to assign the grade based on all materials received from the student and the Practicum Supervisor.

Evaluating Practicum Setting Effectiveness Congruent with the Social Work Competencies

Social Work Practicum sites are expected to provide hands-on opportunities for students to cognitively and interpersonally engage with all of the core competencies and practice behaviors. These opportunities are central to the practical application of knowledge, skills, and values of the profession and critical to the nature of competency-based education. Verifying the effectiveness of a Practicum's capacity to meet this expectation is the responsibility of the Coordinator of Practicum Education and a focused assessment drawn from learning plans, weekly journals, on-going communications, evaluations, and the student's final paper.

A summary of site effectiveness and congruence with Social Work Core Competencies and program expectations is documented in the Social Work Practicum Tracking Sheet at the end of fall semester with information collected from student feedback, learning plans, weekly student journals, on-site visits, compliance with required protocols, formal evaluations, and insights of Coordinator of Practicum Education. This comprehensive assessment helps to determine if agencies continue to be suitable places for student learning. Students also complete an evaluation of their agency site.

Areas of assessment include:

- Competency-Based Approach – opportunities in practice for students to demonstrate an understanding of and proficiency with the core competencies and practice behaviors.
- Site Supervision – availability, sufficient support, completion of weekly meetings, application of social work knowledge and values to practice.
- Client Base – relevant and available, access to individuals, families, groups, and organizations.
- Organizational Logistics - agency culture, fit with the program, ability to provide required hours and support.
- The student's evaluation of the Practicum site.

It is also the responsibility of the Coordinator of Practicum Education to continuously monitor and evaluate

the students' experiences in Practicum by:

- careful consultation with and placement of students in Practicum sites that confirm the mission and goals of the Program to prepare liberally educated beginning level, generalist, professional practitioners who can work ethically with individuals, families, groups, organizations, and communities of diverse backgrounds in a context of evaluation and policy;
- confirmation of an agency's ability to work with a student on a Learning Plan to address all the core competencies practice behaviors we measure in Practicum;
- completion of a minimum of one mid-term evaluation and one final Practicum evaluation visit with the Practicum Supervisors and the student; and
- careful assignment of a final grade for the Practicum based on completion of required hours, participation in seminar, timely and competent completion of written assignments, and the quality of the final analysis of the Practicum experience demonstrating the level of achievement for practice behaviors.

Students do experience challenges in agencies and with some Practicum Supervisors. When this happens, they talk about these individually with the Coordinator of Practicum Education to develop a plan to address the issue directly with their Practicum Supervisor or with the assistance of the Coordinator of Practicum Education when needed. Grievance procedures of the Program and the College are available to students and Practicum Supervisors in the event they are dissatisfied with some aspect of the practicum and that dissatisfaction is not remedied by meeting with the Coordinator of Practicum Education. Through on-going communications, formal evaluations, and comprehensive assessment, a Practicum Site or Practicum Supervisor may be deemed deficient in meeting Program expectations. When this happens the Coordinator of Practicum Education will meet virtually or in person with the Practicum Supervisor and/or Site representative to determine what adjustments can be made to make improvements and continue the partnership, or if it is necessary to discontinue use of the site. Detailed documentation of these meetings and determinations will be saved in the Social Work Practicum Tracking Sheet for historical and future use.

VI. PRACTICUM POLICIES

THE IMPORTANCE OF THE LIBERAL ARTS CURRICULUM

POLICY: The Social Work Program actively supports the mission of St. Olaf College, which includes providing "*an education committed to the liberal arts...*" (College Catalog). In turn, the general education requirements of the College provide a strong base of liberal arts learning for students in the Social Work Program. Faculty advising provides guidance to students as they integrate liberal arts courses with Social Work major requirements.

PROCEDURE: Students are reminded to refer frequently to the Planning Guide for Social Work Major and to avail themselves of assistance offered by a Social Work Program faculty advisor prior to each semester's registration.

DEFINITION OF GENERALIST PRACTICE

POLICY: The St. Olaf Social Work Program prepares students for beginning level, ethical, professional generalist social work practice.

Generalist practice is multilevel intervention with clients (individuals, families, groups, organizations and

communities) of diverse backgrounds. It uses the social systems framework, planned change process, empowerment perspective and strengths-based approach to practice. It is grounded in the liberal arts, scientifically informed and ethical.

PROCEDURE: N/A

NON-DISCRIMINATION AND DIVERSITY

POLICY: The Social Work Program supports the purposes and goals of affirmative action and equal opportunity, as does the College. We make no distinction among students in regard to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. The College and the Program are committed to creating and maintaining an environment for work and study in which all are treated with respect and dignity. Human diversity in social work and in society is to be cherished and celebrated. The Program takes affirmative action to maintain freedom from discrimination and maximize opportunity for all to pursue a major in social work.

St. Olaf College prohibits all forms of unlawful discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Director of Equal Opportunity. The notice of nondiscrimination is located at <https://wp.stolaf.edu/nondiscrimination/>

PROCEDURE: N/A

INFORMED CONSENT

POLICY: The Social Work Program has the responsibility to promote professional growth and development of students, and ensure that graduating students are competent to begin practice and meet professional and ethical standards. To these ends, it is necessary to share relevant information* about the students and their progress with those who are part of the team which supports and directs the student in practicum.

Relevant information will be shared with involved parties—student, Practicum Supervisor, Social Work faculty, and Coordinator of Practicum Education as appropriate. This information will be shared to protect clients as well as students and to facilitate the placement, the learning process, and the evaluation process. Students, faculty and Practicum Supervisor will have knowledge of this policy before the placement process begins.

