

**UNIVERSITY OF PORTLAND  
SOCIAL WORK PRACTICUM**

**MANUAL  
for  
FIELD INSTRUCTORS  
and  
PRACTICUM STUDENTS**

University of Portland  
Social Work Program  
5000 N. Willamette Blvd.  
Portland, OR 97203

2024-2025

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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](mailto:schaller@up.edu), or Dr. Alice Gates, Social Work Program Director, at [gatesa@up.edu](mailto:gatesa@up.edu)**

## OVERVIEW OF THE SOCIAL WORK PROGRAM MISSION AND COMPETENCIES

### Mission

Building on the University of Portland's [mission](#) to “prepare people who respond to the needs of the world and its human family,” the Dorothy Day Social Work Program educates students for generalist social work practice with individuals, families, organizations, and communities. Using an intersectional justice lens, we teach students to recognize and dismantle oppressive systems and advance social change that supports human flourishing and liberation.

### Values

As a [profession](#), Social Work embraces the values of *service, social justice, dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry.*

Building on these core values, the UP Dorothy Day Social Work Program prioritizes

- **Critical inquiry**, including critical theory and knowledge development focused on elevating the subjugated knowledge and lived experiences of historically oppressed and currently marginalized groups and people.
- **Anti-racism** and **Critical Race Theory (CRT)**, which names the impact of historical racism on modern life and is grounded in uplifting the race-conscious experiences of Black, Indigenous, People of Color (BIPOC) in order to radically shift dominant narratives which often obscure and constrain BIPOC expressions and insights.
- **Anti-Oppressive Practice (AOP)**, which examines how the broader social context and structural inequalities inform social work’s interactions with individuals, organizations, and communities
- **Globalism** and a commitment to de-centering U.S.-American experiences, knowledge, and contexts for practice.
- **Environmental justice** as a core component of social and economic justice. Addressing ongoing climate disasters and environmental injustices as essential to social work practice.

**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:**

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

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

#### **Social Workers:**

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

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

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

**Social workers:**

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

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

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

**Social workers:**

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

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

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

Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

**Social workers:**

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

## **Competency 5: Engage in Policy Practice**

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

**Social workers:**

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

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

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

**Social workers:**

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying 2022 Educational Policy and Accreditation Standards 11 strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

### **Social workers:**

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

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

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

### **Social workers:**

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

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

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

### **Social workers:**

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



## 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 for a total of 400 hours minimum in social work practice. 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 Agreement and Information Sheet (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 ensure that their work aligns with social work goals and competencies, as outlined on their Learning Contract, and must complete the Employee-Based Internship Application in this manual. Students who are eligible for Work Study also can pursue Community Service Work Study (CSWS) as part of their Practicum Placement. Students should email [csws@up.edu](mailto:csws@up.edu) to check eligibility. Work sites as practicum sites must be pre-approved by the Practicum Director.

**B. Criteria for Selection of Practicum Agencies**

1. The agency should be a recognized social 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 work 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 or university. 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 with two years of practice experience 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.) New field instructors will be taught supervision skills from a social work perspective through individual onboarding meetings with the UP Practicum Director the year that they begin as supervisors. Field instructors will also be provided additional resources for supervision via lecture, discussion, reading, and small group exercises as field instructor trainings sponsored by UP and/or the Oregon Consortium of Field Directors become available.

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.

### **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, although stipends, Work Study, and employment are now a possibility for students who get hired at their sites. Since the COVID-19 Pandemic as outlined by CSWE, there has been allowance for students to be employed at their internships and use their work site as a practicum opportunity, if the position still aligns with the goals of social work education, the student's practicum Learning Goals, and social work accreditation standards. Please discuss these possibilities with the Field Director prior to approval, and if there is a change in the student's work status at the agency. If there is a change in work status for the student, they still can continue their practicum placement there if ethically aligned with practice standards, or a new site will be assessed for the student. Any changes are to be discussed with the Practicum Director at University of Portland, and for all sites where a student is also employed at the agency, students and supervisors must complete the Employee-Based Internship Application in this Manual.

Students can also be employed at their agency 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, and email the CSWS office on campus for further questions: [csws@up.edu](mailto:csws@up.edu)

## **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 and available) 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 university and the agency for the benefit of students and the wider social work community.
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. Discuss with students and the placement agencies issues surrounding paid placements, if necessary.
18. 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 provide supervision, evaluation and attend required meetings 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. Participate in university practicum instruction as available, and in onboarding with the Practicum Director.
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 Application to Social Work Practicum and participation in Pre-Practicum Seminar with the Practicum Director.
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, as well as other required paperwork (i.e. Supervision Notes, Timesheets, etc.) in a timely fashion.

## **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 device 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 Practicum Director (currently Dr. Alice Gates and Prof. Lizz Schallert). 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, as well as completed the Pre-Practicum Seminar prior to starting their Practicum.

### **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).

### **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 through a written letter to the Practicum Director and Social Work Program Director. 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 and in service to communities. The student must maintain a professional demeanor that separates personal problems/issues from practice to engage successfully in their responsibilities to clients, the field agency, and the community. Should a student's behavior 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 the campus office to determine eligibility. They can be contacted at [csws@up.edu](mailto:csws@up.edu)

## Fall 2024 SW 482: Social Work Practicum I

University of Portland  
Dorothy Day Social Work Program  
Fall 2024

**Tuesdays 4:10pm-6:55pm\***

*\*We will break into two cohorts often on Tuesday Evenings, please check Moodle for the schedule.*

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Office Location: Buckley Center 206F

[Virtual Office Hrs: Wedns. 9-11am](#)

*Just reach out if you'd like to meet and we can schedule for in person or Zoom.*

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### 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; a *minimum* of 400 hours total. **In the Fall of 2024 students are encouraged to start by mid-September.** Students must attend a practicum seminar, which is scheduled weekly through the academic year, and can count for 2 hours/week of practicum, logged in practicum timesheets. 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 in person, 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 in rare circumstances, entirely online depending on the agency requirements midst the COVID-19 pandemic and student preferences. Students are required to follow all safety protocols of field agencies.**

### 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

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making,

- ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
  - c. use technology ethically and appropriately to facilitate practice outcomes; and
  - d. use supervision and consultation to guide professional judgment and behavior.

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

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

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

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

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

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

**Competency 5: Engage in Policy Practice**

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

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

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

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

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

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

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

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

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

**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 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 the 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 (200 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 political 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 two discussion board posts are worth 50 points each, or 100 points for the semester. The discussion board assignment counts for 10% of your semester grade.

