



SOCIAL WORK DEPARTMENT
MASTER OF SOCIAL WORK
PRACTICUM MANUAL

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MSW PRACTICUM MANUAL

Preface

This manual is intended to serve as a reference for students, faculty, staff, practicum supervisors, and agencies involved in the practicum experience. The MSW Program students, staff, faculty, and practicum supervisors can utilize the Practicum Manual in conjunction with the Student Handbook.

The purpose of the practicum manual is to:

1. Articulate the MSW program mission, goals, and outcomes.
2. Identify the roles and responsibilities of the program, agency, practicum supervisors, and students in the practicum experience.
3. Identify the generalist and advanced generalist practice requirements.
4. Outline practicum policies and procedures that relate to the practicum experience.
5. Facilitate the integration of classroom and practicum education content.

The educational journey that leads students to become professional social workers is one that integrates classroom and practicum education. This educational experience will lead the student back and forth from the practicum to the classroom with questions, challenges, and dilemmas originating from practice experiences and observations.

Introduction

Land Acknowledgement

Heritage University occupies its home on the Yakmumamí Tiichám (The traditional lands of the Yakama People). These ancestral homelands are the Yakama, Palouse, Pisquouse, Wenatshapam, Klikatat, Klinquit, Kow- was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation [Treaty of 1855] and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We acknowledge and honor with gratitude the homeland and the first peoples who have stewarded it from time immemorial, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our institutional history, like others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

Anti-Racism, Diversity, Equity, and Inclusion (ADEI) Statement

The MSW program at Heritage University commits to both short and long-term work of ADEI. That is, to recognize and dismantle racism and interrelated oppressions in curriculum, programs, organizational practices, processes, and outcomes. Anti-racist Social Work education supports us in doing the important work of reshaping social work practice, programs, and policies toward an equitable and inclusive society. ADEI explicitly highlights, critiques, and challenges all forms of racism which includes individual, interpersonal, institutional, and structural. This requires an examination of how racist beliefs and ideologies structure our collective lived experiences in personal and professional relationships. For example, in agency systems, parallel processes are often manifested in negative outcomes in educational and employment opportunities, as well as costs in physical and emotional health. ADEI examines macro-level challenges on the ways that programs and institutions, such as education, health care, housing, food access, justice, and other forms of social provisioning support and maintain differential advantages along racial and economic lines. We engage the work of anti-racism to prepare social workers who will critically examine their personal and social environments to contribute to building a just, equitable, and peaceful society.

MSW Practicum Overview

Community-based practicum training is a vital part of social work education at Heritage University. The Master of Social Work (MSW) program will combine education, "hands-on" training, and supervised practice in agency settings. The MSW practicum brings students' classroom knowledge into the world of social services. Students can discover their capabilities and limitations, evaluate their values, examine their practice preferences, and explore the arena of social work as a profession.

The practicum placements are guided by the Educational Policy and Educational Standards (EPAS) and the Nine Core Competencies of the Council on Social Work Education (CSWE). Through practicum education students apply and integrate the knowledge, theories, and concepts of social work practice learned into practice.

To achieve completion of the Generalist Practice (400 hours) and the Advanced Generalist Practice (500 hours) of practicum experience required to receive an MSW from Heritage University, practicum placements are a commitment of 14-17 hours per week throughout the program.

Admission Program Status	When To Take Practicum Course	Practicum Hours Per 15-Week Semester	Approximate Practicum Hours Per Week
Generalist Practice 1-year	Fall Semester	200	14
	Spring Semester	200	14
Advanced Generalist Practice 1-year	Fall Semester	250	17
	Spring Semester	250	17
Total (at least)		900	

Figure 1 MSW Practicum Hours

Practicum education bridges the gap between academic learning and practical application. MSW Students will work in various settings (e.g., schools, community organizations, community health clinics, and government agencies). Students are supervised by experienced social workers who guide their learning and professional development. Practicum supervisors help students refine their skills and gain confidence in their practice. Practicum placements are diverse and tailored to match students' career goals and interests. This will include placements in school social work, mental health, child welfare, substance use treatment, and more.

MSW Mission Statement

The mission of the online Master of Social Work program at Heritage University is to prepare students for Generalist Practice and Advanced Generalist Practice and equip them with practice skills to work with individuals, families, groups, organizations, and communities. Emphasis is placed on anti-racism, diversity, equity, inclusion, and belonging utilizing scientific inquiry and promotion of socially responsible policy through culturally responsive, strengths-based social work practice. The program prepares practitioners who serve rural, diverse, and underrepresented communities to address structural and institutional inequities to facilitate and promote the wellbeing and quality of life for all people.

