

**UNIVERSITY OF PORTLAND
SOCIAL WORK PRACTICUM**

**MANUAL
for
FIELD INSTRUCTORS
and
PRACTICUM STUDENTS**

University of Portland
Social Work Program
5000 N. Willamette Blvd.
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2021-2022

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Information on the Social Work Program and copies of this manual and forms can be accessed by contacting Lizz Schallert, Practicum Director, at schaller@up.edu, or Dr. Alice Gates, Social Work Program Director, at gatesa@up.edu

OVERVIEW OF THE SOCIAL WORK PROGRAM AND CURRICULUM

In keeping with the missions of the University and College of Arts and Sciences, the Dorothy Day Social Work Program offers an academically rigorous program enriched by intensive, educationally-directed field experiences and is committed to service, leadership, and social justice. The goals of the program are:

Program Goal I: To provide a generalist social work curriculum based on a foundation of social, economic, and environmental justice.

Program Goal II: To promote educational and experiential contexts that emphasize ethical, value-based, and culturally responsive social work practice.

Program Goal III: To offer curricular and field opportunities that facilitate and support advanced graduate study and service leadership roles in diverse settings and communities.

The program seeks to prepare students to become culturally competent, ethical social work practitioners in a wide range of settings and to assume leadership roles in diverse societies.

Based upon Catholic social teachings, the social work program is dedicated to work with vulnerable and marginalized populations such as women, older adults, and people with disabilities. It affirms the values of human diversity, self-determination, community and global solidarity, and sustainability. To achieve its goals, the social work program integrates a liberal arts foundation with social work values, skills, and knowledge to prepare students for service that is reflective, responsible, informed by scholarly knowledge, and responsive to the communities they serve.

SOCIAL WORK PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS

Social Work graduates of the University of Portland should be able to:

- [1]** Articulate social work values that form the foundation of practice such as advocacy for human rights and social and economic justice.
 - a. Identify with the social work profession
 - b. Advocate for human rights and social and economic justice
- [2]** Utilize critical thinking and ethical conceptualization skills when addressing social problems and approaches to working with those problems.
 - a. Apply ethical principles in practice
 - b. Apply critical thinking in practice
- [3]** Competently apply social work skills that are informed by theory, research, and best practices and that consider the cultural and other contexts in which practice occurs.
 - a. Incorporate diversity in practice
 - b. Engage in informed research
 - c. Apply knowledge of human behavior and the social environment

- d. Engage in policy practice to advance social and economic well being
- e. Respond to contexts that shape practice
- f. Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities

The Dorothy Day Social Work Program is accredited by a national body, the Council on Social Work Education (CSWE). As a CSWE accredited program, the social work program has the following competencies and observable behaviors for social work majors that flow from the program's mission and learning objectives:

Social work students and graduates of the University of Portland should be able to:

Competency One: Demonstrate ethical and professional behavior.

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

Behaviors associated with this competency are:

- a.) Make ethical decisions by applying social work codes of ethics, laws and regulations, and ethical models.
- b.) Use self-reflection and regulation to manage personal values, maintain professionalism, and plan for professional development in practice.
- c.) Demonstrate professional demeanor including appearance and oral, written, and electronic communication.
- d.) Use supervision and consultation to guide and inform professional judgment and behavior.
- e.) Demonstrate ability to recognize signs of and effectively respond to stress, conflict, burnout, and vicarious trauma, and to plan for self care.

Competency Two: Engage in diversity and difference in practice.

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

Behaviors associated with this competency are:

- a.) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro, mezzo, and macro levels.
- b.) Apply principles of cultural humility and present selves as learners and engage clients and constituents as experts of their own experiences.
- c.) Engage with others around identity and difference, and apply self-awareness and regulation to manage the influence of personal biases and values in working with diverse clients and constituents.
- d.) Apply knowledge of the historical and contemporary dynamics of privilege and oppression in society.

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

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

Behaviors associated with this competency are:

- a.) Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.

b.) Understand dynamics of power, privilege, and oppression, and engage in practices that advance social, economic, and environmental justice.

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

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

Behaviors associated with this competency are:

- a.) Use practice experience and theory to inform scientific inquiry and research and translate research evidence to inform and improve practice, policy, and service delivery.
- b.) Apply critical thinking to analyze quantitative and qualitative research methods and research findings.

Competency Five: Engage in policy practice.

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

Behaviors associated with this competency are:

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

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

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

Behaviors associated with this competency are:

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

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

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

Behaviors associated with this competency are:

- a.) Collect and organize data, and apply critical thinking to interpret information from clients and communities.

- b.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks in the analysis of assessment data from clients and communities.
- c.) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and communities.
- d.) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and communities.

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

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

Behaviors associated with this competency are:

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

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

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

Behaviors associated with this competency are:

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

SOCIAL WORK MAJOR REQUIREMENTS

The Social Work Practicum is an intensive supervised field experience in a selected social work agency. Students spend 15 hours per week for two semesters in the field under the guidance of a university-appointed field instructor. This service-learning experience is supported by a regularly scheduled process seminar that facilitates the integration of social work theory and practice. In addition to completing courses designed to offer students a liberal arts foundation, students who major in social work must complete the following requirements:

SW 205 (SW 101)*	Social Work and Social Justice
SW/PSY/SOC 214	Research methods
SW 313*	Social welfare policy
SW 325*	Power, Oppression, and Critical Consciousness
SW 343*	Human Behavior & the Social Environment
SW 386*	Interviewing & counseling
SW 482-483	Social Work Practicum
SW 480-481**	Theory/Methods of SW I & II
[various]	Social work electives (6 credits)

*Required 300-level courses (313, 325, 343, and 386) must be completed prior to beginning Senior-year practicum.

**Required 400-level courses (480-481) are completed during senior year concurrent with Senior-year practicum

OVERVIEW OF THE PRACTICUM

PROCEDURES AND CRITERIA FOR SELECTION OF PRACTICUM AGENCIES AND INSTRUCTORS

A. Procedures for Selection of Practicum Agencies

1. Either the school, the student, or the agency may initiate requests for designation of agency to train students.
2. The Practicum Director will correspond with representatives appointed by the agency to identify available practicum placements at the agency.
3. Students will contact and arrange visits and interviews with agency representatives at two or more potential practicum sites. Students and agency representatives, with input from the Practicum Director, will mutually agree to enter into the practicum placement.
4. The agency will complete the Agency Screening Form (provided by the Practicum Director).
5. If a student is placed at an agency where they are a paid employee, the student, field instructor, and Practicum Director must devise a plan whereby the student will engage in activities and duties in the practicum placement that are separate and unique from their employed activities and duties. The student's learning contract will serve as the written record of that plan.

B. Criteria for Selection of Practicum Agencies

1. The agency should be a recognized human service agency with qualified staff who are committed to and are willing to provide necessary time for provisions of professional practicum instruction.
2. The agency must demonstrate interest in and commitment to social science education through the following:
 - a.) availability of qualified staff to fulfill practicum instruction assignments.
 - b.) allocation of sufficient staff time to meet regularly with students in provision of weekly practicum instruction.
 - c.) allocation of staff time required for completion of required practicum evaluation forms and liaison conference.
 - d.) release staff time to allow attendance at any designated practicum meetings with the university Practicum Director.
 - e.) maintain an on-going collaborative relationship with the university and Practicum Director.
 - f.) a mission that is consistent with values and ethics of the social work profession.
 - g.) ability to offer students a range of educational experiences appropriate to generalist, entry-level practice.

C. Procedures for Selection of Field Instructors

1. The Practicum Director will collaborate with the designated agency training coordinator in the selection of potential field instructors.

D. Criteria for Selection of Field Instructors

1. Field instructors will have earned a graduate or undergraduate degree from a CSWE accredited college. In cases where this requirement is not fulfilled, any or all of the following efforts will be initiated to provide students with a social work perspective in their placement.

a.) The agency or UP will secure an hour of supervision every month by a BSW or MSW in addition to the weekly ongoing supervision by the primary field instructor. For example, agency board members, other agency staff, or collateral community agency staff can be recruited.

b.) Inter-agency group supervision for one hour every month a BSW or MSW may be used. Other agencies where UP students are placed may be viable options for facilitating such collaborative supervision.

c.) Students may attend peer supervision sessions monthly that have BSW or MSW members.

d.) Field instructors will be taught supervision skills from a social work perspective through lecture, discussion, reading, and small group exercises at yearly or monthly field instructor trainings sponsored by UP and/or the Oregon Consortium of Field Directors.

e.) Students will obtain supervision from a social work perspective during the co-requisite process seminar by qualified instructors.

2. Field instructors will have at least two years of experience in teaching, training, or supervision. (Exceptions to this criterion will be evaluated on an individual basis by the Practicum Director/Program Director.)

3. Field instructors will have demonstrated professional competency in their fields and in methods for which they have been designated field instructors as evidenced by continued employment in the field or equivalent experience.

4. Field instructors will have indicated strong interest in the instruction of students.

5. Field instructors must be willing to commit themselves to the allocation of sufficient tasks related to the practicum, including regular and “as needed” conferences with students, completion of evaluation forms, attendance at relevant practicum meetings, and coordination of student learning experiences with the Practicum Director/Assistant.