**3. Small Group Case Presentation (100 points):** (Learning Objectives: 1, 2, 3, 6, 7, 8, 9)

Case presentations give students an opportunity to troubleshoot and get curated 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. Social Work Skills Self-Evaluation and Assessment (100 points):** (Learning Objectives: 1, 3, 9)

This rating tool is an opportunity for you to reflect on, consciously improve and seek support to develop skills that will help you be effective in a range of social work environments. We are wanting to reinforce skills that we are noticing need improvement among our social work students through this use of this skills-based assessment. This was utilized in Pre-Practicum Seminar and will be revisited at the start and end of each semester during your duration in practicum. Our goal as a program is to help you identify core areas for improvement that you can integrate into your senior practicum in the areas of communication, organization, relational skills, and Use of Self. You will complete this self-evaluation twice this semester (50 points each for a total of 100 points or 10% of your grade).

**5. Participation/Attendance/Professional Behavior (100 points):** (Learning Objectives: 1,2, 3, 4, 5, 6, 7, 8, 9)

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 12-15 hours 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. **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. Or if you start later in the semester, to complete more hours per week, etc.

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 the full scheduled course time (some weeks will be shorter). **Two hours/week of seminar may be counted toward the 15 hours per week students must fulfill for the practicum.**

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, seek support, and 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. You must inform the Practicum Director ahead of time if you are to miss any required Practicum Seminar sessions and discuss a plan for make-up.** 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 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 100 points, or 10% 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. While the final evaluation is worth 100 points, or 10% of your grade, it is to be treated as the critical evaluation of your practicum experience. It is necessary to prepare for your site visit by applying and assessing your learning goals outlined on your Learning Contract to the evaluation with your supervisor and the Practicum Director.



## Grading

### Fall Semester:

	Points	Weight
Learning Contract	100	10%
Discussion Board (2 during semester)	100 (50 each)	10%
Social Work Skills Self-Assessment	100 (50 each)	10%
Case Presentation (present, facilitate, participate)	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 (4 during semester)	200 (50 each)	20%
Semester Site Visit and Semester 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

**Academic Integrity Statement** The University of Portland is a diverse academic community of learners and scholars who are dedicated to freely sharing ideas and engaging in respectful discussion of those ideas to discover truth. Such pursuits require each person, whether student or faculty, to present truthfully our own ideas and give credit to others for the ideas that they generate. Thus, cheating on exams, copying another student's assignment, including homework, or using the work of others without proper citation are some examples of violating academic integrity.

Especially for written and oral assignments, students have an ethical responsibility to properly cite the authors of any books, articles, or other sources that they use. Students should expect to submit assignments to Turnitin, a database that ensures assignments are original work of the student submitting. Each discipline has guidelines for how to give appropriate credit, and instructors will communicate the specific guidelines for their discipline. The Clark Library also maintains a webpage that provides citation guidelines at <https://libguides.up.edu/cite>.

The misuse of AI to shortcut course learning outcomes will be treated as a violation of academic integrity comparable to plagiarism or cheating. Faculty are responsible for including a written "Course AI Policy" in their syllabi that clearly states what they consider appropriate and inappropriate uses of AI in the context of their courses. Students are responsible for using AI in ways that do not detract from the established learning outcomes of the course. All members of the scholarly community are responsible for demonstrating sound judgment in discerning when and how to utilize AI in their work, upholding standards of citation, originality, and integrity.

*The below policy on AI use was written by Dr. Lauren Alfrey in UP's Sociology Department and will be utilized in this class as our guideline.*

**“AI Use:** We are in a transition period with AI. As such, it is hard to have an all-encompassing policy. Instead, I remind you that the activities of reading and writing involve critical thinking; if you outsource your writing and reading to a chatbot, you are giving up your agency and robbing yourself of skill development that will impact you now and in the future. AI uses statistical modeling designed to provide the most “pleasing” answer to users—they are not objective arbiters of truth or facts.

Social workers and sociologists are particularly concerned about how GAI tools propagate mis-and-dis-information, fail to cite their sources, and reproduce structural biases and stereotypes.

For certain assignments in this course, you will be instructed to engage with generative artificial intelligence (GAI) tools such as ChatGPT. When this happens, I will provide clear instructions and ask you to appropriately acknowledge and cite the outputs derived from these interactions. I trust that if you otherwise use GAI tools, it will be as a soundboard for your ideas, or to help improve a product of your writing.

If I suspect that you have used a GAI tool to write papers for you, to outsource your summarizing of course materials, or to generate responses to quiz/exam questions, I will contact you and ask you to provide an oral defense of these submissions during an in-person meeting. When in doubt about how to cite or references sources, and/or how to use AI tools with your work, come see me before submitting something. Here are some general guidelines for this course borrowed from my colleague, Josh Swidzinski, in UP’s English Department”:

<b>Don’t use AI to undermine the <i>process</i> of reading, thinking, and writing.</b>	<b>Use AI to improve the final <i>product</i> of reading, thinking, and writing.</b>
<p><b>Don’t use AI to read.</b> – Reading is a workout for your brain. Like any workout, it is supposed to challenge you. So do the reading yourself—don’t use AI to summarize the reading.</p> <p><b>Don’t use AI to think.</b> – Thinking new thoughts is a workout for your brain. Yes, it’s challenging, but it will make you sharper. Practice generating ideas, interpretations, connections, and claims yourself. Don’t ask AI to generate these.</p> <p><b>Don’t use AI to write.</b> – Writing is hard. But the only way to get better at it is to practice. Draft sentences, paragraphs, and outlines yourself, so that you can develop your own writing process. Don’t use AI to generate writing for you.</p>	<p><b>Use AI to review.</b> – After you’ve done the reading yourself, feel free to consult the internet and AI to see what others have thought about our readings.</p> <p><b>Use AI as a sounding board.</b> – AI can be helpful as you brainstorm questions for class, explore topics you’re unfamiliar with, and consider the different sides of a complex issue.</p> <p><b>Use AI to revise.</b> – AI tools (auto-correct, Grammarly, etc.) can help you proof-read for grammar, punctuation, and spelling. They’re also helpful at suggesting alternative words and phrases.</p>

**Assessment Disclosure Statement**

Student work products for this course may be used by the University for educational quality assurance purposes. For reasons of confidentiality, such examples will not include student names.

## Accessibility Statement

The University of Portland strives 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 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 meet with your instructor 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, if applicable, you should meet with your instructor to discuss emergency medical information or how best to ensure your safe evacuation from the building in case of fire or other emergency. All information that students provide regarding disability or accommodation is confidential. All students are responsible for completing the required coursework and are held to the same evaluation standards specified in the course syllabus.