* Note: *relevant information* is defined as that which has a direct impact on practicum. Information is relevant when it affects students' work with clients, practicum supervisors, agency staff, or the learning process.

PROCEDURE:

1. The policy is located in the Program Manual and Practicum Manual. The Coordinator of Practicum Education discusses it in practicum seminar and in practicum supervisor orientations.
2. The Coordinator of Practicum Education will discuss with students any appropriate self-disclosure and possible outcomes of sharing.
3. If concerns arise about a student during the practicum placement process, the Coordinator of Practicum Education will discuss concerns with students.
4. If concerns arise about a student while in placement, the Coordinator of Practicum Education,

Practicum Supervisor, and the student together will discuss the concerns including implications for the clients and for social work as a profession.

5. When a student, Coordinator of Practicum Education, and Practicum Supervisor agree to terminate a placement before the scheduled ending time, the student and faculty will sign an agreement stating what information about the student will be shared with any future Practicum Supervisor or potential employer.
6. Students may use the grievance procedure outlined in the Program Manual when they believe the information has been misused or not shared appropriately.
7. Information shared and written agreements will be kept in the student's file in the department office.

Based on a model policy from the University of St. Thomas/College of St. Catherine with permission.

TRANSPORTATION

POLICY: Due to general concerns related to financial, emotional, institutional, and legal liability, the student is **not allowed** to transport clients in student's private/personal vehicles.

PROCEDURE: There may be situations where all workers in the agency are expected to transport clients on rare occasions and, as a regular participant in the agency/program, a student might be put in a position where it would seem to be necessary. If that is the case, the following are **required**:

1. The student must try to find alternatives whenever possible and avoid being placed in this position (for example, Northfield Transit is available for public transit within Northfield).
2. The student must require **all** passengers to wear seatbelts and have available appropriate child and infant restraints at **all** times; the vehicle will not move until these are in operation.
3. The student must report to the department (both to the Coordinator of Practicum Education and the Department Chair) **and** to the office of Risk Management (x3018) **any** problems that the student encounters—accidents, for example, no matter how minor—when a client/student is in the car, even if there seems to be no harm to the client(s) or to the student.

PRACTICUM AT PLACE OF EMPLOYMENT

POLICY: The practicum is the signature pedagogy of social work education, designed to enable students to demonstrate competent beginning level, ethical, generalist social work practice with diverse client systems of all sizes. It is important that the student has an opportunity in the practicum setting to gain the experience necessary to reach this beginning level of practice. The Social Work Program and the Council on Social Work Education require that the distinction between student and employee be clear and unambiguous.

PROCEDURE: Practicums at the place of employment will be allowed only under the following conditions:

1. The practicum must have social work as the primary function. Social work as a discipline must be clearly distinguishable from other disciplines practiced in the agency.
2. A student must have a qualitatively different experience from that provided by their regular employment at the agency.
3. The student must be supervised by a qualified, social work Practicum Supervisor who is not the student's immediate supervisor.
4. The practicum focus must be educational, unencumbered by workload and administrative responsibilities of regular employment in the agency.
5. The student's obligations to the college—attendance at seminars, completed papers and projects—must have the support of the agency. No excuses for absences or delays related to employment will be accepted by the social work Coordinator of Practicum Education.

6. The student will submit to the Social Work Coordinator of Practicum Education a letter detailing how the above criteria will be met. Both the student's employment supervisor and their Practicum Supervisor must sign the letter.

DISTANT PRACTICUM

POLICY: The Social Work Program respectfully considers the needs and interests of individual students for the practicum within the requirements of the major.

1. a minimum of 400 hours;
2. placement in an agency, which provides a generalist practice experience;
3. access to an integrative seminar at least every other week, preferably weekly, total approximately 24 hours; and
4. appropriate supervision, as defined in the Practicum Manual

PROCEDURE: When students request a practicum site further than 100 miles from the St. Olaf campus, the student will follow the procedure outlined below:

The student must

1. **Initiate the process by submitting a written request** (email is permissible) to the Department Chair as early as possible, but no later than January 1 of the year including the fall semester block practicum.
2. **Locate possible practicum sites**, with the assistance of a social work faculty member (request for assistance must come from the student) using the following criteria:

The agency must provide opportunity for the student to practice generalist social work practice as defined by the St. Olaf Social Work Program and;

The agency and Practicum Supervisor must agree to the terms and responsibilities delineated in the St. Olaf Practicum Manual.

3. **Discuss options with the Coordinator of Practicum Education**, who must approve the practicum site.
4. **Pay the Social Work Program a flat fee of \$100.00** at the time of application to cover administrative costs such as telephone calls and copying letters.
5. **Consult with the Coordinator of Practicum Education before leaving campus** to agree upon dates to complete the Learning Plan and additional assignments.
6. **Fulfill assignments as agreed upon** with the St. Olaf Coordinator of Practicum Education.
7. **Initiate a minimum of six contacts** with the Coordinator of Practicum Education by telephone, email, or virtual platform during the semester to report on activities and learning in the practicum.
8. **Reimburse the Social Work Program for the actual costs** associated with the in-person visit of the Coordinator of Practicum Education to the site. This visit must allow a minimum of one full day on-site. Costs to be reimbursed will include, but not be limited to:
 - a. transportation by air or rail;
 - b. hotel accommodations for the number of nights necessary to the visit;
 - c. local transportation by taxi, light rail, bus, etc. to get to and from the site;
 - d. standard mileage for round trip to the Mpls./St. Paul airport and parking expenses, if necessary; and
 - e. meals during the visit and travel to and from, when appropriate, that are not paid for by the agency or the student on site
9. **Locate a courtesy liaison faculty member** at a host institution that will agree to monitor the practicum and provide an integrative seminar in which the student will process the practicum experience with the host institution students in practicums. This arrangement must be

approved by the coordinator of practicum education.