E. Policy for Using Employment Site as Practicum Site

Most practicum placements take place at agencies/settings that are separate from a student’s employment setting. If a student is employed at an agency and wants to complete their field placement at the same agency, the student and the agency must demonstrate that the duties

and experiences associated with the field placement are substantively different than the student's paid duties at the same agency and that the placement meets the Social Work Practicum Program's educational objectives.*

The Social Work Practicum at the University of Portland follows the Council on Social Work Education's requirements regarding placements at employment sites, which are as follows (these are according to Interpretive Guideline 6.4 in an older version of the EPAS):

"If the student is also employed in the agency where the field practicum takes place, the availability of release time for course and field instruction should be ensured. Student assignments and fieldwork supervision should differ from those associated with the student's employment. It should also be demonstrated that there is no diminution of the program's established requirements in class and field practicum and that field instruction is educationally focused rather than solely centered on agency services."

Students and their Field Instructors should clearly demonstrate that the field practicum component differs from students' employment by documenting the distinctions between the two, including separate supervision, responsibilities, and appropriate learning experiences. Students must submit the following documents to the Practicum Director before the placement will be approved:

- 1.) Job descriptions for both the paid position and the practicum position along with the names and contact information for both the employment supervisor and the Practicum Field Instructor.
- 2.) A resume of the Field Instructor.
- 3.) A separate letter that addresses the following questions and that is signed by both the student and the Field Instructor:
 - a.) The proposed days and hours for field education;
 - b.) The proposed days and hours for employment;
 - c.) A description of the student's current job responsibilities. Please describe the human service and/or other major tasks.
 - d.) A description of the areas of educational focus that are new for this learning experience and how they meet the educational objectives of the Practicum Program (as outlined in the Practicum Manual). Include at least 5 assignments/specific areas of study that are new and separate from the student's current work load.
 - e.) A description of how supervision will take place for field education and how it is separate from employment supervision.

***The only exception to this is during the COVID-19 Pandemic as outlined by CSWE, or for the purpose of Community Service Work Study (CSWS), through the Federal Work Study program at the University of Portland. Please discuss these possibilities with the Field Director prior to approval.**

ROLES RELATED TO THE SOCIAL WORK PRACTICUM

A. Roles of the Practicum Director

1. Assume overall administration of the practicum program.
2. Assume responsibility for defining the educational objectives of the practicum.
3. Select, in cooperation with agency administrators, agencies and instructors to be used in the practicum.
4. Determine student placements by taking into consideration agency requests, student preferences, professional guidelines, and the university's policies and educational objectives.
5. Assist in providing selected curriculum and instructional materials to field instructors.
6. Appoint a Practicum Assistant (if applicable) to work with the students, field instructors, and agency administrators in promoting and maintaining close collaboration between the agencies and the university to enhance the students' learning experiences.
7. Provide orientation in practicum instruction for all new field instructors.
8. Inform the students and agencies of important dates and the calendar for the school year.
9. Monitor the practicum instruction process to assure that each student is receiving regular instruction and ongoing feedback.
10. Be available to discuss practicum-related progress and/or problems with individual students and field instructors.
11. Visit agencies as needed and maintain regular contact, as needed, or delegate to Practicum Assistant.
12. Review with the field instructors the students' progress and/or problems.
13. Inform field instructors of resources available from the university to support practicum instruction, i.e., sequence consultants.
14. Assist in the development of educational programs within the agency for the benefit of students.
15. Evaluate learning experiences within the agencies in terms of most appropriate level of use, i.e., undergraduate.
16. Assign practicum grades in collaboration with the field instructors.
17. Coordinate and/or lead field instructor trainings.
18. Discuss with students and the placement agencies issues surrounding paid placements, if necessary.
19. Assist in providing social work supervision, when primary Field Instructor isn't a social worker (MSW or BSW with two years of experience). The Practicum Director can provide this supervision to the student directly, or assist in finding another social work supervisor to contract with for additional monthly social work supervision.

B. Roles of the Agency in Practicum Instruction

1. Make available field instructors who meet the requirements of the university.
2. Assure continuity of practicum instruction, if possible, by the same person for the full school year.
3. Interview and approve students proposed for placement in accordance with agency and university policies of nondiscrimination.
4. Accept student with the focus first on education and second on provision of services to agency clientele.
5. Provide practicum instruction opportunities to enhance the student's educational program.
6. Provide opportunities for students to meet university expectations in terms of assignments and number of hours, in accordance with agency scheduling and needs.
7. Enable and encourage students to participate in staff meetings, group seminars, and interdisciplinary meetings as appropriate.
8. Work in cooperation with the university's educational objectives for practicum.
9. Permit field instructors sufficient time to attend required meetings and participate in conferences and evaluations with students and Practicum Director.

C. Roles of Field Instructors

1. Provide dynamic and educationally sound practicum instruction experiences for students.
2. Aid students in developing an understanding of the students' role within the training agency.
3. Identify agency expectations and demonstrate how these will correlate with university expectations.
4. Meet with students in both individual and group instruction (where appropriate) for 1 hour per week.
5. Work cooperatively with the Practicum Director on behalf of the students' educational program.
6. Attend university practicum instruction and training meetings. (All new field instructors will attend an orientation meeting on practicum instruction provided by the university.)
7. Participate with students in on-going evaluation and end-of term evaluation.
8. Provide the practicum evaluation on student performance with recommended grades to the Practicum Director no later than the day noted in the calendar.
9. Contact and discuss with the Practicum Director any problems or issues with students or placement if attempts to work them out with students have been unsuccessful.

D. Roles of the Student in Practicum Instruction

1. Provide a completed student interest form (serves as the application to the practicum).
2. Adhere to professional expectations in accordance with the code of ethics and to policies and regulations of the agency, e.g., keeping all client-related matters confidential. See “Policies for Admission, Continuance, and Termination” for specific information.
3. Integrate and apply theoretical concepts and principles presented in the classroom in providing direct and indirect services to clients, groups and community.
4. Meet the assignments, expectations, and required number of clock hours in the agency for practicum credit each semester.
5. Take initiative for acquiring learning agreements.
6. Prepare for and attend regularly scheduled individual, group, and staff conferences, training sessions, and workshops, as designated by the agency.
7. Discuss openly any difficulties in the practicum with the field instructor and Practicum Director as appropriate.
8. Work cooperatively and collaboratively with agency and other personnel.
9. Participate actively in the semester evaluation process with the Practicum Director and field instructor.
10. Complete and return the evaluation form for the field instructor and Practicum Director.

GUIDELINES FOR FIELD INSTRUCTORS AND SUPERVISION

The following is a list of suggestions and expectations for field instructors to be used to facilitate field training:

1. Field instructors should have an expressed interest in teaching or training students.
2. Field instructors should have administrative support of their agencies and supervisors to assume the responsibility to supervise students.
3. Field instructors, with the support of the university, will need to assume responsibility to clarify their roles as practitioners and trainers.
4. Field instructors should take specific steps to develop their competence as field instructors.
5. Field instructors should assume responsibilities to provide students with a clear understanding of the role of the profession within the training and how their roles differ from that of other professionals working within the same agency. The field instructor should explain the policies, procedures, and mission of the agency. Field instructors should define similarities and differences in the roles assumed by the social service worker in various agencies.
6. Field instructors should know that once the assignment of students to the training agency has been cleared through appropriate channels that they can inform themselves about students through information available at the university and from the Practicum Director. This information should be treated as confidential and should be used for educational/ training purposes only.
7. Field instructors and the Practicum Director jointly share the responsibility for students' educational and training experience. When a concern arises in the educational and training process, there is responsibility for each to communicate with the other and for students to also be encouraged to contact the Practicum Director.
8. Because of the joint responsibility for the students' educational experiences in the field, the usual lines of communication to the university should be through the Practicum Director. There should be optimum communication between agencies and the Practicum Director in all aspects of training.
9. To integrate field experience with classroom teaching, field instructors and the Practicum Director may want to work out procedures for communication with program area faculty. Field instructors may request copies of appropriate course outlines.

10. The relationship between field instructors and the Practicum Director will depend upon such factors as the (1) previous experiences in field instruction/supervision; (2) previous relationships and experiences in liaison roles; (3) knowledge of the agencies; (4) educational needs of the students and; (5) mutual expectations each has for the other.

11. Field instructors have the responsibility to plan for dynamically and educationally focused on-going and end-of-term evaluations in which students are joint and informed participants. For example, in planning for such an evaluation, it will be helpful in the beginning to outline in fairly specific terms the objectives, goals, and expectations that field agency supervisors have for the students and to share those with the students periodically during the semester. The notes that field instructors keep on individual and group supervisory conferences are valuable in compiling the mid-term and end-of-term evaluation. The learning contract also should be used for these purposes.

12. Field instructors and the Practicum Director have a joint responsibility to inform students about the possible use of evaluations; for example, reports needed by supporting agencies or future job reference information. The Practicum Director should also discuss the use of the evaluation with students as a learning devise for on-going self-monitoring.

POLICIES FOR ADMISSION, CONTINUANCE, AND TERMINATION

A. Admission to the Practicum

1. **Eligibility:** The Practicum program is designed for students in their *fourth year of study (senior year). To be eligible for the Practicum, students must have achieved senior status and completed the required courses for the social work major (up to the practicum and Theory and Methods courses). Students must have met academic and professional standards set forth in program policy (see student handbook or major website).