**Mental Health Statement** Anyone can experience problems with their 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 Counseling Center (<https://www.up.edu/counseling/>) in the upper level of Orrico Hall (down the hill from Franz Hall and near Mehling Hall) at 503-943-7134 or [hcc@up.edu](mailto:hcc@up.edu). Their services are free and confidential. In addition, mental health consultation and support is available through the Pilot Helpline by calling 503-943-7134 and pressing 3. The University of Portland Campus Safety Department (503-943-4444) also 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. For more information on health and wellness resources at UP go to [www.linktr.ee/wellnessUP](http://www.linktr.ee/wellnessUP).

**Non-Violence Statement** The University of Portland is committed to fostering a safe and respectful community free from all forms of violence. Violence of any kind, and in particular acts of power-based personal violence, are inconsistent with our mission. Together, all UP community members must take a stand against violence. Learn more about what interpersonal violence looks like, campus and community resources, UP's prevention strategy, and what we as individuals can do to assist on the [Green Dot website, www.up.edu/greendot](http://www.up.edu/greendot). Further information and reporting options may be found on the [Title IX website, www.up.edu/titleix](http://www.up.edu/titleix).

**Statement on 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](http://libguides.up.edu/ethicaluse).

**The Learning Commons** Students may receive academic assistance through Learning Commons tutoring services and workshops. The Co-Pilot peer tutoring program provides students with opportunities to work with other students to get help in writing, math, group projects, and many other courses. Schedule an appointment to meet with a Co-Pilot (tutor) by visiting the [Learning Commons website \(www.up.edu/learningcommons\)](http://www.up.edu/learningcommons). Students can also meet with a Co-Pilot during drop-in hours. Check the Learning Commons website or stop by the Learning Commons in BC 163 to learn more about their services. Co-Pilots are a wonderful support along your academic journey.

## **Additional Health & Counseling Center Information**

### **Health Center**

- The Health Center is open from 8:30 am- 4:30 pm (closed for lunch from 12:00-1:00 pm) Monday-Friday this semester.
- Students can make appointments by calling the Health and Counseling Center at (503) 943-7134 or by stopping by the Upper Level of Orrico Hall.
- The Student Health Center bills health insurance for visits the same way most primary care and urgent care clinics do. Depending on the nature of the appointment, some appointments with our Registered Nurse are offered at no charge.
- The Health Center provides full-spectrum primary care and staff are dedicated to working with students to find the best quality of care for their individual needs. If students have a question about the services they provide, they can give them a call or check out the website here: [www.up.edu/healthcenter/](http://www.up.edu/healthcenter/)

### **Counseling Center**

- The Counseling Center is open from 8:30 to 4:30 Monday-Friday this semester.
- Students can make appointments by calling the Health & Counseling Center at (503) 943-7134 or by stopping by the Upper Level of Orrico Hall.
- The Counseling Center serves as the hub of mental health on campus. They provide triage, crisis, and therapy appointments, teletherapy options, groups & workshops, online & self-help resources, and outreach. The Counseling team is dedicated to supporting our students' mental health and academic success while helping them flourish as human beings and empowering them to actively engage in their mental health journey.
- Visit the website ([www.up.edu/counseling](http://www.up.edu/counseling)) for announcements, invitations, and the most up-to-date information.

### **Wellness Center**

- Care Team
- The Care Team has options for a member of the UP community to submit a referral for a student or for a student to submit a referral for themselves. Referrals can be submitted if a UP community member has a concern about a student's physical, emotional, academic, or personal health. After this is done, the Care Team provides individualized support to assist the student.
- If you are concerned about a student's well-being, fill out a Care Team referral form on this website ([www.up.edu/careteam/](http://www.up.edu/careteam/)). It is recommended that you share with a student that you plan on submitting a referral and that someone will reach out to check in with them. This is because this supports the student's comfortability in participating in Care Team support.

### **StockUP**

- StockUP has now moved under the supervision of the Care Team. They will be using StockUP as a space to decrease food insecurity amongst the student population. Students will have access to a food pantry in the Lower Level of Orrico Hall to get free food and hygiene supplies.
- This program plans to be up and running on September 3rd. For open hours, appointment availability, and other information check out the website ([www.up.edu/careteam/stock-up-food-pantry/](http://www.up.edu/careteam/stock-up-food-pantry/)). For questions, donations, or to get involved reach out to [careteam@up.edu](mailto:careteam@up.edu) .

- **Confidential Advocates**
  - Confidential Advocates provide a confidential space where students can speak to someone if they, or someone they care about, have experienced gendered or sexual harassment/violence. We have been trained to provide confidential trauma-informed support. We can help to strategize the next steps with survivors and their support systems as they relate to:
    - Feeling safe, especially on campus
    - Considerations that can help with academic success, such as flexibility with deadlines.
    - Campus or community resources for personal health and wellness.
    - Whether to report to Title IX.
    - Whether to request an investigation or informal resolution process.
    - Where to go to collect evidence.
    - Whether to file a police report.
  - There may be legal exceptions to confidentiality and privilege off-campus, such as cases of abuse of a minor, the elderly, or a person who is disabled. If there is concern about these exceptions, please ask us during the appointment.
  
- **Wellness Promotion**
  - *Training Opportunities*
    - The Wellness Center has a variety of training offerings available for students, staff, and faculty. These include training on violence prevention, mental health, alcohol and other drugs, campus resources, and other wellness topics. To schedule a training reach out to [wellness@up.edu](mailto:wellness@up.edu).
  - *All-Recovery Community Support Meetings*
    - Recovery Meetings are on Fridays from 2:00-3:00 pm in the Orrico Hall Lower Level Break Room. These meetings are a private space for students to explore what recovery looks like for them. These meetings are open to all forms of recovery including recovery from substance use, mental illness, self-harm, or whatever students are working through. More information can be found here. [www.up.edu/wellnesspromotion/all-recovery-community-support-meetings](http://www.up.edu/wellnesspromotion/all-recovery-community-support-meetings)
  - *Meditation*
    - Guided meditations are on Thursdays from 12:00-1:00 pm in the Terrace Room on the lower level of the Commons. These meetings are open to faculty, staff, and students as a space to be in community in building our spiritual and emotional wellness through mindfulness and meditation. Snacks will be provided. More information can be found here. [www.up.edu/wellnesspromotion/weekly-meditation-meetings](http://www.up.edu/wellnesspromotion/weekly-meditation-meetings)
  - *Friday Stroll*
    - Friday Strolls meet outside of Orrico Hall on the last Friday of each month at 9:00 am. They are open to any students, staff, and faculty who are looking for new walking routes around campus, and a space to chat. More information can be found here. [www.up.edu/wellnesspromotion/friday-strolls](http://www.up.edu/wellnesspromotion/friday-strolls)
  - *Volunteer and extra credit opportunities*
    - If you are looking for support in providing additional enrichment for your students inside and outside of the classroom, the Wellness Center offers a variety of collaboration opportunities, reach out to [wellness@up.edu](mailto:wellness@up.edu) to see how we can enhance your students' learning experience.