The host institution must:

1. have an accredited BSW program,
2. be willing to host the student for the semester,
3. be on a semester calendar – not quarters,
4. have a block placement model for the practicum experience,
5. provide an integrative seminar for the fall semester in which the student could participate

Responsibilities of all parties:

The St. Olaf College Coordinator of Practicum Education must:

1. approve the practicum site selected in cooperation with the student;
2. have telephone contact with both the host school liaison and the Practicum Supervisor at least once before the onset of the practicum;
3. prepare letters of agreement that are acceptable to all parties and that meet legal guidelines for such informal exchanges;
4. be in regular contact by telephone, virtually, or substantive emails with the student during the semester;
5. make one in-person visit to the site to monitor the experience (student is responsible for the costs of this visit);
6. invite the host liaison faculty member to provide written feedback about the student's experience in letter or email;
7. retain responsibility for the final grade of the student; and
8. agree on the responsibilities for each party on a written document submitted to the St. Olaf risk manager

The host school liaison faculty member must:

1. teach in a CSWE accredited BSW program;
2. agree to work with the student to accomplish the St. Olaf Social Work Program competencies and practice behaviors for the practicum; assign and evaluate required reading and writing that supports the practicum work experience at the host institution and, if necessary, at St. Olaf; and
3. agree to communicate by telephone, email, Skype, or in person with the on-site Practicum Supervisor when that is appropriate

The on-site Practicum Supervisor must:

1. be on the approved practicum site list of at least one local BSW or MSW program and possess the MSW degree;
2. be willing to provide weekly supervision to the student, either individually or in a group of similar social work students;
3. agree to communicate with the St. Olaf Coordinator of Practicum Education by email, Skype, or telephone at least twice during the semester and more frequently if issues, concerns or problems develop;
4. agree to host one in-person visit of the Coordinator of Practicum Education to the agency at a mutually agreed upon time during the semester; and
5. agree to complete the St. Olaf Practicum Evaluation Form and the Practicum Supervisor Feedback form at the end of the practicum

TERMINATION

POLICY: An accredited social work program that prepares students for beginning level ethical professional practice certifies that graduates have satisfactorily demonstrated the practice behaviors of the program. Social

Work Program faculty work with each student interested in, and accepted into, the social work major to ensure the student's academic success in preparation for beginning professional generalist practice. Social work education requires continuous evaluation of the student and the student's readiness for competent, ethical professional practice. This readiness includes demonstration of acceptable standards of professional conduct, integrity, and stability requisite for professional practice.

PROCEDURE:

1. In order to remain in the program and be certified to graduate with a social work major, a student must:
 - a. not be on academic probation in the college;
 - b. pass, with a grade of "C" or better, all courses required for the major, including prerequisites*;
 - c. complete the required hours for practicum in a satisfactory and ethical manner as demonstrated on the Practicum Evaluation form;
 - d. demonstrate understanding of the NASW Code of Ethics, the College policies on non-discrimination, and sexual harassment, and the Social Work Program Policy on Non-discrimination and demonstrate a consistent and growing commitment to competent and ethical practice in accordance with each of them; and
 - e. maintain an overall GPA of at least 2.0 in Social Work courses
2. Social Work faculty may terminate a student from the program if any one of the following occurs:
 - a. the student is placed by college officials on academic probation or suspension;
 - b. the student FAILS or achieves below a "C" in a course required for the major;
 - c. the student FAILS practicum because;
 - the student did not complete the required number of hours; or
 - the student's performance was unsatisfactory (see d. below)
 - d. the student violated the St. Olaf Policies on Academic Integrity, a provision of the NASW Code of Ethics, the college policies on non-discrimination, or sexual harassment, or the Program's Policy on Non-discrimination and failed to recognize the violation and its potential for harm to clients in discussion with the Department Chair or Coordinator of Practicum Education; and
 - e. the student's G.P.A. is below 2.0 for two or more semesters**.
3. The Department Chair will notify the student, in person and in writing, of the reason for termination. The notification will include a description of the process to petition for continuation in the program with applicable deadlines.
4. If a student is faced with termination, the student may petition to continue in the program. In this petition for continuation the student must:
 - a. Explain in writing the reasons for the difficulty.
 - b. Describe plans for change in order to satisfactorily complete the Program. This written petition must be returned to the Department Chair at least 10 days prior to registration for the next semester or the Interim to allow time for the chair to make a decision about continuation in the program. If the chair decides to accept the petition for continuance, the chair will inform the student of this decision in writing, with deadlines for the completion of the plans for change. The student may remain in the program provided plans for meeting criteria are successfully implemented.
5. If a student is notified of final termination from the program, the student may appeal following program and college procedure for grievances published in the Social Work Program Manual (see Grievance) and the St. Olaf Student Handbook, <https://wp.stolaf.edu/thebook/>.
6. If a student is terminated from the program, faculty will discuss the issue of future references with the student.

*In the Social Work Program it is difficult for students to repeat a course in which they fail to achieve a passing grade and to maintain the sequencing and integration of the program without significantly adding to the length of their undergraduate education. The professors counsel as soon as possible with any student in a

social work class who is doing failing work and offers every opportunity for difficulties to be resolved early enough for the student to earn a grade of "C" or better. Students are also urged to seek help early if they are having trouble fulfilling the requirements of a course.