MSW Program Goals and Competencies

The MSW Program has established the following goals:

1. To prepare students with Generalist Practice and Advanced Generalist Practice knowledge, values, skills, cognitive and affective processes.
2. To prepare students with advanced skills in social policy, research, culturally tailored interventions, and organizational and community leadership to enhance social functioning and alleviate poverty, oppression, and injustice.

3. To prepare students to improve people's lives; alleviate biopsychosocial concerns; empower individuals, families, groups, organizations, and communities; and achieve social justice.

Upon completion of the MSW program, students will be able to achieve the nine competencies presented in the Council on Social Work Education (CSWE) – 2022 Educational Policy and Accreditation Standards (EPAS).

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

MSW Practicum Education Overview

Practicum supervisors are welcomed as partners in socializing students to the social work profession. The program emphasizes co-learning partnerships related to educational assessment, learning opportunities, and supervision provided by the practicum supervisor. Practicum education is the signature pedagogy of social work education. The practicum education program provides students with a supervised and supportive learning opportunity where students can synthesize and master social work knowledge, values, skills, and cognitive and affective processes. The program closely collaborates with community agencies and organizations to ensure there is culturally responsive, strengths-based content that enhances classroom theory and research with students' experiences. Our goal is to facilitate the mastery of social work competencies and practice behaviors that support the wellbeing and quality of life for all people.

Practicum Structure and Organization

Practicum Director Roles and Responsibilities

The practicum director disseminates information in a variety of ways about practicum and its relationship to the overall program. Subsequently, the practicum director provides an annual mandatory orientation for practicum supervisors to facilitate communication, clarify practicum requirements, and review learning contract development. The practicum director meets three times each year with students and Practicum Supervisors to clarify requirements of the practicum and provide support.

The practicum director is responsible for the coordination of practicum activities and the following:

1. Ensure there is a practicum agreement (Appendix B: Practicum Agreement) in place for each of the agencies providing practicum experience before placing students.
2. Provide the agency with the necessary consultation and support needed to conduct the practicum educational goals.
3. Provide practicum supervisor orientation training.
4. Develop an interview plan with students to facilitate practicum placement.
5. Conduct practicum site visits.
6. Maintain student practicum records: learning contracts, hours, and evaluations.
7. Obtain regular feedback from agencies and recommend suitable modifications when appropriate.
8. Ensure that the student has had the opportunity to work toward each competency.
9. Work with the student and agency practicum supervisor to create a plan if the opportunity to work toward meeting competency has not been provided.
10. Recruit agencies to provide well-rounded practicum experiences and inform students of such possibilities.
11. Approve the intended learning outcomes for practicum that keep with student abilities, agency resources, and CSWE EPAS.
12. Prepare students for practicum, including reviewing their rights and responsibilities.
13. Provide an environment for students to share experiences in a confidential setting and actively integrate theory to their individual experiences in seminar courses.
14. Report any potential difficulties to the MSW director and Department Chair and aid with occurrences.