**For Emergency Resources go here:** [www.up.edu/healthcenter/emergency-resources](http://www.up.edu/healthcenter/emergency-resources)

## FALL 2024 OUTLINE OF CLASS MEETINGS AND DUE DATES FOR ASSIGNMENTS

Date	Topic	Assignment Due
<p>T 8/27</p> <p>ALL TOGETHER</p>	<ul style="list-style-type: none"> <li>• Early Intros and Practicum Check-in; review practicum essentials, and field experience expectations</li> <li>• <b>Team and Community Building with Prof. Schallert and Dr. Gates:</b> How to have a successful practicum and cohort experience? Games, goals and collective reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ensure first two forms are completed and handed in to Practicum Director:</b> 1) Agency Agreement and 2) Agency Info Form</li> <li>• <b>Review practicum requirements and syllabus. Come with any questions!</b></li> </ul>
<p>T 9/3</p>	<ul style="list-style-type: none"> <li>• Review samples of Learning Contracts and what makes strong Supervision Notes and Timesheets</li> <li>• Stages of Practicum and Deeper Check-Ins</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review learning contract samples for class. Come with any questions!</b></li> </ul>
<p>T 9/10</p>	<ul style="list-style-type: none"> <li>• Discuss Learning Contract Drafts from Peer Examples (note ways to combat the macro/micro divide)</li> <li>• Group Discussion on Early Practicum Challenges</li> <li>• <b>Vandana Shiva at UP 7pm: Environmental Justice and Environmental Social Work Credits (counts for hours and add to Learning Contracts)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Bring rough draft of Learning Contract to class (try outlining a few goals, tasks, and competency links)</b></li> <li>• <b>Complete first Self-Assessment in class</b></li> </ul>
<p>T 9/17</p>	<ul style="list-style-type: none"> <li>• Combating White Savior Complex in our agencies; reflection exercise and activities</li> <li>• Note: We will meet 9/18 during Dr. Gooding's class for <i>Grad School Orientation and Post Grad Support Session</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Supervision Notes #1 Due</b></li> <li>• <b>Timesheets #1 Due (Include any Summer and Initial Training Hours)</b></li> </ul>
<p>T 9/24</p> <p>ALL TOGETHER</p>	<ul style="list-style-type: none"> <li>• <b>Guest Speaker/Special Topic: Workers' Rights and Advocacy in Nonprofit Spaces</b></li> <li>• Review Supervision Notes and Timesheets</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Come Ready for Questions for the Guest Speaker</b></li> </ul>

T 10/1	<ul style="list-style-type: none"> <li>Review Discussion Board Responses</li> <li>Learning Contract Prep Session and 1:1 Help</li> </ul>	<ul style="list-style-type: none"> <li><b>Discussion Board #1 on Social Work and Labor Issues- Post Due</b></li> <li><b>Learning Contract Draft #1 Due by Friday October 4<sup>th</sup> at midnight</b></li> </ul>
T 10/8	<ul style="list-style-type: none"> <li>Discuss Case Examples sign up for days and groups.</li> <li>Group Discussion on Mid-Semester Practicum Challenges</li> </ul>	<ul style="list-style-type: none"> <li><b>Discussion Board Response Due</b></li> <li><b>Supervision Notes #2 Due</b></li> <li><b>Timesheet #2 Due</b></li> </ul>
T 10/15	<b>Fall Break!</b>	
T 10/22	<ul style="list-style-type: none"> <li>Ethics and prep for Case Presentations</li> <li>Schedule November/End of Term Site Visits and discuss Final Semester Evaluations</li> </ul>	<ul style="list-style-type: none"> <li><b>Review Learning Contracts: See Professor Comments</b></li> </ul>
T 10/29  ALL TOGETHER	<ul style="list-style-type: none"> <li><b>Guest Speaker: Career Center Workshop on Job Searching, Interviews, and Pay Negotiation</b></li> <li>Note that you are also required to schedule a 1:1 meeting with the Career Center to review your resume. Submit proof to Moodle page.</li> </ul>	<ul style="list-style-type: none"> <li><b>Bring a current resume to class!</b></li> <li><b>Discussion Board #2 on Ethics-Post Due</b></li> <li><b>Revised Learning Contract due</b></li> </ul>
T 11/5	<ul style="list-style-type: none"> <li>Deeper internship check-in this week; review goals for final month of Fall Practicum</li> <li>Ethics and small group <b>Case Presentations</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Prep for Case Presentations: Whole Class Example, then Working Groups</b></li> <li><b>Discussion Board #2- Response Due</b></li> </ul>
T 11/12	<ul style="list-style-type: none"> <li>Review Discussion Board and Discuss Process Recordings for the Spring; review samples in class</li> <li>Group Discussion on End of Semester Practicum Challenges</li> </ul>	<ul style="list-style-type: none"> <li><b>Site Visits</b></li> <li><b>Timesheet #3 Due</b></li> <li><b>Supervision Notes #3 Due</b></li> </ul>

<p>T 11/19</p> <p>ALL TOGETHER</p>	<ul style="list-style-type: none"> <li>• <b>Fall Self and Collective-Care Fair</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Come with Collective Care Activity to Share!</b></li> <li>• <b>Site Visits</b></li> </ul>
<p>T 11/26</p>	<p><b>No class!</b></p>	<p><b>Enjoy your Break!</b></p>
<p>T 12/3</p>	<ul style="list-style-type: none"> <li>• Wrap-up and celebrate!</li> <li>• Discuss spring research projects briefly</li> <li>• End of Semester Self-Assessments completed in seminar</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Supervision Note and Timesheet #4 due with any projected December hours through December 15<sup>th</sup></b></li> <li>• <b>Semester Evaluation Due if not yet completed</b></li> <li>• <b>Site Visits</b></li> </ul>
<p>T 12/10</p> <p>ALL TOGETHER</p>	<p><b>Finals Week</b></p> <p><b>Alumni Panel for all seniors 😊</b></p>	<ul style="list-style-type: none"> <li>• <b>Any outstanding paperwork due December 10<sup>th</sup> at the latest.</b></li> </ul> <p><b>Note: If completing hours over the Winter Break, please keep track of these and add them to your first timesheet for Spring of 2025.</b></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 9 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. Practically, 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 1<sup>st</sup> .....)
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 1<sup>st</sup> 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 1<sup>st</sup>, 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 1<sup>st</sup>, 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 1<sup>st</sup> to have read four agency evaluation reports as evidenced by journal notes.” “By December 14<sup>th</sup>, 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.
6. They help demonstrate the development of the student’s Sense of Self and their application of Social Work ethics and values.