****If the GPA falls below 2.0 in a single semester, the student must meet with the social work advisor. Together they will assess the impact of that semester's work on the total program and discuss remedies. The advisor will send a summary of the conference to the student and to the Department Chair, who will place it in the student's file. The student may respond to the conference by sending their own summary.**

GRIEVANCE

POLICY: Students have the right to file a grievance when a conflict in the Program remains unresolved despite attempts to address it.

PROCEDURE:

1. All parties are expected to make an attempt to resolve the conflict or disagreement directly with one another by face-to-face meeting or in writing.
2. The Coordinator of Practicum Education mediates difficulties between students and practicum supervisor in the host agencies.
3. If written attempts and face-to-face meetings do not yield a satisfactory solution, the Department Chair is asked to mediate. If these efforts do not resolve the difficulty, the student is urged to file a formal written complaint with the Provost and Dean of the College (for an academic issue) or the Dean of Students (for a non-academic issue). This Provost or Dean will notify a Hearing Committee of the complaint and will follow the college grievance procedure as written in the Student Handbook and Academic Rules and Regulations.

NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS [NASW CODE OF ETHICS](#)

MINNESOTA BOARD OF SOCIAL WORK/ETHICS IN MINNESOTA **STATUTE**

<https://www.revisor.mn.gov/statutes/?id=148E>

148D.210 PROFESSIONAL AND ETHICAL CONDUCT.

The board has grounds to take action under sections 148D.255 to 148D.270 when a social worker:

- (1) engages in unprofessional or unethical conduct, including any departure from or failure to conform to the minimum accepted ethical and other prevailing standards of professional social work practice, without actual injury to a social work client, intern, student, supervisee, or the public needing to be established;
- (2) engages in conduct that has the potential to cause harm to a client, intern, student, supervisee, or the public;
- (3) demonstrates a willful or careless disregard for the health, welfare, or safety of a client, intern, student, or supervisee; or
- (4) engages in acts or conduct adversely affecting the applicant or licensee's current ability or fitness to engage in social work practice, whether or not the acts or conduct occurred while engaged in

the practice of social work.

NOTE: This section is repealed effective August 1, 2011, by Laws 2007, chapter 123, section 137.

148D.215 RESPONSIBILITIES TO CLIENTS.

Subdivision 1.Responsibility to clients. A social worker's primary professional responsibility is to the client. A social worker must respect the client's interests, including the interest in self-determination, except when required to do otherwise by law.

Subd. 2.Nondiscrimination. A social worker must not discriminate against a client, intern, student, or supervisee or in providing services to a client, intern, or supervisee on the basis of age, gender, sexual orientation, race, color, national origin, religion, illness, disability, political affiliation, or social or economic status.

Subd. 3.Research. When undertaking research activities, a social worker must use accepted protocols for the protection of human subjects, including (1) establishing appropriate safeguards to protect the subject's vulnerability, and (2) obtaining the subjects' informed consent.

History: [2005 c 147 art 1 s 48](#)

NOTE: This section is repealed effective August 1, 2011, by Laws 2007, chapter 123, section 137.

CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS - 2022

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. These can be read in full at CSWE website: <http://www.cswe.org/Accreditation/2015EPASDescription.aspx>.

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons. Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

EPAS describe five features of an integrated curriculum design: (1) program mission; (2) anti-racism, diversity, equity, and inclusion; (3) explicit curriculum; (4) implicit curriculum; and (5) assessment. The competencies and practice behaviors expected of all social work graduates from St. Olaf College are listed in Section I of this practicum manual.

1. Educational Policy 1.0—Program Mission

The program mission reflects a process informed by a commitment to student attainment of the nine social work competencies. It is grounded in the profession's purpose and in the core values of

the social work profession and informed by the program's context.

Purpose

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.

Program Context

Program context encompasses the needs and opportunities of practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, institutional, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

2. Educational Policy 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

Social work programs integrate anti-racism, diversity, equity, and inclusion (ADEI) approaches across the curriculum. Programs provide the context through which students learn about their positionality, power, privilege, and difference and develop a commitment to dismantling systems of oppression, such as racism, that affect diverse populations. Programs recognize the pervasive impact of White supremacy and privilege and prepare students to have the knowledge, awareness, and skills necessary to engage in anti-racist practice. The dimensions of diversity, equity, and inclusion are understood as the intersectionality of multiple 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/spirituality, sex, sexual orientation, and tribal sovereign status. Faculty and administrators model anti-racist and anti-oppressive practice and respect for diversity and difference. Faculty and administrators also foster an equitable and inclusive learning environment by facilitating important ADEI discourse. The program's commitment to ADEI is reflected in its explicit and implicit curriculum. Together the implicit

and explicit curricula are informed by the program context and learning environment. The program recognizes the important role of the learning environment in the education of program participants, especially with respect to the value and meaning of anti-racism, diversity, equity, and inclusion, and the

development of cultural humility. The program has an inclusive approach to addressing the vast range of student learning needs, including intentional planning and implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students. Students are responsible for their learning, collaborating with peers and colleagues, and practicing with historically and currently oppressed populations through an anti-racist lens.