*Exceptions to this policy are rare. Students wishing to request an exception must complete a written appeal with rationale and workplan, directed to the Social Work program director and Director of Field Education. Requests will be evaluated on an individual basis.

2. Students must complete an Application for Admission to the Social Work Practicum (see the attached form under FORMS in this Practicum Manual), which is submitted to the Practicum Director in the spring before the senior year. Instructions and deadlines are sent to all Social Work majors in the spring of each year.

3. Students must have successfully completed the agency selection and placement process as outlined in the course syllabus.

B. Continuation in the Practicum

1. Students must successfully fulfill all requirements as outlined in the course syllabus (e.g., course and agency assignments, evaluation procedures, contracted hours, etc.).

2. Students must conduct themselves in a professional and ethical manner and show competence to continue in the placement as evidenced by course and agency evaluations and feedback.

3. Students must be in compliance with social work program continuance policies (see student handbook or major website).

C. Termination from the Practicum

Termination from the practicum can be successful or unsuccessful. Unsuccessful termination situations will be reviewed in a joint meeting by the social work faculty, field instructor, and student. Students may appeal an unsuccessful termination decision (see grievance procedures in the student handbook or social work major website). Criteria for both are as follows:

Successful Termination:

1. Student successfully completes all course requirements as outlined in the course syllabus.
2. Successful termination from the practicum does not assume successful completion of the major.

Unsuccessful Termination: (could include one or more of the following)

1. Student does not meet course requirements as outlined in the course syllabus.
2. The agency requests termination of the relationship or the Social Work Program requests removal of the student for unprofessional conduct, unethical behavior, incompetence, or similar reason exhibited by the student. A student may be removed from the practicum placement for any of the following reasons:
 - a.) Failure to abide by the NASW Code of Ethics, Standards of Practice, relevant agency policies or procedures, and/or UP policies or procedures;
 - b.) Violation of any of the principles or standards outlined in the NASW Code of Ethics;
 - c.) Attempt to harm oneself, others, or clients;
 - d.) Repeated tardiness and/or unexcused absences without notification to the field instructor;
 - e.) Lack of progress in correcting identified deficiencies and concerns as outlined in the field instructor's or Practicum Director's documentation;
 - f.) Engaging in any behavior indicating that the student cannot, in the academic judgment of the faculty, satisfy the learning objectives of the practicum.

The practicum placement is a critical component of the student's development as a professional social worker, particularly as it reflects the student's ability to internalize academic course content and to combine professional knowledge and skill with professional demeanor appropriate for practice. The student must maintain a professional demeanor that separates personal problems/issues from practice to engage successfully in their professional responsibilities to clients, the field agency, and the community. Should a student's lack of professionalism or lack of learning readiness impair the student's practicum performance and responsibilities to clients, the practicum agency, and/or the community, the field instructor, Practicum Director, or other social work faculty will take appropriate action.

Failure to maintain professional standards may be cause for a student to be removed from the practicum placement, to forfeit completed hours in that placement, and to receive a failing grade for the practicum course. In such situations, students may be denied another practicum placement and/or dismissed from the Social Work Program.

Notice of Possible Federal Work Study for Eligible Students:

Students who have Federal Work Study may be eligible for Community Service Work Study (CSWS) as part of the Social Work Practicum experience. This would potentially provide some income for eligible students through their practicum placements. If you have Federal Work Study and wish to explore this option, please contact your Practicum Director to discuss options. You'll also likely be directed to Tshombé Brown at the Moreau Center to determine eligibility: tshombe@up.edu.

(SAMPLE SYLLABUS- **Subject to change**)
SW 482: Social Work Practicum I

University of Portland
Social Work Program
Fall 2021

Tuesdays on Zoom 4:10-6:55*

*we will rarely use all of this timeframe, but please keep it open on your schedules in case we need to.

Lizz Schallert, MSW, LCSW

Office Location: Home Office

Office Hrs: Wedns 9-11am via Zoom

Note: Office Hours also by Appointment

E-mail: schaller@up.edu

Location: Online Course via Zoom

Cell Phone: 616-402-9061

Course Description

The practicum is an intensive supervised field experience at a selected social work agency. Students spend two semesters in the field under the guidance of a University approved field instructor and the Practicum Director. This field education experience is supported by a weekly process seminar, which facilitates the integration of social work theory and practice.

A year sequence designed to prepare students to become entry-level generalist social work practitioners, the practicum is an intensive field experience in human services and community agencies. Students will gain skills and experiences working with client systems on the micro, mezzo, and macro levels by using a knowledge base couched in systems, strengths, and social justice perspectives as well as the values of the social work profession. It will assist students in developing leadership skills and a better understanding of the interconnectedness and interdependence of global, community, and client issues.

Students will spend an average of 15 hours per week for the fall and spring semesters in a selected human services agency. **In the Fall of 2021 students are encouraged to start by early September.** Students must attend a practicum seminar, which is scheduled weekly through the academic year. The Practicum Director facilitates the selection of practicum agencies and serves as the liaison throughout the year. To qualify, an agency must agree to: (a) provide initial orientation; (b) assist students in developing a learning contract; (c) provide a minimum of one hour each week of supervision of the student in both direct and indirect services and; (d) complete a written evaluation with the students at the end of each semester. Upon completion of the practicum, students should be able to understand and demonstrate the course objectives described below.

This seminar course will be entirely synchronous via Zoom, and all course materials and links to course discussion and chats will be available on the course Moodle page. Students are required to have a working computer and Internet connection to be successful in this course. Internships may be in person, hybrid, or entirely online depending on the student's preferences and agency requirements midst the COVID-19 pandemic. Students are required to follow all safety protocols of field agencies. No in-person contact is required for field practicum in Fall of 2021 or Spring 2022.

Course Objectives

By the conclusion of this course, students will be able to demonstrate the following competencies by including the associated practice behaviors in their practicum work:

Competency 1: Demonstrate ethical and professional behavior.

- 1a.) Make ethical decisions by applying social work codes of ethics, laws and regulations, and ethical models.
- 1b.) Use self-reflection and regulation to manage personal values, maintain professionalism, and plan for professional development in practice.
- 1c.) Demonstrate professional demeanor including appearance and oral, written, and electronic communication.
- 1d.) Use supervision and consultation to guide and inform professional judgment and behavior.
- 1e.) Demonstrate ability to recognize signs of and effectively respond to stress, conflict, burnout, and vicarious trauma, and to plan for self-care.

Competency 2: Engage diversity and difference in practice.

- 2a.) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro, mezzo, and macro levels.
- 2b.) Apply principles of cultural humility and present selves as learners and engage clients and communities as experts of their own experiences.
- 2c.) Engage with others around identity and difference, and apply self-awareness and regulation to manage the influence of personal biases and values in working with diverse clients and communities.
- 2d.) Apply knowledge of the historical and contemporary dynamics of privilege and oppression in society.

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

- 3a.) Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.
- 3b.) Understand dynamics of power, privilege, and oppression, and engage in practices that advance social, economic, and environmental justice

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

- 4a.) Use practice experience and theory to inform scientific inquiry and research and translate research evidence to inform and improve practice, policy, and service delivery.
- 4b.) Apply critical thinking to analyze quantitative and qualitative research methods and research findings.

Competency 5: Engage in policy practice

- 5a.) Identify social policy at the local, state, federal, and global levels that impacts well-being, service delivery, and access to social services.
- 5b.) Assess how social welfare and economic policies impact the delivery of and access to social services.
- 5c.) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice in local and global contexts.

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

- 6a.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks to engage with clients and communities.
- 6b.) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and communities.

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

- 7a.) Collect and organize data, and apply critical thinking to interpret information from clients and communities.
- 7b.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks in the analysis of assessment data from clients and communities.
- 7c.) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and communities.
- 7d.) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and communities.

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

- 8a.) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and communities.
- 8b.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks in interventions with clients and communities.
- 8c.) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- 8d.) Negotiate, mediate, and advocate with and on behalf of diverse clients and communities.
- 8e.) Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- 9a.) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels and select and use appropriate methods for evaluation of outcomes.
- 9b.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks in the evaluation of outcomes.
- 9c.) Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Assignments/Course Requirements

1. Learning Contract (100 points): (Learning Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9)

The learning contract is the student's agreement with the agency and university. It is the student's responsibility to take the initiative in developing this contract, which is comprised of goals, objectives, and specific activities that reflect the course objectives. The learning contract is similar to a job description and will be used as the primary basis for evaluating the student's performance in the field agency. The learning contract helps students to think critically about their own learning objectives, how to function within an agency setting, how to utilize supervision, how to best apply their knowledge to social work processes, and how to initiate change within various client systems. The learning contract will consist of short- and long-term goals, including specific activities to be completed over the course of the entire academic year. Learning contracts should be reviewed regularly by students and field instructors during supervision meetings, and at the fall semester site visit. The learning contract is intended to be a "living document" that changes regularly over the course of the year to reflect changing needs, goals, and circumstances.

This learning contract assignment will be discussed in detail during first few sessions of the practicum seminar. Additional materials related to this assignment can be found in the Practicum Manual. Due dates for drafts, revisions, and final copies of the learning contract are listed in the practicum seminar schedule. The learning contract is worth 100 points, or 10% of your semester grade.