# FORMS

APPLICATION TO THE SOCIAL WORK PRACTICUM PROGRAM

Completed applications are due to Lizz Schallert, Practicum Director, no later than 5:00 pm on **February 15th, 2025**. Email: [schaller@up.edu](mailto:schaller@up.edu). Please submit through Pre-Practicum Seminar Moodle Page.

Name \_\_\_\_\_  
First Middle Last

Student ID# \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Email Address \_\_\_\_\_

Mobile (      ) \_\_\_\_\_ Home (      ) \_\_\_\_\_

Summer Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Summer Phone (      ) \_\_\_\_\_

Cumulative GPA \_\_\_\_\_ Social Work GPA \_\_\_\_\_

Expected date of graduation \_\_\_\_\_

Have you ever been on academic or disciplinary probation at UP? YES NO

If "yes", please briefly explain the dates and circumstances of the probation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Note on Professional Behavior and Student Concerns:** Students will be assessed in selected 300-level required courses, particularly SW 343 and SW 386, before being admitted into the practicum. If any student concerns are identified by the professor, a professional behavior form will be completed and a copy of this form will be sent to the student and saved on the departmental shared drive for use by program administrators/faculty. These forms will be reviewed prior to admission to practicum.

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.:

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

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

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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? Please specifically address what strengths you bring to developing a collaborative work environment with peers, colleague and supervisors.

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

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

Consistent social work supervision is a cornerstone of having a strong practicum experience. Please describe how you will take initiative to build strong mentorship relationships with your social work and task supervisors at your agency. What will help you have a strong supervision experience?

In rare circumstance, students may be eligible to consider higher-acuity work or internship environments such as inpatient treatment settings, hospitals or crisis response. Are you interested in a setting like this? If so, please describe the skills or experience you bring to high-acuity settings:

In rare instances, students may find paid internship positions where they can be employed at agencies. This is never a guarantee, as practicum is a learning experience of 6-credits tied to course work. Being employed at a site requires additional initiative to make sure you are also meeting your broader Social Work Goals and Competencies. Are you interested in a paid position for your practicum? If so, please describe the ways you would take initiative to fulfill the broader learning requirements of your social work education in addition to the specific tasks of your employment:

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

Do you have any particular 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?

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Any limitations in your ability to travel? YES NO

If yes, please explain:

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Are you eligible for Federal Work Study? YES NO

If Yes, have you already contact the Community Service Work Study ([csws@up.edu](mailto:csws@up.edu)) to make an appointment to discuss eligibility? Any questions about CSWS?

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**Application is due no later than 5:00 pm on February 15th, 2025. 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.**

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Student Signature

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Date

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Practicum Director Signature

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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): \_\_\_\_\_

*Note: It is not required to have more than one Field Instructor, but if the student will have an additional Supervisor overseeing their internship tasks please add names and information below:*

**Field Instructor #2 or Task Supervisor\***

**\*The person who will directly supervise the student, if different from above**

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(s) **does not hold a Social Work degree**, is there someone at the agency 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). Note that the student is required to meet with a social worker (someone with an MSW or BSW Degree with two years of experience at least 1x/month during their internship):

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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.)?

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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.)?

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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.)?

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Any other considerations you would like to mention?

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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

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(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.

### Student(s)

### 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, using the input and contributions of the PA. 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.

### Covid-19 Notice

Agencies are responsible for communicating all health and safety policies with students, including as related to Covid-19. Consent between student and agency contacts of the PA should be made for following safety protocols prior to the start of internship. It is the student's responsibility to follow agency mandates as requested- including wearing masks, vaccination requirements, calls for remote work as necessary, etc. The student also assumes all risks for any in-person practice experience that they consent to participate in. Any concerns about this should be directed to the University of Portland Social Work Practicum Director.

### Specific Responsibilities of the University

The University agrees that:

1. All University faculty, staff, and students will abide and conform to the client care policies of the PA while on PA premises, including online contexts during operating hours. The PA will provide reasonable assurance that students assigned to the practicum are free from communicable disease to such an extent that is legally required.
2. 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.
3. 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 and support the student with a weekly seminar. The field or task supervisor at the PA will provide input on student evaluation, including signing off on required timesheets, supervision notes, learning contracts and semester evaluations.

4. 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.
5. 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.
6. 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.
7. The University will maintain appropriate communication channels when planning practicum objectives and activities or when conducting practicum activities, and will be in direct contact with the PA to schedule any meetings, site visits, etc.

#### **Specific Responsibilities of the PA**

The PA agrees that:

1. The PA will provide access for the students identified above and for University faculty and staff assigned to the practicum to appropriate PA facilities, while following HIPPA and other required agency guidelines to protect client care. Remote meetings are also an option as appropriate to support client care and student learning.
2. The PA will designate a member of the PA staff to participate in the practicum with the University in the role of Field Instructor and Task Supervisor. 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 on behalf on the PA specific work assignments that are in conformity with the practicum plan and learning contract of the student. The Field Instructor supports the development of a student learning contract, with final approval of the Practicum Director/Coordinator. This also may be overseen by the student's direct supervisor, or Task Supervisor, if different from the Field Supervisor.
3. The PA will ensure appropriate supervision of the student, providing a meeting or check-in weekly and to be available for questions to the student. This is provided by the Task and/or Field Supervisor, as outlined on the Agency Information Form. The PA will contact the Field Director if there is a change to the student's Field, Task or Social Work Supervisor. Supervision includes providing overall mentorship as well as signing off on required timesheets, supervision notes, learning contracts, and semester evaluations.
4. The PA will provide an opportunity for the University faculty or staff participating in the practicum to meet with the PA and create open channels of communication for orienting the PA to the practicum program, and visa versa. Site visits as appropriate will take place, in consultation with the PA and following HIPPA guidelines of the PA.



**UNIVERSITY OF PORTLAND SOCIAL WORK PRACTICUM  
SEMESTER EVALUATION (FALL 2024 and SPRING 2025)**

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. Please utilize those forms to track progress on specific goals and tasks. Assessments should be cumulative; reflecting the duration of the student experience at the practicum site to demonstrate growth between Fall and Spring semesters.