3. Educational Policy 3.0: Explicit Curriculum

The explicit curriculum is the program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options. Social work education is grounded in the liberal arts and a commitment to anti-racism, diversity, equity, and inclusion, which together provide the intellectual basis for the professional curriculum and inform its design. The integration of anti-racism, diversity, equity, and inclusion principles across the explicit curriculum includes anti-oppression and global positionality, interdisciplinary perspectives, and comparative analysis regarding policy, practice, and research. Using a competency-based education framework, the explicit curriculum prepares students for professional social work practice at the baccalaureate and master's levels. Baccalaureate programs provide students with strong generalist practice knowledge, values, skills, and cognitive and affective processes that prepare them for professional practice with individuals, families, groups, organizations, and communities. Master's programs provide students with knowledge, values, skills, and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities. The explicit curriculum, including field education, fosters a learning environment and engaged learning methods informed by guidance from the professional practice community. Design and delivery of the explicit curriculum incorporate experientially based learning opportunities informed by teaching that includes digital and information literacy and technology-supported learning. The program's commitment to continuous curriculum improvement is guided by evolving contemporary science and interprofessional research.

Educational Policy 3.1: Generalist Practice

Educational Policy 3.2: Specialized Practice

[Educational Policy 3.3: Signature Pedagogy—Field Education](#)

4. Educational Policy 4.0: Implicit Curriculum

The implicit curriculum consists of the student learning experience and the program context or environment. The implicit curriculum includes the following elements: student development, admissions, advising, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources. All elements of the implicit curriculum are expected to demonstrate the program's commitment to anti-racism, diversity, equity, and inclusion (ADEI). The culture of human interchange, the spirit of inquiry, the support for difference and diversity, and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. These elements are manifested through policies that are equitable and transparent in substance and implementation, the qualifications of the faculty, and the distribution of resources. The student learning experience and environment are as important as the academic curriculum in shaping the professional character and competence of the program's graduates.

Educational Policy 4.1: Student Development

Educational Policy 4.2: Faculty

Educational Policy 4.3: Administrative and Governance Structure

Educational Policy 4.4: Resources

5. Educational Policy 5.0: Assessment

Assessment is an integral component of competency-based education and continuous

programmatic improvement. Assessment involves the systematic gathering of data that serve as evidence of student learning outcomes; anti-racism, diversity, equity, and inclusion (ADEI); and program outcomes through demonstration of the nine social work competencies at both the generalist and specialized levels of practice. Assessment reflects the intentional and continuous improvement that is anchored in competency-based research, student learning outcomes, student learning experience feedback, professional practice community, and higher education practices. Assessment of student learning outcomes is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the demonstration of multiple competencies simultaneously; therefore, assessment of those competencies is optimally carried out at the same time.

Programs assess students' demonstration of the nine social work competencies through the use of multiple and effective assessment methods. Effective assessment incorporates internal and external input relevant to the knowledge, values, skills, and cognitive and affective processes that students have developed and demonstrated and uses recognized methods of evaluating explicit and implicit criteria. Field education curriculum data are included in the overall data collection methods that will help programs make decisions about the delivery of social work education.

Assessment also involves gathering data about the implicit curriculum, with a particular focus on the program's efforts to foster ADEI in the student learning environment. Data from ADEI assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of nine social work competencies.

Program outcomes are assessed as evidenced by the program's graduation rates and at least one additional outcome. Data related to program outcomes are used to foster ongoing program evaluation, informing decision making for continuous program improvement.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum and program overall, and strengthen the assessment methods used. Program assessment methods and data are transparent and publicly available. Data are recent and presented clearly for stakeholders to make informed decisions about the program.

Appendix A - St. Olaf Social Work Practicum Sample Learning Plan

Your learning plan should include specific activities to demonstrate you have mastered the practice behaviors listed under each core competency below. A single activity might demonstrate more than one practice behavior (and may be listed under more than one competency) or it may take more than one activity to fully demonstrate a particular behavior. The competencies and practice behaviors are listed with a few sample-learning activities.

Students are encouraged to develop their own activities more specific to their practicum placements and learning needs.

Competency 1: Demonstrate Ethical and Professional Behavior

Practice behaviors to be demonstrated in practicum:

- 1.1. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- 1.2. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- 1.3. use technology ethically and appropriately to facilitate practice outcomes; and
- 1.4. use supervision and consultation to guide professional judgment and behavior.

Sample learning activities to demonstrate these practice behaviors:

1. Come prepared to weekly practicum supervision with relevant questions regarding social work roles and boundaries, as well as organizational structure issues. Discuss reading material from coursework related to professional social work roles, etc.
2. The student will have on-going dialogue about their unique sense of professional identity (roles, boundaries, value tensions) and by the end of the placement the student will succinctly articulate this to her/his supervisor.
3. The student will participate in staff meetings and other appropriate forums within the agency during which time their supervisor will have the opportunity to observe the student's interpersonal skills with colleagues.
4. The student will demonstrate appropriate use of supervision to address professional development, ethical dilemmas, practice issues and other needs relevant to the student's continued learning.
5. The student will identify value-based factors that facilitate or inhibit problem solving in a case situation.
6. The student will examine an ethical dilemma confronted and draw from the NASW Code of Ethics and a process of ethical decision making to address the issue and discuss her/his findings with the practicum supervisor on a monthly basis.
7. The student will discuss ethical conflicts with their practicum supervisor and demonstrate the ability to tolerate ambiguity in resolving them.