2. Student Discussion Board (150 points): (Learning Objectives: 1, 2, 3, 5)

Regularly throughout the semester, students will participate in an interactive discussion board to share their experiences, ask questions, and offer each other support and advice related to their practicum work. Students may also use the discussion board space to critically reflect on theory application, values and ethics, and application of cultural and other diversity issues to their placements. Discussion board submissions should be professional in tone, thoughtful, thorough, and have clearly defined points that classmates can relate and respond to. Personal reflections are welcome, but remember that posts should be shared for the benefit and professional development of yourself and your classmates.

Original discussion board entries should be about 350-500 words. Responses to original discussion board topics should be at least 250 words, and should offer clear and well-considered alternative perspectives on the issues raised, a critical question/inquiry about the issues raised (which doesn't have to be answered; just raised for inquiry), as well as an idea of how the responder's personal and professional experiences relate to the original post. Words of advice should be framed positively and as suggestions (e.g. "One possible way of addressing the situation could be..." instead of "You really should..." or "You have to...").

Each student is required to provide one original discussion board post and one response per month. Grading of discussion board posts and responses will be based on 1) participation, 2) appropriate length, tone, and content, and 3) thoughtfulness, insight, and depth of analysis. The discussion board posts are worth 75 points each, or 150 points for the semester. The discussion board assignment counts for 15% of your semester grade.

3. Small Group Case Presentation (100 points): (Learning Objectives: 1, 2, 3)

Case presentations give students an opportunity to troubleshoot and get support for a difficult situation that arises at your practicum site. Each student will have the opportunity to **present at least one case** in a small group setting during the seminar class. Students presenting cases should be ready to provide background information about the situation, the people involved, and actions that have already been taken to try to address the challenge being presented. Members of each small group will co-facilitate each case presentation, demonstrating the ability to work together to manage the time and the flow of the conversation. Each case presentation will include approximately 5 minutes for a summary of the situation, 5-10 minutes for clarifying questions by group members, and 10 minutes of problem solving dialogue, analysis, and suggestions. The group should end by summarizing the main points of the case and as well as the approaches suggested by group members. Case presentations are worth 100 points for the semester, or 10% of your semester grade.

4. Process Recording (100 points): (Learning Objectives: 1, 2, 3, 4, 6, 8)

Students will complete one process recording each semester; one will be for a client interaction and the other will either be for, a) another client interaction, or b) for a staff meeting, interdisciplinary team meeting, or a similar meeting in which important issues are being discussed and decisions are being made. Recordings need to be done on meetings that are at least a half hour in length and should include content from the meetings as well as a record of students' thoughts/feelings/reactions; observations and analysis; and feedback from the field instructor. Process recordings allow students to reflect on their communication and intervention skills, application of social work knowledge and theory, and decision-making skills. These recordings will be discussed further in class and examples provided; due dates for process recordings are listed in the process seminar schedule. Process recordings are worth 100 points, or 10% of your semester grade.

5. Participation/Attendance/Professional Behavior (300 points): (Learning Objectives: 1)

Students must complete a minimum of **400** total hours in the practicum (Fall semester 200, Spring Semester 200). This is based on an average of 15 hours over ten weeks starting early September, with flexibility for some cancellations or shortened weeks). This does not include regularly scheduled University breaks such as fall and spring breaks. Normally the hour requirement is higher and measured by starting the first week of the semester, but the requirement has been reduced this year by CSWE. This allows us to easefully meet internship requirements with later start times and more flexibility throughout the year. **Students must plan ahead to ensure that hours will be completed by the end of the academic year and make adjustments in counting hours to their specific and adapting environment.** For example, students are expected to make up lost hours due to illness or holidays when agencies are closed. Students who do not fulfill the total required hours may have to register for and complete additional hours in the summer, or may be terminated from the practicum. Hours will be reviewed as students turn in time sheets. Students must also be actively engaged at their practicum agency through the end of each semester, even if the 200 hour minimum per semester requirement has been met. Students must keep detailed time sheets with a running total of hours calculated. These must be signed by the field instructor, with one copy turned in to the Practicum Director and **one kept by the student for their own records**. Due dates for time sheets are listed in the seminar schedule.

Students also are required to attend the Practicum Seminar each week. The seminar is designed to help students integrate theory and practice. It is also a time for students to discuss and receive peer and faculty support around problems, challenges, experiences, and accomplishments that they are experiencing in their placements. At the beginning of each semester, students will receive a seminar schedule that lists the activities for each meeting as well as due dates for assignments. Seminar meetings will take place weekly for up to 2 hours. Time spent in the seminar may be counted toward the 15 hours per week students must fulfill for the practicum (two hours for each course can be counted). Participation in placements and practicum seminars help students to develop critical thinking, assessment, and intervention skills that are crucial for effective generalist social work practice. It also allows students to engage in self-reflection to minimize bias that can impede effective practice. In addition to assigned activities listed above, listed below are specific activities that will occur during the seminar and that will count toward participation:

Seminar Check-ins

The seminar offers students time for a brief check-in during which students can identify pressing issues or questions with their placements. Examples of questions that may be addressed during check-ins include:

- What has excited you about your practicum since we last met?
- What is something you have learned at your practicum?
- Are there any questions or conflicts that have arisen in your practicum?
- Are there any concerns with clients or other staff members at your practicum?
- What is a concept or skill from your academic learning that you have used in your practicum?
- With regard to your placement, what aspects of your experience or specific accomplishments are you proud of?

Topic discussions

Throughout the year, seminar time will be used to explore academic and professional topic areas in depth. Students will choose topics that interest them and time will be set aside to talk about these areas as they relate to the practicum and the profession. Examples of topics that could be discussed include ethics, boundaries, use of supervision, self-care, and applications of theory to problems and populations.

Attendance at practicum seminar and all related meetings is required. All appointments must be kept and it is expected that the student will demonstrate independent professional behavior by arriving at appointments on time or contacting other parties if rescheduling is necessary. Students are required to fulfill their contractual obligations of attendance at their field agencies. If modifications need to be made, they must be negotiated between the students, the Practicum Director, and field instructors. Attendance, participation, and professional behavior (including timesheets) are worth 300 points, or 30% of your semester grade.

6. Semester Site Visit and Evaluation (100 points): (Learning Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9)

At the end of each semester, the Practicum Director will make a site visit to each student at their field agency. In many cases, this meeting will be held online. The student, their field instructor, and the Practicum Director will discuss together the student's work performance and overall progress, based on the learning contract. This visit, coupled with the written evaluation submitted by the student and field instructor, constitutes the major feedback and evaluation of the student's "on-the-job" accomplishments. Points will be given for having evaluations completed in a timely manner. Students will also complete a practicum placement evaluation at the end of the school year. These forms can be found on Moodle or at the back of the Practicum Manual.

Grading

Fall Semester:

	Points	Weight
Learning Contract	100	10%
Discussion Board (2 during semester)	150 (75 each)	15%
Case Presentation (Present and facilitate)	100	10%
Process Recording	100	10%
Attendance/Participation/Professional Behavior in Seminar	100	10%
Timesheets and Initiative at Placement Grade (4 during semester)	200 (50 each)	20%
Supervision Notes (3 during semester)	150 (50 each)	15%
Semester Site Visit and Evaluation	100	10%
<i>Total</i>	1000	100%

Grading Scale

100-93	A	79-77	C+
92-90	A-	76-73	C
86-83	B	72-70	C-
89-87	B+	69-67	D+
82-80	B-	66-63	D

University Policies and Resources

Remote Learning

Remote learning presents unique challenges to both faculty members and students in the online environment. Working together, we can create a successful learning community by following some important guidelines.

- To be successful in remote learning, all students must have access to a functioning computer with a working microphone, camera, and headphones or headset. Students who do not have access to such technology may contact the Office of Financial Aid for possible assistance.
- All course content will be available through course Moodle pages accessible through the UP Portal (PilotsUP). Students should have a working knowledge of both Zoom and Microsoft Teams.
- Students are expected to attend all class sessions, whether synchronous or asynchronous, according to the instructor's direction, and follow guidelines for class conduct during online sessions (e.g. muting, camera on/off, respectful use of chat, etc.)
- If a student does not feel well enough to attend class remotely, they should communicate with their instructor as to how to make up missed work.
- For the benefit of students who are not able to attend class due to illness or temporary internet problems, all classroom sessions will be recorded or made available on the course Moodle site in some other method. **Students may not distribute or share any course images or recordings without the permission of the instructor.**

University of Portland's Code of Academic Integrity

Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity.

Assessment Disclosure Statement

Student work products for this course may be used by the University for educational quality assurance purposes.

Accessibility Statement

The University of Portland endeavors to make its courses and services fully accessible to all students. Students are encouraged to discuss with their instructors what might be most helpful in enabling them to meet the learning goals of the course. Students who experience a disability are also encouraged to use the services of the Office for Accessible Education Services (AES), located in the Shepard Academic Resource Center (503-943-8985). If you have an AES Accommodation Plan, you should make an appointment to meet with your faculty member to discuss how to implement your plan in this class. Requests for alternate location for exams and/or extended exam time should, where possible, be made two weeks in advance of an exam, and must be made at least one week in advance of an exam. Also, you should meet with your faculty member to discuss emergency medical information or how best to ensure your safe evacuation from the building in case of fire or other emergency.