**Competency 1: Demonstrate ethical and professional behavior.**

1a.) Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

1	2	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.) Demonstrate professional behavior; 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: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1c.) Use technology ethically and appropriately to facilitate practice outcomes; and

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 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: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

2a.) Advocate for human rights at the individual, family, group, organizational, and community system levels; and

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.) Engage in practices that advance human rights to promote social, racial, 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 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

3a.) Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

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.) Demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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.) Apply research findings to inform and improve practice, policy, and programs; and

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: \_\_\_\_\_

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4b.) Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

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: \_\_\_\_\_

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**Competency 5: Engage in policy practice**

5a.) Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

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: \_\_\_\_\_

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5b.) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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: \_\_\_\_\_

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

6a.) Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

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: \_\_\_\_\_

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6b.) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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.) Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

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

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.) Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

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.) incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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.) Select and use culturally responsive methods for evaluation of outcomes; and

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.) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, 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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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?

If your agency site is also an employment-based work site (i.e. student is employed at the agency through a work contract), please comment on any ideas to expand the student's day to day tasks to incorporate the above competencies:

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 and Supervisors**

Please rate your supervisor(s) 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. \_\_\_\_\_

**Agency**

please rate the agency on the following:

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

16. Rating of agency in terms of its alignment with social work goals, ethics, and values. \_\_\_\_\_

17. Agency being well-suited in its organization and structure to provide a valuable learning experience for interns. \_\_\_\_\_

**Comments and Further Details:**

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## University of Portland Social Work Practicum

### Employee-Based Internship Application

*Before pursuing an employment-based field placement, students should consult with their employer about any existing employment-field placement policies and procedures.*

**As stated in the 2022 Educational Policy and Accreditation Standards (EPAS 3.3.7):** Student employment may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice.

**A student's field instructor and employment supervisor may be the same person; however, in such cases, supervision time for practicum education learning must be separate from supervision time for employment. We recommend at minimum a weekly check-in on practicum goals with the student's direct supervisor (in addition to employment-based tasks).**

While overlap between employment tasks and internship is allowed, you are encouraged to engage in new activities to grow and meet learning and professional goals, some of which may be outside of your work contract hours in order to fulfill your Learning Contract. These are to be decided upon by the student, with approval from the supervisor.

#### **University of Portland Social Work Program Employment-Based Internship Criteria:**

- The employing agency presents sufficient practice opportunities appropriate for the placement level as a BSW student, in alignment with their Learning Contract
- The employing agency presents meaningful learning opportunities that allow students to participate in activities directly linked to the nine social work competencies & demonstrate attainment of required competencies.
- The placement must be supported by agency management and approved by the Practicum Director.
- Students must be in good standing, and not involved in a review process. Students who have been terminated from an agency placement may not be approved for an employment-based practicum placement.
- There must be an internship supervisor ("Field Supervisor") who is has a MSW and/or at least two years of post-graduate experience since their BSW. At a minimum, the Field Supervisor must provide at least 60 minutes of regularly scheduled "field instruction" bi-weekly.
- The student's field instructor and employment supervisor may be the same person. In such cases, supervision time for field education learning must be separate from supervision time for employment.
- Students must agree to complete all hours (400 total) in two semesters.
- Students must intern throughout the entire academic year, staying meaningfully engaged for all weeks of the semester.
- Students must be employed at the proposed agency for at least 30 days before completing the EBI application
- Any employment-based internship proposals that do not align with these criteria may be denied; however, the Practicum Director ultimately has the final say in such decisions.

**1) Student and Supervisor Information – Please complete:**

**Student Information**

Name:

Phone #:

UP Email:

Proposed Placement Start Date:

**Agency Information**

Agency Name:

Agency Address:

Student's Job Title:

Length of time employed in this position

**Current Work Supervisor**

Name:

Title:

Email:

Phone:

**Proposed Field Supervisor**

*(Must be an individual who has an MSW from a CSWE accredited program and/or at least two years of post-graduate BSW experience and is willing to serve as a Field Supervisor, or clarify below if an external Social Worker will provide Social Work Supervision.)*

Name:

Title/Credentials:

Email:

Phone:

Do you have external Social Work Supervision? Name who and if already approved by Practicum Director here:

**2) Narrative Section- please complete:**

a) Please provide information about your current job responsibilities (2-3 paragraphs):

b) Please provide a general description in 2-3 paragraphs or a list of the proposed internship opportunities and how they align with the social work competencies and related behaviors (listed below):

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

c) Please provide additional task ideas for meeting the above competencies for BSW practicum. This may involve additional meetings, shadowing, advocacy opportunities, engagement with other programs, etc. (even if outside the student's current job responsibilities):



**Organization Endorsements**

*We, the undersigned, attest to the accuracy of the attached statements and have read the proposed plan. **We understand and will support the academic needs of this employee that go beyond and are in addition to the ordinary requirements of employment.***

*We recognize that no placement activities may commence until a fully executed contract has been executed. If the agency is not approved, or all parties cannot come to an agreement, we understand that the student employee may not conduct a field placement at this site.*

**All signatures must be completed for proposal consideration. No placement hours may be logged until the proposal is authorized by the Social Work Practicum Director.**

\_\_\_\_\_ Student/Employee

Signature Date

\_\_\_\_\_ Employment Supervisor

Signature Date

\_\_\_\_\_ Agency Field Supervisor

Signature Date

\_\_\_\_\_ UP Practicum Director

Signature Date

*Note: This application is amended from the Employee-Based Internship Application from Utica University’s School of Social Work. Updated November 2024.*

# **ADDITIONAL RESOURCES FOR FIELD INSTRUCTORS AND SUPERVISORS**

## University of Portland Academic Calendar- Fall and Spring Semester Schedules

### Fall Semester

2024-25	Day(s)	2025-26	Fall Semester
Aug. 26	Mon.	Aug. 25	Semester begins: Classes begin at 8:10 a.m.
Aug. 26	Mon.	Aug. 25	Late registration begins
Aug. 30	Fri.	Aug. 29	Last day to cancel registration with full tuition refund
Aug. 30	Fri.	Aug. 29	Last day to register or change registration (drop/add)
Sept. 2	Mon.	Sept. 1	Labor Day (classes in session, offices closed)
Oct. 1	Varies	Oct. 1	Last day to apply for degree in May
Oct. 11	Fri.	Oct. 10	Mid-semester (academic warnings)
Oct. 14-18	Mon.-Fri.	Oct. 13-17	Fall vacation, no classes
Nov. 4-7	Mon.-Thurs.	Nov. 3-6	Online advanced registration for spring semester, seniors and juniors
Nov. 10-13	Sun.-Wed.	Nov. 9-12	Online advanced registration for spring semester, sophomores and first-year students
Nov. 25	Mon.	Nov. 24	Last day to change pass/no pass
Nov. 25	Mon.	Nov. 24	Last day to withdraw from courses
Nov. 28-29	Thurs.-Fri.	Nov. 27-28	Thanksgiving vacation - no classes (begins 4 p.m. Wednesday)

2024-25	Day(s)	2025-26	Fall Semester
Dec. 6	Fri.	Dec. 5	Last day of classes
Dec. 9-12	Mon.- Thurs.	Dec. 8-11	Semester examinations
Dec. 12	Thurs.	Dec. 11	Meal service ends with evening meal
Dec. 13	Fri.	Dec. 12	Christmas vacation begins, residence halls close
Dec. 17	Tue.	Dec. 16	All grades due in registrar's office, 9:00 a.m.