Completion Date _____ Supervisor's Initials _____ *(this should appear under each learning activity)*

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

Practice behaviors to be demonstrated in practicum:

- 2.5. Advocate for human rights at the individual, family, group, organizational, and community system level; and
- 2.6. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Sample learning activities to demonstrate these practice behaviors:

1. The student will participate in the agency's Anti-racist and Anti-oppressive Practice/Equity and Inclusion Committee.
2. The student will attend and participate in community meetings that focus on the needs of diverse populations (e.g. Northfield Human Rights Commission, TORCH).
3. The student will attend events at the local or state level that promote social and economic justice.
4. The student will participate in advocacy at the community level which may include public hearings, marches, and demonstrations.
5. The student will:

- a. identify a significant community problem and/or issue;
- b. systematically assess this problem through a model of community assessment (community development, social action, social planning and/systemic change) learned through coursework;
- c. identify relevant points of community intervention;
- d. assess the level of impact the intervention has or may have on the community; and e. use policy practice skills to influence key decision makers to promote change.

Completion Date _____ Supervisor's Initials _____ *(this should appear under each learning activity)*

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

Practice behaviors to be demonstrated in field:

- 3.7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 3.8. 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.

Sample learning activities to demonstrate these practice behaviors:

1. The student will work with diverse populations in their placement setting demonstrating cultural humility, awareness of how systemic oppression may be affecting clients..
2. The student will analyze their personal biases and discuss the barriers to providing service to clients with their supervisor.
3. The student will identify an intervention they engaged in at each system level that responds to or addresses structural oppression for a client or client system.
4. The student will participate in the agency's Anti-racist and Anti-oppressive Practice/Equity and Inclusion Committee.
5. The student will:
 - a. identify a significant community problem and/or issue;
 - b. systematically assess this problem through a model of community assessment (community development, social action, social planning and/systemic change) learned through coursework;
 - c. identify relevant points of community intervention;
 - d. assess the level of impact the intervention has or may have on the community; and e. use policy practice skills to influence key decision makers to promote change.

Completion Date _____ Supervisor's Initials _____ *(this should appear under each learning activity)*

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

Practice behaviors to be demonstrated in field:

- 4.9. Apply research findings to inform and improve practice, policy, and programs; and 4.10. 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.

Sample learning activities to demonstrate these practice behaviors:

1. The student will read historical documents pertaining to the client population served by the agency, including prior legislative initiatives and agency policies and discuss the findings with their supervisor.
2. The student will review current materials pertaining to the client population served by the agency, including

proposed policy changes and procedures at the local, state, and national level.

3. The student will discuss the impact of social policy issues at the direct service, organizational, and community level with their practicum Supervisor.
4. The student will attend relevant meetings (City Council, County Board, Tribal meetings, Legislative hearings and regional meetings) where policy issues are discussed.
5. The student will participate in “Day at the Capitol” activities sponsored by NASW or another group.
5. The student will engage in policy advocacy via letter writing, meetings with legislators or others with the power to change relevant policies.

Completion Date _____ Supervisor’s Initials _____ *(this should appear under each learning activity)*

Competency 5: Engage in Policy Practice

Practice behaviors to be demonstrated in practicum:

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

Sample learning activities to demonstrate these practice behaviors:

1. The student will read historical documents pertaining to the client population served by the agency, including prior legislative initiatives and agency policies. Then, discuss with Practicum Supervisor.
2. The student will review current materials pertaining to the client population served by the agency, including proposed policy changes and procedures at the local, state, and national level.
3. The student will discuss the impact of social policy issues at the direct service, organizational and community level with their practicum Supervisor.
4. The student will attend relevant meetings (City Council, County Board, Tribal meetings, Legislative hearings and regional meetings) where policy issues are discussed.
5. The student will participate in “Day at the Capital” activities sponsored by NASW or another group.

Completion Date _____ Supervisor’s Initials _____ *(this should appear under each learning activity)*

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

Practice behaviors to be demonstrated in practicum:

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

Sample learning activities to demonstrate these practice behaviors:

1. The student will conduct an effective initial interview with a client system, which demonstrates relationship-building skills.
2. The student will display empathy and interpersonal skills when meeting with clients, as observed by the supervisor. Student will reflect on skills with clients and make improvements.
3. The student will participate in staff meetings and other appropriate forums within the agency during which time their supervisor will have the opportunity to observe the student’s interpersonal skills with colleagues.
4. Given a case assignment, the student will demonstrate the ability to establish rapport with a client in the implementation of a case plan, including providing appropriate feedback.

Completion Date _____ Supervisor’s Initials _____ *(this should appear under each learning activity)*

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

Practice behaviors to be demonstrated in practicum:

- 7.15. 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
- 7.16. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Sample learning activities to demonstrate these practice behaviors:

1. The student will conduct an effective holistic assessment of a client.
2. The student will collect relevant client data and demonstrate competency in agency data recording practices.
3. Create an ecomap with a client to analyze the relationships that the client has with their environment.
4. The student will develop case assessments that identify strengths, as well as problem areas, and which are useful for intervention planning.

Completion Date _____ Supervisor's Initials _____ *(this should appear under each learning activity)*

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

Practice behaviors to be demonstrated in practicum:

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

Sample learning activities to demonstrate these practice behaviors:

1. Given the opportunity to review agency policy and procedure materials and to observe agency decision-making processes, the student will orally present a brief agency description paper to their Agency Supervisor or practicum seminar including any recommended changes.
2. Attend an agency Board meeting and/or other meetings where policy issues are discussed.
3. Given a case assignment, the student will be able to identify appropriate community resources for their client(s) and will demonstrate the ability to make a referral and advocate, as needed.
4. The student will visit at least three other service providers/agencies in the community and gather information regarding what services are available, eligibility issues, etc.
5. The student will discuss with their practicum supervisor the role of networking in terms of improving service delivery.
6. The student will demonstrate skills for addressing termination with client systems and implement a plan for follow-up.
7. Organize and facilitate on-going client group or family sessions.