Mental Health Statement

As a college student, you may sometimes experience problems with your mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the University of Portland Health and Counseling Center in Orrico Hall (down the hill from Franz Hall and Mehling Hall) at www.up.edu/healthcenter or at 503-943-7134. Their services are free and confidential, and if necessary they can provide same day appointments. In addition, after-hours phone counseling is available if you call 503-943-7134 and press 3 outside of business hours. Also know that the University of Portland Public Safety Department (503-943-4444) has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

Non-Violence Statement

The University of Portland is committed to fostering a community free from all forms of violence in which all members feel safe and respected. Violence of any kind, and in particular acts of power-based personal violence, are inconsistent with our mission. Together, we take a stand against violence. Join us in learning more about campus and community resources, UP's prevention strategy, and reporting options on the [Green Dot website, www.up.edu/greendot](http://www.up.edu/greendot) or the [Title IX website, www.up.edu/titleix](http://www.up.edu/titleix).

Ethics of Information

The University of Portland is a community dedicated to the investigation and discovery of processes for thinking ethically and encouraging the development of ethical reasoning in the formation of the whole person. Using information ethically, as an element in open and honest scholarly endeavors, involves moral reasoning to determine the right way to access, create, distribute, and employ information including: considerations of intellectual property rights, fair use, information bias, censorship, and privacy. More information can be found in the Clark Library's guide to the [Ethical Use of Information](http://libguides.up.edu/ethicaluse) at libguides.up.edu/ethicaluse.

The Learning Commons

This year, you have the choice of working with Learning Commons peer educators face-to-face in Buckley 163 or online in Zoom or Teams. The Learning Commons invites you to connect with trained writing assistants, tutors, and consultants as an *effective learning strategy* for greater success in your college courses. As with any skill, *practice* helps. Engaging with peer educators is a form of practice that can make your college learning experience more enjoyable and successful.

The Writing Center: Students can increase their confidence and competence in writing by booking an appointment at www.up.mywconline.net. Please note WCONLINE is not associated with your UP login credentials. The first time you schedule an appointment, you will be prompted to create a WCONLINE account. To make appointments at a time not offered on the scheduler, you can send an email request to writing@up.edu, providing the course information, assignment details and a list of possible appointment times. Please allow up to 48 hours for response time.

Math Resource Center: For support in 100-300 level math courses, including Finite Math (MTH 141) and Statistics (MTH 161) we offer both individual appointments and walk-in tutoring. Go to our webpage for the most current walk-in schedule. To make an appointment, go to our Bookings Scheduler at <https://bit.ly/learning-up>.

Appointments for all other tutoring programs can be accessed through our Bookings Scheduler at <https://bit.ly/learning-up> or on our website at <https://www.up.edu/learningcommons/>. Please make appointments *at least* 12 hours in advance.

- **Business Tutoring:** Our trained peer educators can help you excel in economics, accounting, finance, OTM, and business law.
- **Group Work Lab:** Our Group Work Lab peer consultants can help project groups run effectively.

Students can meet as a group to develop their project with a Group Work Lab consultant for both in-person and online group projects.

- **Language Studio:** Students can meet with French, German, Spanish, and Chinese language tutors to practice their conversational skills and unlock their understanding of grammar.
- **Natural Sciences Center:** Students can make appointments for biology, chemistry, and physics tutoring for 200 and 300 level courses. Our peer educators can demonstrate strategies for effective learning in the sciences.
- **Nursing Tutoring:** Individual and group peer tutoring is available for all the 100–400 level nursing classes, as well as BIO 205, microbiology, and anatomy and physiology courses for nurses.
- **Speech & Presentation Lab:** Students can improve the highly sought-after skills of presentation writing and delivery with our trained peer consultants.

Tutoring works best when you use it proactively and consistently throughout the semester. For example, you can use the Writing Center for brainstorming ideas for a paper and later for working on your first draft. Likewise, those seeking tutoring can work with a tutor a few times in the weeks leading up to a test. We also welcome small group appointments for 2-4 students at a time, as such social learning can be very effective.

Embedded tutoring and PAL: The Learning Commons offers embedded tutoring and online Peer Assisted Learning (PAL) group sessions for specific classes. PAL sessions are voluntary and offer you the opportunity to learn material through collaborative learning activities that are guided by a trained peer facilitator. Your instructors, embedded tutors, or PAL facilitators will contact you if your class offers this option.

Our peer educator resources are here for you Questions about the Learning Commons and our programs can be directed to the Learning Commons staff at learning@up.edu.

COVID-19 safety policies

The Learning Commons will follow current UP safety guidelines for the semester. Our COVID-19 safety protocols are subject to change depending on the current situation with the virus. The most up-to-date policies and protocols will be posted on our website and in the Learning Commons in BC 163.

Learning Assistance Counselor: Learning assistance counseling is also available in BC 101. The counselor teaches learning strategies and skills that enable students to become more successful in their studies and future professions. The counselor provides strategies to assist students with reading and comprehension, note-taking and study, time management, test-taking, and learning and remembering. Appointments can be made in the on-line scheduler available to all students in Moodle or during posted drop-in hours.

FALL 2021 OUTLINE OF CLASS MEETINGS AND DUE DATES FOR ASSIGNMENTS

Date	Topic	Assignment Due
T 8/24	<ul style="list-style-type: none"> • Intros/Check-in; Syllabus, assignments, and field experience expectations • Building blocks of your practicum: essential roles and requirements • Meet with Lizz after class if you need to schedule social work supervision 	<ul style="list-style-type: none"> • Ensure first two forms are completed and handed in to Practicum Director: 1) Agency Agreement and 2) Agency Info Form • Review practicum requirements and syllabus. Come with any questions!
T 8/31	<ul style="list-style-type: none"> • Review samples of Learning Contracts and what makes strong Supervision Notes and Timesheets • Stages of a Practicum Experience • Visit from Dr. Gates to cheer you on! 	<ul style="list-style-type: none"> • Review learning contract sample for class. Come with any questions!
T 9/7	<ul style="list-style-type: none"> • Discuss Learning Contract Drafts from Peer Examples • Group discussion on early practicum challenges 	<ul style="list-style-type: none"> • Bring rough draft of Learning Contract to class (if available)
T 9/14	<ul style="list-style-type: none"> • Self-Care as Social Justice: Accessible Care Practices 	<ul style="list-style-type: none"> • Supervision Notes #1 Due • Timesheets #1 Due (Summer an August hours)
T 9/21	<ul style="list-style-type: none"> • Professional Social Work Midst Pandemic: social work guest speaker • Review Supervision Notes and Timesheets 	<ul style="list-style-type: none"> • Discussion Board #1- Post Due
T 9/28	<ul style="list-style-type: none"> • Professional Social Work Midst Pandemic: social work guest speaker • Review Discussion Board Responses 	<ul style="list-style-type: none"> • Discussion Board #1-Response Due
T 10/5	<ul style="list-style-type: none"> • Discuss Case Examples and Process Recordings: 	<ul style="list-style-type: none"> • Supervision Notes #2 Due

	<p>sign up for days and groups.</p> <ul style="list-style-type: none"> Group Discussion on Mid-Semester Practicum Challenges 	<ul style="list-style-type: none"> Timesheet #2 Due (September Hours) Learning Contract Due by Friday October 8th at midnight
T 10/12	Fall Break!	
T 10/19	<ul style="list-style-type: none"> Ethics and small group case presentations Review learning contracts: see Professor Comments 	<ul style="list-style-type: none"> Prep for Case Presentations Discussion Board #2- Post Due
T 10/26	<ul style="list-style-type: none"> Ethics and small group case presentations Schedule November/End of Term Site Visits and discuss Final Semester Evaluations 	<ul style="list-style-type: none"> Discussion Board #2-Responses Due Revised Learning Contract due
T 11/2	<ul style="list-style-type: none"> Resume and Cover Letter Workshop Preparing for Professional Practice 	<ul style="list-style-type: none"> Bring a current resume to class! Timesheet #3 Due Supervision Notes #3 Due Site Visits
T 11/9	<ul style="list-style-type: none"> Fall Self-Care Fair! Review Discussion Board and Process Recordings 	<ul style="list-style-type: none"> Come with Self Care Activity to Share! Site Visits
T 11/16	<ul style="list-style-type: none"> Post-Grad Opportunities: Conversations with Alumni Group Discussion on end of semester practicum challenges 	<ul style="list-style-type: none"> Process Recordings Due: Post to Discussion Board for Peer Review Site Visits
T 11/23	No class!	

<p>T 11/30</p>	<ul style="list-style-type: none"> • Review Process Recordings and final timesheets • Wrap-up and celebrate! • Discuss spring research projects briefly 	<ul style="list-style-type: none"> • Timesheet #4 due with any projected December hours through December 10th • Semester Evaluation Due if not yet completed • No meeting during Finals Week! • Any outstanding paperwork due December 7th at the latest.
		<p>Note: If completing hours over the Winter Break, please keep track of these and add them to your first timesheet for Spring of 2022.</p>

LEARNING CONTRACT GUIDELINES

The learning contract is an individualized plan through which students articulate the activities they will pursue in their placements that will allow them to accomplish the goals set forth for the Social Work Program and to master the skills of generalist practice. As such, students should become familiar with the course objectives and items on the semester evaluation before developing a learning contract. Learning contracts, initiated by the student in the field setting but negotiated mutually with field instructor, must be turned in by the due date to receive the maximum points possible. All contracts must be typewritten and signed by you and your field instructor. Students need to make three copies of the learning contract: one for the internship file, one for the field instructor, and one for the student's records.