## Spring Semester

2024-25	Day(s)	2025-26	Spring Semester
Jan. 13	Mon.	Jan. 12	Semester begins
Jan. 13	Mon.	Jan. 12	Late registration begins
Jan. 17	Fri.	Jan. 16	Last day to cancel registration with full tuition refund
Jan. 17	Fri.	Jan. 16	Last day to register or change registration (drop/add)
Jan. 20	Mon.	Jan. 19	MLK Day (no classes, offices closed)
Feb. 3	Varies	Feb. 2	Last day to apply for degree in August
Feb. 28	Fri.	Feb. 27	Mid-semester (academic warnings)
Mar. 3-7	Mon.- Fri.	Mar. 2- 6	Spring vacation, no classes

<b>2024-25</b>	<b>Day(s)</b>	<b>2025-26</b>	<b>Spring Semester</b>
Mar. 10	Varies	Mar. 9	Last day to apply for a degree in December
Mar. 10	Mon.	Mar. 9	Advanced registration for Summer Session begins
Mar. 17-20	Mon.-Thurs.	Mar. 16-19	Online advanced registration for fall semester, seniors and juniors
Mar. 23-26	Sun.-Wed.	Mar. 22-25	Online advanced registration for fall semester, sophomores and first-year students
Apr. 14	Mon.	Apr. 13	Last day to change pass/no pass
Apr. 14	Mon.	Apr. 13	Last day to withdraw from courses
Apr. 8	Tue.	Apr. 14	Founders' Day (special schedule) Classes with 4 p.m. or later start times are in session.
Apr. 18-21	Fri.-Mon.	Apr. 3-6	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. 25	Fri.	Apr. 24	Last day of classes
Apr. 28-May 1	Mon.-Thurs.	Apr. 27-30	Semester examinations
May 1	Thurs.	Apr. 30	Meal service ends with evening meal
May 4	Sun.	May 3	Commencement
May 5	Mon.	May 4	Residence halls close for graduating students

**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 (approx. 15 hours per week required);
- Provide (or arrange to have provided with additional supervisor) 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 Practicum 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;
- Completion of written student Performance Evaluations at midterm and end of each term;
- Attend evaluation meeting with student and Practicum Director 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). At minimum, this person should have a BSW degree plus two years full time social work experience. 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 semester, in coordination with end of semester Site Visit

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

**Fall Supervision Notes** (signed): Due at the end of each month of Fall term

**Spring Semester Evaluation:** Due at end of semester, in coordination with end of semester Site Visit

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

**Spring Supervision Notes** (signed): Due at the end of each month of Spring term

# University of Portland Field Placement Safety Checklist

## Organizational Culture

- Does the agency have written safety policies? If so, obtain a copy and read them. Does the agency have a safety committee? Does this committee assess current safety measures and policies and identify gaps in protocols/procedures?
- Does the agency have an incident reporting system? Does the agency collect and track data about assaults, threats, and abuse towards staff?
- Learn the policies and reporting procedures related to sexual or other harassment in the workplace.

## Office Safety

- Determine how to enter and leave the building safely (entrances and exits), including after dark. Is a key or access code required to enter the building? To enter the employee workspaces? Are there security cameras inside or outside the building?
- Know the office procedures for checking in and out of the office.
- Learn what to do and where to go in case of a fire. Locate the closest fire extinguisher. Learn where emergency numbers are posted (police, fire department, and poison control). Is there an office alarm system or code words for staff to alert others to their need for assistance? Are there personal or mobile safety devices available for your use (personal alert systems or panic buttons)?
- Know procedures for handling blood related incidents (bloody noses, etc.).  
Know where safety equipment (first aid kits, latex gloves, defibrillator, PPE, etc.) is located.

## Home/Community Visits with Clients (if applicable)

**Note on Home Visits:** *It is expected that most if not all home visits are to occur with another staff person present-not just the student as an individual. Home visits are rare events for BSW students, and should be pre-approved by the Practicum Director, and all below precautions taken into consideration.*

- Know the agency's policy regarding notification to office staff of your whereabouts and contact information when conducting field home visits.
- Ensure that your car, or the agency's car, is ready for use (ample gas, in good working condition, maps or GPS available). Does your car have a health bag (latex gloves, masks, bandages, etc.)? Carry a charged cell phone and familiarize yourself with the limitations of cell phone service in the areas where you may be travelling. Know how to use any agency-provided cell phone.
- Know the agency policy regarding identification badges (can work for or against you in the community; be aware of the confidentiality issues, also). Carry some kind of agency identification card with you at all times.



- Find out the agency policies and practice regarding meeting clients away from their home (i.e. nearest park, at a restaurant, etc.). Again, if the student is meeting alone with a client, pre-approval is required.
- Dress for safety: Wear comfortable clothes, flat shoes that are easy to walk in. Consider not wearing expensive jewelry, political buttons or slogans, etc.
- Before visiting a client in their home/neighborhood for the first time, find out who in the office can provide information about the safety of the specific neighborhood and/or the client's living situation (rural areas, presence of guard dogs, dangerous or criminal activities, weapons in the home, etc.).
- Students are not to engage in preidentified higher-risk activities or locations as part of home visits. Students are to be intentionally assigned low-risk environments. If there is any concern about a location, prior to attending determine a safety plan with your supervisor (i.e., increased risk due to a client's condition, removing a child from the home, notifying of a reduction in benefits, any civil commitment procedure, helping someone who is unsafe because of interpersonal violence move/access a shelter or safe house, delivering other potentially unwelcome information, etc.). Again, in general BSW students are not to engage in higher-risk interventions.
- If you feel you are in a dangerous situation or place, leave and return to the office. Discuss your concerns with your supervisor.

### **Transporting Clients**

**Note on transportation:** *In general, there is not an expectation for students to transport clients, and in most agencies this is out of the scope of practice for BSW Interns. If this is a requirement for the internship, additional safety protocols will be pre-agreed upon with the agency and Practicum Director. You must get pre-approval before agreeing to transport clients, have a clearly defined safety protocol, and follow the below recommendations. In most cases, you will be required to have another colleague present to complete a transport.*

- Assess the client's level of agitation (if any), use of intoxicants, and the meaning of the appointment to the client.
- Ensure the interior of the vehicle is free from potential weapons and that the vehicle is in good working condition (e.g., ample gas, working brakes, headlights/tail lights).
- Is the vehicle equipped with proper safety equipment in case of an emergency (e.g., flares, battery cables, spare tire)?
- When transporting a child, engage the child safety locks in the vehicle and know the proper use and installation of a child safety seat that is appropriate for the child's age and size.