Completion Date _____ Supervisor's Initials _____ *(this should appear under each learning activity)*

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

Practice behaviors to be demonstrated in practicum:

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

Sample learning activities to demonstrate these practice behaviors:

1. Given the opportunity to review agency policy and procedure materials and to observe agency

decision-making processes, the student will orally present a brief agency description paper to their Agency Supervisor or practicum seminar including any recommended changes.

2. The student will facilitate the implementation of an intervention plan and evaluate its effectiveness with the client system.
3. The student will complete a mini research project to inform practice effectiveness and share their findings with their agency.
4. The student will:
 - identify a significant organizational or community issue,
 - research the policy issues (at both the system and organizational level) which affect this issue,
 - identify the effects of these policies on clients, service organizations and the broader community
 - present their analysis to their supervisor.
 - participate in advocacy efforts to influence the policy issue (e.g., lobbying, letter writing, attending legislative hearings etc.)
 - the analysis should reflect multi-level thinking and an understanding of the complex nature of this topic.

Completion Date _____ Supervisor's Initials _____ *(this should appear under each learning activity)*

St. Olaf Social Work Practicum Learning Plan

[Student Name]
Student

[Practicum Supervisor Name and Title]
Practicum Supervisor

Hillary Lamberty, MSW, LGSW,
Coordinator of Practicum Education
St. Olaf College

Appendix B - PRACTICUM SUPERVISOR FORMS

Information on the practicum supervisor forms

It is important for the integrity of the social work practicum to have current information about the practicum sites and the Practicum Supervisors. Agency details and staff change regularly, so the manual includes forms for the Practicum Supervisors to complete prior to the students' beginning the practicums. These include the Agency Information Form and the Practicum Supervisor Information Form.

It is the responsibility of the Coordinator of Practicum Education to ensure that the information on practicum sites and Practicum Supervisors is kept up to date. Prior to the orientation meeting of the Practicum Supervisors and students in September of each year, the Coordinator of Practicum Education will verify that the most recent forms in the Program files are current. If any are not, they will request at the orientation meeting that the Practicum Supervisor complete any necessary forms and send them to the Program before the onset of the full-time practicum hours in October.

Formal, continuous evaluation of the practicum experience is important, from the perspectives of the students, the agencies, and the program faculty. To this end, the Practicum Supervisor is asked to complete the Practicum Supervisor Feedback form after the practicum, and send that in to the Coordinator of Practicum Education, to arrive on or after January 1st of the following year.

This will ensure that the Coordinator of Practicum Education is not unduly influenced in the grading of student performance in practicum by any comments made by the Practicum Supervisors on their experience in supervising students.

Any comments, questions or suggestions about the forms in this section should be addressed to the Coordinator of Practicum Education.

Agency Name: _____ **Date:** _____

Name of Agency Executive: _____ **Telephone:** _____

Address: _____

Web URL: _____

Unit Responsible for Student Experience: _____

1. Mission/Goals

2. Funding/auspices (e.g., private non-profit, United Way, state, county, grants)

3. Service(s) offered

4. Licensing body or bodies or other membership in standard-setting organization(s) (e.g., JCAHO, Family Service Association of America, etc.)

5. Professional Staff: Number and Qualifications – total staff serving clients Social Workers (#BSW and #MSW)
Other disciplines
6. Staff Education Program (include description of in-service training program, educational budget, library materials, educational leave opportunities, etc.)
7. Physical Facilities for students (include office/desk space, telephone, word processor, internet and e-mail, transportation)
8. Other information on the agency relevant to practicum (e.g., require/provide background checks, Mantoux test, Chemical Dependency or similar special training required/available – may workers make long distance calls from agency phones).

Form completed by: _____

Title;

Date: _____

PRACTICUM SUPERVISOR INFORMATION FORM

Name: _____ Title: _____ Date: _____

Telephone (Office): _____ Office email: _____

Name of Agency and or Unit _____

Year of initial employment at this agency: _____

Address: _____

Supervisor and/or Agency Executive: _____

Brief job description:

MN Licensed Social Worker?

_____ Yes _____ No

_____ LSW _____ LISW

_____ LGSW _____ LICSW

Ethics complaints filed? _____ Yes _____ No

If yes, please explain outcome:

Undergraduate school experience:

School: _____

Address: _____

Major(s): _____ Minor(s): _____

Degree: _____ Year of Graduation: _____

Graduate school experience:

School: _____

Address: _____

Degree: _____ Year of Graduation: _____

Specialization(s): _____

I am _____ am not _____ willing to talk to other students about my graduate school experience.

Other Professional Work Experience

Agency: _____

Address: _____

Supervisor: _____

Job Title: _____

Employed from _____ to _____ Full/Part-time _____

Brief job description

Agency: _____

Address: _____

Supervisor: _____

Job Title: _____

Employed from _____ to _____ Full/Part-time _____

Brief job description

List social work or related professional organizations in which you have membership. Circle the ones in which you are an active member.

Which of the above, if any, have fall semester meetings (please list).

My signature affirms my agreement to provide direct supervision to any social work student place with me in my agency.
In summary,

I will:

- Accept students for practicum instruction without regard to race, gender, ethnicity, culture, class, religion, national origin, age, physical or mental ability, political orientation, sexual orientation, public assistance status or geographic location.
- Attend Program's orientation and training sessions on supervision.
- Provide weekly supervision and on-going evaluation of the student.
- Participate in evaluation meetings with the student and the Coordinator of Practicum Education as requested throughout the practicum.
- Notify the Coordinator of Practicum Education of any problems or questions as soon as they become evident.