Students should be assertive about requesting desired learning activities. The more you know about what you want and need to learn, the easier it will be to write learning objectives. Your field instructors can help you estimate how much can be accomplished within the academic year. You should try to be realistic about your goal setting, bearing in mind that you are limited to the total number of weeks at your practicum agency. The learning contract should cover your plans for both semesters, so be sure to include both short-term (one semester) goals and long-term (full year). In other words, although several of your goals and objectives may be accomplished within days or weeks, the entire contract should be drafted to cover your entire practicum period.

A. Content Requirements for Learning Contracts

You will notice that the end-of-semester evaluations are organized into areas that assess behavioral competencies and practice behaviors used in generalist practice (as defined by the Council on Social Work Education). Organize your learning contract and the activities you choose to include in it based on those areas. Please peruse the evaluation form before developing your learning contract as it will give you a sense of the skills you should be striving to develop. You and your field instructor will decide on learning activities that will help you achieve the competencies and practice behaviors listed in the evaluation. However, your goals and objectives do not need to include only those found in the evaluation. You may have other goals and objectives, beyond those stated for the course, that you'd like to pursue. The learning contract and the semester evaluation will be used to assess your progress. At the beginning of spring semester, you will have the opportunity to revise your learning contract and add, change, or delete activities to ensure that you will successfully achieve all competencies by the end of your placement.

B. Writing Goals and Learning Objectives for the Learning Contract

There are 10 behavioral competencies you are expected to successfully demonstrate by the end of your placement. Each competency has one or more practice behaviors that fall under it. For the learning contract, you want to write no fewer five general goals with corresponding objectives or action steps that will help you master these competencies. Be careful, though, not to write too many goals – keep your plans do-able and attainable. Each goal should be a broad, all-encompassing statement about what you want to learn and that reflect your work toward mastering the competencies and practice behaviors. For each goal, you will need to develop

several objectives that describe exactly how you will achieve the goal. Again, be sure to include both short-term (one semester) and long-term (full year) goals. Good, workable objectives all contain four basic elements. They are: **SPECIFIC, TIME-LIMITED, REALISTIC, AND MEASURABLE**. Several objectives should be tied to each goal that clearly delineate the skill, concept, or function that will help you to achieve the broader goal. Objectives should be as specific as possible. Be as clear and precise as you can be about what you want and expect to learn and do at your agency.

All learning objectives for your practicum have the imposed time limit of the last day of class of the final semester of practicum. Practicably, you cannot take on responsibility for any task that extends beyond that date. This prerequisite makes it easier to write objectives that have a definite end point or deadline. It would be good to remember that all objectives should include such a deadline or decision point for accountability and time management purposes. Always strive to set realistic objectives. All parties concerned will be happier and be in a better position if you accomplish all your objectives ahead of schedule than if you set out unrealistic expectations in the beginning and cannot fulfill your commitments. You can always add to your learning objectives, but it is discouraging to be forced to delete or leave objectives unmet. In the initial learning contract that you write at the beginning of the year, strive to write short-term (semester-long) and long-term (year-long) goals and objectives. At the beginning of spring semester, you will revise your learning contract, adding more short-term goals and objectives, checking off completed goals and objectives, or revising long-term goals and objectives.

All objectives should be measurable. This can be difficult, especially in human services work, but you should train yourself from the beginning to attempt evaluation for all your major objectives. If you have written very clear and specific objectives, you should be able to think of reasonable and efficient ways to evaluate progress and achievement. Each objective must have at least one evaluation method attached to it. Most goals will need at least three solid objectives to articulate how they will be met. The final draft of the learning contract must be signed by the student, the field instructor, and the Practicum Director.

C. What Good Objectives Should Look Like

1. Each objective should be time framed, so you might want to start each objective with the word "by" (e.g., By May 1st)
2. Each objective should have as firm and clarifying a verb as is possible. For example, "to reduce," "to obtain," "to write," and "to increase" are good verbs, whereas, verbs like "to know," "to understand," and "to feel" are not as good. The latter could be used in writing goals; however, your objectives would then state specifically how you would know, understand, or feel. (e.g., a goal might be "To better understand the client population served by the agency." The objective to achieve this goal and further articulate what it means to "better understand" might be "By May 1st to have read/to have interviewed/to have observed.....").

3. Each objective should have a specific, measurable outcome that is not an activity. Thus, “by January 1, 2011, to recruit 100 volunteers” would be better than “to have staff conduct a door to door recruitment campaign until 100 volunteers are signed up.” (e.g., “By May 1st, to have interviewed four agency front-line personnel...”)

4. If it is not clear how you will measure the accomplishment of an objective, include “measurement criteria.” Thus “by January 1, 2010, to increase the awareness of the causes of venereal disease by 20 percent in Portland, as measured by pre- and post-surveys” is better than simply mentioning the increase without measurement criteria. You can also use the language, “as evidenced by...” (e.g., By May 1st, to have interviewed four agency front-line personnel about client population as evidenced by field notes.”). So, for the goal, “to better understand the client population served by the agency,” a good standard format for an objective might look like this: By (date) to (strong verb) (measurable product) as evidenced by (measurement criteria).

A couple of additional objective examples for our goal of “To better understand the client population of the Agency” might be: “By May 1st to have read four agency evaluation reports as evidenced by journal notes.” “By December 14th, to have conducted a case study on a client of the agency as evidenced by Theory and Methods presentation and finished case study turned in for class assignment.”

D. How Written Objectives Help Manage Projects

1. They specify a desired course of action and clarify what is to be done.
2. They provide a basis for organizational cooperation. (You can develop a work plan and assign tasks if you know exactly what needs to be done.)
3. They facilitate scheduling of activities by establishing dates when certain targets should be reached.
4. They permit clear agreements on desired results.
5. They provide standards and a fair and convenient method for assessing progress.

FORMS

Using your transcript or other records, please list below the required social work courses you have taken and list the semester and grade (include courses in which you are currently enrolled). If you have not completed SW 313, 325, 343, and 386, please describe (below) your plan for completing these courses prior to beginning the Practicum.

Course Number/Title	Semester	Grade
SW 205 (SW 101)		
SW 214		
SW 313		
SW 325		
SW 343		
SW 386		

If relevant, what is your plan for completing required 300-level courses prior to completing practicum? (Summer course? Online course outside of UP?)

Electives and other upper-division courses taken that are relevant to social work field placement:

Course Number/Title	Semester	Grade	Course Number/Title	Semester	Grade

Previous experience in social services, including volunteer work (list most recent first):

Dates	Agency	Position	Brief description of responsibilities

Employment experience (include summer and part-time jobs):

Dates	Employer	Position	Brief description of responsibilities

Describe the type of social work experience you would like to obtain in field placement in terms of agency type, special interests, client population, client age group, etc.:

Desired general location of practicum placement (e.g., North Portland, East/NE Portland, anywhere in Portland Metro area, Beaverton/Hillsboro, no preference).

Although there is no guarantee in being placed in a particular agency, is there a specific one that you would like for placement? Why? _____

Write a brief description of your strengths as a student and future social worker. What personal characteristics will help you be successful in a professional social work environment?

Write a brief description of your weaknesses or challenges as a student and future social worker. What personal characteristics may be problematic in a professional social work environment?

In what ways could the social work program help or support you in overcoming any challenges described above? _____

Briefly describe your post-graduation educational and/or career goals: _____

Do you have any limitations, restrictions, special needs, or accommodations that should be considered in securing a field placement? _____

What mode or modes of transportation do you intend to use to get to your practicum placement?

Any limitations in your ability to travel? YES NO
If yes, please explain:

Application is due no later than 5:00 pm on Tuesday, March 1st, 2022. An in-person meeting with the Practicum Director is also required for each student before a practicum placement can be made.

By signing below, I attest that all information in this application is true and correct to the best of my knowledge. I also acknowledge that I have read and understood the “Policies for Admission, Continuance and Termination” for the social work practicum provided to me in the Social Work Practicum Manual.

Student Signature

Date

Practicum Director Signature

Date

**University of Portland Social Work Practicum
AGENCY INFORMATION FORM**

Name of agency: _____

Address: _____

Phone: _____ Director: _____

Has the agency had UP students before? Yes ____ No ____

Has the agency had social work students before? Yes ____ No ____

Function/Goals/Mission of the agency:

Field instructor(s) (list name, degrees, years of experience, and years of supervisory experience).

Field Instructor #1

Name: _____

Degree(s): _____

Years of related work experience: _____

Years of supervisory experience: _____

E-mail address: _____

Phone Number(s): _____

Field Instructor #2

Name: _____

Degree(s): _____

Years of related work experience: _____

Years of supervisory experience: _____

E-mail address: _____

Phone Number(s): _____

Field Instructor #3

Name: _____

Degree(s): _____

Years of related work experience: _____

Years of supervisory experience: _____

E-mail address: _____

Phone Number(s): _____

If the above mentioned person does not hold a Social Work degree, is there someone who does or who has the necessary training to oversee the field instructor of record? Yes ____ No ____

If yes, please provide information on that person (degrees, years of experience, and years of supervisory experience): _____

Do field instructors have one hour/week available that can be reserved for supervision? Yes ___ No ___

How many placements can your agency accommodate? _____

Can the agency accommodate students for at least 15 hours a week? Yes ___ No ___

What physical accommodations are available to students (e.g., own desk, office, etc.)?