### **Post-Incident Reporting & Response**

- Learn the process for reporting personal injury which may occur in the office or in the field. Learn the process for completing an incident report following an incident of client assault, threats, or abuse (verbal and physical) or vehicular accident.
- Develop a safety plan with your supervisor and the agency in response to the incident.

## Safety Training

- Does the agency provide an orientation or training to staff for risk reduction and safety promotion? Does the agency provide training related to verbal de-escalation techniques, effective strategies for clinical interventions with violent or potentially violent clients, non-violent self-defense, and the impact of secondary trauma?
  
- In your Safety Training, identify who you go to if there is a safety concern. Is it your supervisor or another coworker? Identify the best way to reach them and have that information available with you at all times while in practicum.

This Safety Checklist is adapted from Portland State University School of Social Work *Field Placement Safety Checklist*, with permission by Director of Field Education Julie Kates in Spring 2022. Originally adapted from *NASW Guidelines for Social Worker Safety in the Workplace* (2013) and the University of Kentucky College of Social Work *Safety in Practicum Student Checklist*.

## Student Self-Evaluation of Social Work Professional Skills

**Description:** The below Self-Evaluation is a tool used for Self-Assessment of students preparing for, during, and after the completion of the Social Work Practicum. These will be utilized in the Social Work Seminar with the Field Director, and it is encouraged that students find ways to grow, demonstrate and practice these skills throughout the entirety of their Practicum Experience.

### Student Self-Evaluation of Social Work Professional Skills

*This rating tool is an opportunity for you to reflect on, consciously improve and seek support to develop skills that will help you be effective in a range of social work environments. We are wanting to reinforce skills that we are noticing need improvement among our social work students.*

*Note: We understand that “professionalism” is rooted in white supremacy culture and should be interrogated within social work practice and education. We also understand that communication and relational skills across a range of cultural spaces and work environments helps us be effective and strategic social workers in order to intervene in unjust systems.*

**Please give yourself a rating of 1-5 on the four categories below. Feel free to circle any specific skills you’d like to work on and please provide reflection in the comments.**

You are rating yourself based on how you apply these skills in a professional environment (university classes and meetings, internship, work environment, etc.).

#### Scale Reference:

**1-** I need significant improvement in this area and have little to no practice in this area. I see myself as significantly behind my peers and unprepared for professional practice in this area.

**3-** I need some improvement in this area, though do have some practice in this area. I see myself as “median” or “average” in this area compared to my peers.

**5-** I really shine in this area and see this as one my strengths. I am significantly above average compared to my peers in this area and am ready for professional practice.

#### Area 1: Communication

Rating 1-5	Skill Example
	Oral and written expression
	Giving/receiving/asking for feedback
	Asking for help and clarification
	Timing: When to reach out/when to follow-up, when to ask questions, when to interject or redirect, etc.
	Mode: Email etiquette, Formal vs. informal, providing context and professional summaries in writing and verbally
	Boundary-setting: When/how to say no and yes, understanding and use of consent, actively and thoughtfully expressing needs
	Expressing disagreement respectfully and effectively

	Active listening: nonverbals, full-presence, attention, empathic listening, conscious response, etc.
	Professional norms (e.g. note-taking, follow-up emails, thank you notes, etc.)
	Appropriate phone and voice messaging (e.g. when to call, how to leave a message, having a professional voicemail for those who call you, etc.).
	Additional Example (write one of your own if you like):

**Comments and reflections on the above section, especially noting any areas that are a 3 or below:**

**Area 2: Organization in Professional Contexts**

Rating 1-5	Skill Example
	Understanding/responding to deadlines (especially with critical paperwork such as Practicum Learning Contract, Agency Agreement, and in the work setting your case notes, contracts, task completion, etc.).
	Tracking information: How do you track important details? [writing down, taking notes, etc.] Do you refer back to your notes regularly?
	Schedule management: Knowing yourself and your needs around your capacity and time. How to set boundaries, keeping a schedule or planner, and matching your time to your goals.
	Punctuality and timeliness. <i>Note: time management is a hallmark of social work practice linked to billing and insurance, client schedules, and service delivery in many settings. It is a skill to remain flexible around different cultural definitions of time, while also operating with punctuality in a US work context.</i>
	In a practice setting, understanding your work contract, and when to ask for a written contract or update to your contract.
	Research around pay, and when/how to advocate for pay increases and other workplace needs and concerns
	Documenting your experience in the workplace; things that are going well or need improvement
	Interview skills: telling strong stories, prepared with questions for who is interviewing you, outreach and follow-up, researching the agency, tracking your communications, etc.
	Additional Example (write one of your own if you like):

Comments and reflections on the above section, especially noting any areas that are a 3 or below:

**Area 3: Relational skills**

Rating 1-5	Skill Example
	Building strong interpersonal relationships across different domains (classmates, colleagues, professors)
	Navigating conflict: skills for managing your own self-regulation and boundaries, and engaging conflict in a manner that seeks positive resolutions and transformation
	Using strategic communication to strengthen relationships (i.e. code switching, identifying strengths, storytelling, vulnerability, etc.).
	Understanding your relationship to direct and indirect communication, and finding ways to effectively communicate your needs and respond to the needs of others, across a range of communication styles
	Engaging empathy with colleagues and clients in order to build trust
	Consciously facilitating beginnings and endings (e.g., first impression, closing impression)
	Additional Example (write one of your own if you like):

Comments and reflections on the above section, especially noting any areas that are a 3 or below:

**Area 4: Social Work Applied Knowledge and Orientation (Use of self)**

Rating 1-5	Skill Example
	Use of self: you actively self-reflect and use your own self-knowledge to further your practice and relationships
	Positionality: you carry and regularly seek to deepen your own awareness of systems of oppression/privilege that inform your own experience
	You actively practice cultural humility, intellectual humility, and other forms of humility (while remaining confident and true to yourself)
	Capacity to hold dialectics/multiple perspectives/multiple truths
	You carry and actively demonstrate and communicate curiosity
	Positive regard for others
	Ability to apply social work theories and tools in your own life and relationships (i.e. Strengths Perspective, Person in Environment, Systems Theory, self-regulation, clear and compassionate communication, etc.)
	Additional Example (write one of your own if you like):

**Comments and reflections on the above section, especially noting any areas that are a 3 or below:**