Signature**Date**

PRACTICUM SUPERVISOR FEEDBACK FORM

St. Olaf Social Work program makes a continuous effort to improve the quality of our practicum experience for both the students and Practicum Supervisors. Please take a few minutes to answer the following or write a detailed letter addressing similar topics.

1. Describe the most satisfying aspects of your participation in the practicum program this year.

2. If there was any problem associated with your participation in the practicum this year, please describe it.

3. What suggestions would you make for change or improvement in the practicum experience?

4. What contributions, if any, did St. Olaf College or the Social Work Program make to you, your agency, other staff member, clients, or the community at large?

5. How could St. Olaf College or the Social Work Program be more helpful to you, your agency, other staff members, clients, or the community at large?

Please return to:

Hillary Lamberty, MSW, LGSW
Department of Social Work and Family Studies
St. Olaf College
1520 St. Olaf Avenue
Northfield, MN 55057-1098

Appendix C - Student Forms

Student Practicum Interests Form

Name_____

I have my own vehicle for getting to and from my practicum placement. YES NO I

prefer to have my placement in Northfield. YES NO

I have a preferred location for placement outside of Northfield. YES NO

If yes, name location._____

Population(s) of interest- please list. Might include age group (e.g. older adults), particular client needs (e.g. mental health, delinquency) and/or other populations of interest (e.g. immigrants, the deaf community).

Practice sites of interest- please list (e.g. school; county social services; corrections; crisis intervention services like a food shelf, housing provider, walk-in center; hospital; nursing home).

Other salient interests/considerations:

STUDENT FEEDBACK FORM ON PRACTICUM SUPERVISOR

Student: _____

Date: _____

Practicum Supervisor: _____

Agency: _____

Please include your personal comments along with the rating you check.

Practicum Supervisor Evaluation

1. Please list three strengths of your Practicum Supervisor(s).

2. How well did your Practicum Supervisor provide clear and consistent expectations of you during the practicum?

Not Very Well Fairly Well Well Very

Well Comments

3. How well did your Practicum Supervisor facilitate the learning of specific practice behaviors?

Not Very Well Fairly Well Well Very

Well Comments

4. How well did your PRacticum Supervisor help create an environment in which you felt you could risk questions, mistakes and disagreements?

Not Very Well Fairly Well Well Very

Well Comments

5. How well did your Practicum Supervisor model, teach, and specifically address professional social work ethics and boundaries?

Not Very Well Fairly Well Well Very

Well Comments

6. How would you describe the quality of the working relationship you had with your Practicum Supervisor?

Unsatisfactory Fairly Satisfactory Satisfactory Very

Satisfactory Comment

7. How well did your Practicum Supervisor understand the learning process you were going through as a developing professional?

Not Very Well Fairly Well Well Very

Well Comment

8. How well did your Practicum Supervisor give you clear and useful feedback about your practice behaviors on a regular basis?

Not Very Well Fairly Well Well Very

Well Comment

9. How well was your Practicum Supervisor able to help you integrate social work classes and practicum experience?

Not Very Well Fairly Well Well Very

Well Comment

10. How well was your Practicum Supervisor able to assess your strengths and limitations as the practicum progressed?

Not Very Well Fairly Well Well Very

Well Comments

11. How well did your Practicum Supervisor schedule and keep regular conferences with you?

Not Very Well Fairly Well Well Very Well

Comments

12. How often was your Practicum Supervisor available to you at other than scheduled times?

Not very often Fairly Often Often Very Often

Comment

13. What would you say to another student who asked about having this person as a Practicum Supervisor?

Practicum Setting

1. How would you describe the physical space allocated for you to carry out your practicum responsibilities?

Excellent good

adequate poor Comments:

2. How would you describe your relationships with the staff at the agency other than your Practicum Supervisor?

Excellent good

adequate poor Comments:

3. How would you describe the materials and equipment provided to you during your practicum?

Excellent good

adequate poor Comments:

4. How would you describe your orientation to the agency at the start of your practicum?

Excellent good

adequate poor Comments:

5. What would you tell another student about choosing this setting for a practicum?

6. Briefly comment on the opportunities in your agency setting to

learn about... Policy practice

Human diversity

Populations at risk

Social and economic justice

Practice with individuals

Practice with families

Practice with groups

Practice with organizations

Practice with communities

Practice across the planned change process

Appendix D

Primary Perspectives, Theories and Models used in Social Work

Please use this list of perspectives, theories, and models for discussion with student during supervision of those used in agency and appropriate for the practicum

Overall generalist perspectives/approaches	understands	recognizes	uses
Social/ecological systems/PIE			
Strengths/assets			
Empowerment			
Planned change			
Cultural competence/Anti-oppressive Practice			
Feminist			

Theories & Models*			
I-psychodynamic			
I-behavioral/learning/modelling			
I-cognitive			
I-problem-solving			
I-person-centered			
I:psychosocial development			
I-reality			
I-interactional			
I-structural			
I-crisis-intervention			
I-task-centered			
I-solution-focused			
I-white racial identity development			
F-family systems			
F-family life cycle			
F-family preservation			
F-communications			
F-structural			
F-narrative approach			
G-exchange			
G-task groups			
G-group process			
G-self-help			
G-stage models			
G- treatment groups			
G-education groups			
O-Clubhouse			
O- policy analysis			
O-organizational change			
O-scientific management			
O-human relations			
O-consensus			
O-program/project approach			
O-case management approach			
O-teamwork model			
O-X, Y & Z			
C-conflict			
C-locality development			

C-social planning			
C-social action			
C-social/community development			