Does the student need a car? Yes ___ No ___

Does the agency reimburse for work-related travel (not including commute)? Yes ___ No ___

What are the agency's typical daily hours? _____

Does the student need to fulfill any requirements for work at the agency (e.g., background checks, vaccines, etc.)?

In what ways must permission be sought and granted if students want to conduct research in the agency (e.g., human studies committees, permission of supervisor or board of directors, etc.)?

Any other considerations you would like to mention?

Thank you for your interest in working with the University of Portland Social Work Program! Please feel free to contact me with any questions or concerns.

Please return form to:

Lizz Schallert, Practicum Director
Dorothy Day Social Work Program
University of Portland
5000 N. Willamette Blvd.

Portland, OR 97203
e-mail: schaller@up.edu
Phone: 616-402-9061

AGENCY PLACEMENT AGREEMENT

An Agreement Between
The Social Work Practicum at
The University of Portland

And

(Agency)

Identification of Parties

It is mutually agreed by the University of Portland (hereafter referred to as the University), Portland, Oregon, and by _____ (hereafter referred to as the Placement Agency, PA) that work experience will be provided at the PA for the student(s) listed below in the form of a student practicum.

Students

General Responsibilities

It is agreed that the faculty of the University will be responsible for the selection or approval of learning experiences and for the teaching, guidance, and evaluation of students. Faculty members will adhere to policies agreed upon by the two parties. The PA retains the responsibility for the supervision and delivery of client care and for conducting all its other business and organizational functions.

Specific Responsibilities of the University

The University agrees that:

- All University faculty, staff, and students will abide and conform to the client care policies of the PA while on PA premises, and the PA will provide reasonable assurance that students and faculty assigned to the practicum are free from communicable disease to such an extent that is legally required.
- The University will designate (a) faculty member(s) to serve as Practicum Director and/or Coordinator who in turn will serve as the primary liaison between the University and PA.
- The University will define the objectives of the practicum and will develop a plan for the practicum that identifies the activities that will be included in the practicum to meet those objectives. The Practicum Director/Coordinator will approve a learning contract for each student.
- The University will provide all academic guidance and direction for the students for the duration of the practicum and will evaluate student performance as required by the educational program.
- The University will assume the responsibility for the cost of any equipment or facilities broken or damaged due to negligence on the part of the University student(s) while participating in practicum activities.

- The University will secure and maintain in full force and effect during the full term of the agreement public liability insurance of no less than the following:

a.) \$1,000,000 bodily personal injury/property damage liability insurance.

b.) Student professional liability insurance of \$1,000,000/\$3,000,000 that shall be purchased by the University.

c.) Worker's compensation coverage for any injury, illness, or disease to any faculty or staff member or student participating in the practicum.

- The University will maintain appropriate communication channels when planning practicum objectives and activities or when conducting practicum activities.

Specific Responsibilities of the PA

The PA agrees that:

- The PA will provide access for the students identified above and for University faculty and staff assigned to the practicum to all appropriate PA facilities.
- The PA will designate a member of the PA staff to participate in the practicum with the University in the role of Field Instructor. The Field Instructor will be responsible for the operational supervision of student activities in the practicum in keeping with the practicum plan provided by the University. The Field Instructor may make or cause to be made on behalf on the PA specific work assignments that are in conformity with the practicum plan. The Field Instructor will develop a learning contract with each student with final approval of the Practicum Director/Coordinator.
- The PA will provide an opportunity for the University faculty or staff participating in the practicum to participate, prior to the beginning of the training program, in any formal orientation program conducted by the PA.
- The PA may request the University to withdraw from the practicum any student who, in the PA's judgment, is not performing satisfactorily or refuses to follow the PA's administrative and service policies, procedures, rules, and regulations, including those involving behavior, dress, hygiene, and working hours. Such a request must be in writing and must include a statement of the reason or reasons why the PA desires the University to withdraw the students.
- The PA will cooperate in an overall evaluation of the practicum program, and the Field Instructor will provide input to the Practicum Director/Coordinator on the evaluation of students assigned to the practicum.
- The PA will not be responsible for providing any payment in any form or kind for activities performed by students assigned to the practicum.
- The PA agrees to be held liable for any damages or injuries caused to University staff or faculty assigned to the practicum or to University students while engaged in practicum activities if such an injury or damages are the result of negligence on the part of the PA.

Joint Responsibilities of the University and the PA

The designated representatives of the University and the PA may formalize by letter operational details of the practicum, including a mutually agreeable schedule of the times the student is expected to be in the PA's facilities

and the term of the practicum.

This agreement is executed under the laws of the State of Oregon. Either institution may discontinue this agreement without cause with a minimum of three month's notice in advance.

Authorized Agents of the University of Portland:

Signature Date

Signature Date

Authorized Agents of the PA:

Signature Date

Signature Date

**UNIVERSITY OF PORTLAND SOCIAL WORK PRACTICUM
SEMESTER EVALUATION (FALL 2021)**

Student Name: _____

Date: _____

Supervisor Name: _____

Agency: _____

We would like to have your assessment of the student's performance in the following competency and skill areas related to the student's work in your agency. Please rate each item on the five-point scale provided, and if you like, you may provide additional comments in the space provided after each item, or in the additional space provided. The format matches the Learning Contract goals and objectives as well as the objectives for the course.

Competency 1: Demonstrate ethical and professional behavior.

1a.) Make ethical decisions by applying social work codes of ethics, laws and regulations, and ethical models.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

1b.) Use self-reflection and regulation to manage personal values, maintain professionalism, and plan for professional development in practice.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

1c.) Demonstrate professional demeanor including appearance and oral, written, and electronic communication.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

1d.) Use supervision and consultation to guide and inform professional judgment and behavior.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

1e.) Demonstrate ability to recognize signs of and effectively respond to stress, conflict, burnout, and vicarious trauma, and to plan for self-care.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

Competency 2: Engage diversity and difference in practice.

2a.) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro, mezzo, and macro levels.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

2b.) Apply principles of cultural humility and present selves as learners and engage clients and communities as experts of their own experiences.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

2c.) Engage with others around identity and difference, and apply self-awareness and regulation to manage the influence of personal biases and values in working with diverse clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

2d.) Apply knowledge of the historical and contemporary dynamics of privilege and oppression in society.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

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

3a.) Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

3b.) Understand dynamics of power, privilege, and oppression, and engage in practices that advance social, economic, and environmental justice

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

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

4a.) Use practice experience and theory to inform scientific inquiry and research and translate research evidence to inform and improve practice, policy, and service delivery.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

4b.) Apply critical thinking to analyze quantitative and qualitative research methods and research findings.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

Competency 5: Engage in policy practice

5a.) Identify social policy at the local, state, federal, and global levels that impacts well-being, service delivery, and access to social services.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

5b.) Assess how social welfare and economic policies impact the delivery of and access to social services.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

5c.) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice in local and global contexts.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

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

6a.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks to engage with clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

6b.) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

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

7a.) Collect and organize data, and apply critical thinking to interpret information from clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

7b.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks in the analysis of assessment data from clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

7c.) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

7d.) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

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

8a.) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

8b.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks in interventions with clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

8c.) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

8d.) Negotiate, mediate, and advocate with and on behalf of diverse clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

8e.) Facilitate effective transitions and endings that advance mutually agreed-on goals.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

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

9a.) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels and select and use appropriate methods for evaluation of outcomes.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

9b.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks in the evaluation of outcomes.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

9c.) Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

Please comment on student's strengths in any of the above areas:

What would you describe as the student's most significant areas for future growth or improvement?

Any other comments:

Please Sign

Field Instructor: _____ Date: _____

Student: _____ Date: _____

**UNIVERSITY OF PORTLAND SOCIAL WORK PRACTICUM
SEMESTER EVALUATION (SPRING 2022)**

Student Name: _____

Date: _____

Supervisor Name: _____

Agency: _____

We would like to have your assessment of the student's performance in the following competency and skill areas related to the student's work in your agency. Please rate each item on the five-point scale provided, and if you like, you may provide additional comments in the space provided after each item, or in the additional space provided. The format matches the Learning Contract goals and objectives as well as the objectives for the course.

Competency 1: Demonstrate ethical and professional behavior.

1a.) Make ethical decisions by applying social work codes of ethics, laws and regulations, and ethical models.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

1b.) Use self-reflection and regulation to manage personal values, maintain professionalism, and plan for professional development in practice.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

1c.) Demonstrate professional demeanor including appearance and oral, written, and electronic communication.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

1d.) Use supervision and consultation to guide and inform professional judgment and behavior.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

1e.) Demonstrate ability to recognize signs of and effectively respond to stress, conflict, burnout, and vicarious trauma, and to plan for self-care.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

Competency 2: Engage diversity and difference in practice.

2a.) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro, mezzo, and macro levels.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

2b.) Apply principles of cultural humility and present selves as learners and engage clients and communities as experts of their own experiences.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

2c.) Engage with others around identity and difference, and apply self-awareness and regulation to manage the influence of personal biases and values in working with diverse clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

2d.) Apply knowledge of the historical and contemporary dynamics of privilege and oppression in society.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

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

3a.) Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

3b.) Understand dynamics of power, privilege, and oppression, and engage in practices that advance social, economic, and environmental justice

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

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

4a.) Use practice experience and theory to inform scientific inquiry and research and translate research evidence to inform and improve practice, policy, and service delivery.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

4b.) Apply critical thinking to analyze quantitative and qualitative research methods and research findings.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

Competency 5: Engage in policy practice

5a.) Identify social policy at the local, state, federal, and global levels that impacts well-being, service delivery, and access to social services.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

5b.) Assess how social welfare and economic policies impact the delivery of and access to social services.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

5c.) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice in local and global contexts.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

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

6a.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks to engage with clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

6b.) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

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

7a.) Collect and organize data, and apply critical thinking to interpret information from clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

7b.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks in the analysis of assessment data from clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

7c.) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

7d.) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

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

8a.) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

8b.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks in interventions with clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

8c.) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

8d.) Negotiate, mediate, and advocate with and on behalf of diverse clients and communities.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

8e.) Facilitate effective transitions and endings that advance mutually agreed-on goals.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

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

9a.) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels and select and use appropriate methods for evaluation of outcomes.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

9b.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary and critical theoretical frameworks in the evaluation of outcomes.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

9c.) Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

1	2	3	4	5
No progress	Little progress	Some progress	Good progress	Excellent progress

If you wish, please describe the reason or rationale for your rating: _____

Please comment on student's strengths in any of the above areas:

What would you describe as the student's most significant areas for future growth or improvement?

Any other comments:

Please Sign

Field Instructor: _____ Date: _____

Student: _____ Date: _____

STUDENT EVALUATION OF FIELD INSTRUCTOR AND AGENCY
(To be completed at the end of spring semester)

Agency _____

Field Instructor _____

Student _____ Year _____

This evaluation is intended to provide you, the student, with an opportunity to rate the overall effectiveness of your field instructor and the agency in which you were placed in helping you to achieve your learning objectives. Please feel free to expand on any question or to add any information that you think is important to convey.

Field Instructor

Please rate your field instructor on the following:

	Outstanding	Above Average	Average	Below Average	Poor
1. Creates confidence in knowledge of subject matter.	_____	_____	_____	_____	_____
2. Arouses enthusiasm in subject.	_____	_____	_____	_____	_____
3. Encourages student's questions and opinions.	_____	_____	_____	_____	_____
4. Is well prepared in subject matter.	_____	_____	_____	_____	_____
5. Interprets abstract ideas and themes clearly.	_____	_____	_____	_____	_____
6. Relates subject to matter to broader contexts.	_____	_____	_____	_____	_____
7. Stresses important material.	_____	_____	_____	_____	_____
8. Makes good use of examples and illustrations.	_____	_____	_____	_____	_____
9. Is concerned about students.	_____	_____	_____	_____	_____
10. Motivates me to try to do my best work.	_____	_____	_____	_____	_____
11. Is consistent in providing weekly instruction on specific learning objectives.	_____	_____	_____	_____	_____
12. Provides a good model of a professional social worker.	_____	_____	_____	_____	_____
13. Provides orientation to the agency and makes agency resources available to the student, i.e., staff meetings, in-service training, physical facilities, etc.	_____	_____	_____	_____	_____
14. Overall rating of instructor.	_____	_____	_____	_____	_____

15. Overall rating of the agency in providing a good learning environment.

Comments: _____

ADDITIONAL RESOURCES FOR FIELD INSTRUCTORS

University of Portland Academic Calendar- Fall and Spring Semester Schedules

2021-22	Day(s)	2022-23	Fall Semester
Aug. 23	Mon.	Aug. 29	Semester begins: Classes begin at 8:10 a.m.
Aug. 23	Mon.	Aug. 29	Late registration begins
Aug. 27	Fri.	Sept. 2	Last day to drop courses with full tuition refund
Aug. 27	Fri.	Sept. 2	Last day to register or change registration (drop/add)
Sept. 6	Mon.	Sept. 5	Labor Day (classes in session, offices closed)
Oct. 1	Varies	Oct. 3	Last day to apply for degree in May
Oct. 8	Fri.	Oct. 14	Mid-semester (academic warnings)
Oct. 11-15	Mon.-Fri.	Oct. 17-21	Fall vacation, no classes
Nov. 1-4	Mon.-Thurs.	Nov. 7-10	Online advanced registration for spring semester, seniors and juniors
Nov. 7-10	Sun.-Wed.	Nov. 13-16	Online advanced registration for spring semester, sophomores and freshmen
Nov. 25-26	Thurs.-Fri.	Nov. 24-25	Thanksgiving vacation - no classes (begins 4 p.m. Wednesday)
Nov. 17	Wed.	Nov. 23	Last day to change pass/no pass
Nov. 17	Wed.	Nov. 23	Last day to withdraw from courses
Dec. 3	Fri.	Dec. 9	Last day of classes
Dec. 6-9	Mon.-Thurs.	Dec. 12-15	Semester examinations

2021-22	Day(s)	2022-23	Fall Semester
Dec. 9	Thurs.	Dec. 15	Meal service ends with evening meal
Dec. 10	Fri.	Dec. 16	Christmas vacation begins, residence halls close
Dec. 14	Tue.	Dec. 20	All grades due in registrar's office, 9:00 a.m.

2021-22	Day(s)	2022-23	Spring Semester
Jan. 10	Mon.	TBD	Semester begins: Classes begin at 8:10 a.m.
Jan. 10	Mon.	TBD	Late registration begins
Jan. 14	Fri.	Jan. 20	Last day to drop courses with full tuition refund
Jan. 14	Fri.	Jan. 20	Last day to register or change registration (drop/add)
Jan. 17	Mon.	Jan. 16	MLK Day (no classes, offices closed)
Feb. 1	Varies	Feb. 1	Last day to apply for degree in August
Feb. 21	Mon.	Feb. 27	Advanced registration for Summer Session begins
Feb. 25	Fri.	Mar. 3	Mid-semester (academic warnings)
Mar. 7	Varies	Mar. 1	Last day to apply for degree in December
Feb 28- Mar 4	Mon.-Fri.	Mar. 6- 10	Spring vacation, no classes
Mar. 21- 24	Mon.- Thurs.	Mar. 20- 23	Online advanced registration for fall semester, seniors and juniors

2021-22	Day(s)	2022-23	Spring Semester
Mar. 27-30	Sun.-Wed.	Mar. 26-29	Online advanced registration for fall semester, sophomores and freshmen
Apr. 6	Wed.	Apr. 12	Last day to change pass/no pass
Apr. 6	Wed.	Apr. 12	Last day to withdraw from courses
Apr. 12	Tue.	Apr. 4	Founders' Day (special schedule)
Apr. 15-18	Fri.-Mon.	Apr. 7-10	Easter vacation – no classes (begins 4 p.m. Thursday, ends 4 p.m. Monday. Monday classes with 4 p.m. or later start times are in session.)
Apr. 22	Fri.	Apr. 28	Last day of classes
Apr. 25-28	Mon.-Thurs.	May 1-4	Semester examinations
Apr. 28	Thurs.	May 4	Meal service ends with evening meal
May 1	Sun.	May 7	Commencement
May 2	Mon.	May 8	Residence halls close for graduating students
May 3	Tue.	May 9	All grades due in registrar's office, 9:00 a.m.
May 16	Mon.	May 15	Continuous registration for Summer Session

FIELD INSTRUCTOR EXPECTATIONS AT A GLANCE
University of Portland
Social Work Practicum Program

What Your UP Practicum Student Will Need From You:
Supervisory Requirements for BSW Practicum Students

- One staff member to serve as primary Field Instructor* (supervisor) who is willing and able to fulfill requirements below:
- Provide (or arrange to have provided) for the student an initial orientation to the agency, including negotiation of student's schedule (15 hours per week required);
- Provide one hour of one-on-one supervision per week for the duration of the placement;
- Serve as student's primary "go-to " person within the agency, when questions or concerns arise;
- Help connect students with opportunities within the practicum context, which will enable them to develop the required competencies (*see Evaluation form in Field Instructor Manual for list of competencies*);
- Support students' practicum-related assignments – both for the practicum seminar and the co-requisite theory and methods courses (including a learning contract, a client process recording, a supervisory process recording, a grant proposal, an organizational analysis, client case study, and a termination plan);
- Serve as primary point of contact between agency and UP Practicum Director/Coordinator;
- Completion of written student Performance Evaluations at midterm and end of each term;
- Attend evaluation meeting with student and Practicum Coordinator at the end of each term.

**If primary Field Instructor does not hold a degree in Social Work (BSW or MSW), the agency will need to identify a professional, preferably who is agency-affiliated, who does hold a social work degree, who will meet with the student at least one hour each month to provide social work-focused supervision and support (this is in addition to the hour per week the student needs from the primary supervisor). If the agency cannot provide this, the Field Director will assist in locating an outside party as a Social Work Supervisor for the student.*

Other due dates relevant to Field Instructors

Fall Semester Evaluation: Due at end-of term meeting

Fall timesheets (totaled, signed): due first class period of each month in Fall term

Spring Semester Evaluation: Due at end-of term meeting

Spring timesheets (totaled, signed): due first class period of each month in Spring term