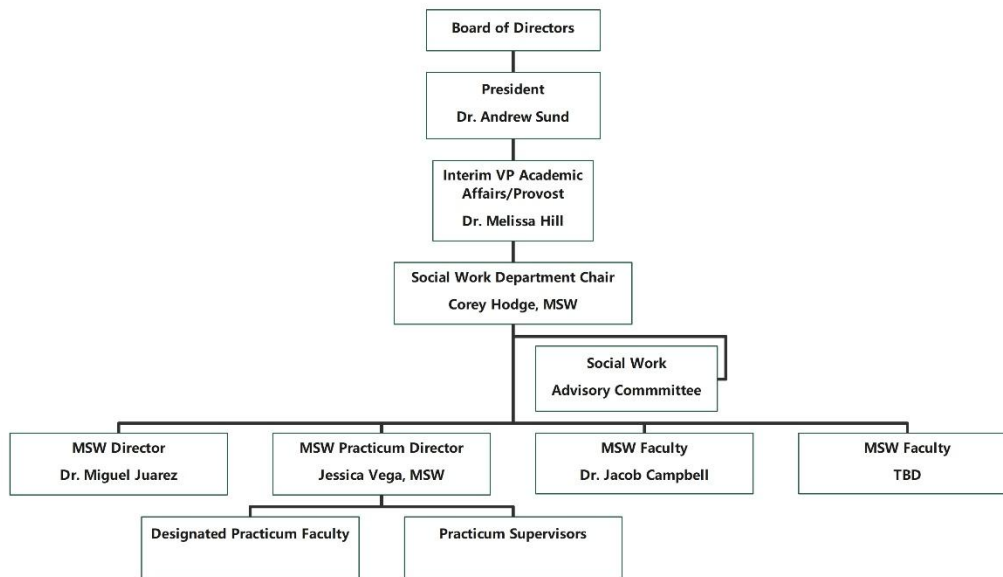


Figure 2 MSW Practicum Organizational Chart

Practicum Supervisor Roles and Responsibilities

The practicum supervisor is the representative of the practicum agency. The practicum supervisor is responsible for coordination and supervision of student and practicum activities. The major duties of the practicum supervisor include the following:

1. Provide program and agency orientation to the students (e.g., training, policies).
2. Meet at least one hour weekly with student to discuss progress, integrate theory with practice, develop skills, assist in the formation of professional identity, promote reflective practice, offers support, ensure ethical accountability, and provide evaluation and feedback.
3. Familiarize themselves with the Social Work Program and student supervision by attending training.
4. Assist in the development of the learning contract with the student and, if needed, the practicum director or faculty.
5. Review the learning contract with the student regularly and encourage revisions as necessary.
6. Assist with the integration of courses into practicum.
7. Willingness to evaluate the student's progress and performance in a timely fashion utilizing the provided program criteria.
8. Provide the practicum director or faculty with pertinent information regarding criteria for supervision.
9. Notify the practicum director or faculty if a student fails to appear for practicum without prior notice, is consistently late, or in other ways breaks the learning contract and/or agency regulations.

Student Engagement in MSW Practicum

Student engagement is a cornerstone of the Master of Social Work (MSW) practicum experience. It is through active participation and immersion in real-world social work settings that students can bridge the gap between theoretical knowledge and practical application. Student engagement in the MSW practicum enhances learning and fosters professional growth and development.

1. **Enhance Learning Outcomes:** Engagement in the MSW practicum allows students to apply classroom knowledge to real-life situations, deepening their understanding of social work principles and practices. Active participation in client interactions, community projects, and organizational activities, students gain hands-on experience that enriches their academic learning.
2. **Develop Professional Skills:** Through engagement, students develop essential professional skills such as communication, critical thinking, and problem-solving. These skills are honed through direct practice, supervision, and feedback, preparing students to become competent and confident social work professionals.
3. **Build Professional Identity:** Active engagement helps students to build their professional identity. By working closely with practicum supervisors and participation in

professional networks, students begin to see themselves as part of the social work community. This sense of belonging and identity is crucial for future careers.

4. **Foster Reflective Practice:** Engagement encourages students to reflect on their experiences, challenges, and successes. Reflective practice is a key component of professional development that allows students to continuously learn and improve their practice. Through reflection, students understand their strengths and areas for growth.
5. **Contribute to Social Change:** By engagement in practicum, students contribute to the mission of social work: promoting social justice and improving the well-being of individuals, families, groups, communities, and organizations. Active participation in advocacy, policy development, and direct service helps to create positive social change.

Student engagement begins with a thorough orientation to familiarize students with the agency's policies, procedures, and expectations. Secondly, setting clear, achievable learning objectives that align with both the student's educational goals and the agency's needs. Thirdly, provide regular, structured supervision sessions where students can discuss their experiences, reflect on their practice, and receive feedback. Fourthly, engaging students in a variety of hands-on activities such as client interviews, group facilitation, community organizing, and advocacy. Finally, incorporate discussions on ethical dilemmas, NASW code of ethics, strategies for working with diverse populations, and regular progress evaluation and constructive feedback. The overall goal is to create a supportive and engaging practicum experience that fosters student growth and prepares students for professional social work practice.

Student Orientation to Practicum Learning

The program process for student orientation in practicum involves the following:

1. The practicum orientation for MSW students is a two-day event and is held on campus at the beginning of the academic term. The orientation will last approximately four (4) hours and is designed to familiarize students with practicum expectations, requirements, and the learning contract process using the Practicum Manual. Practicum orientation sessions are recorded for students who are unable to attend in person.
2. Orientation describes the structure, duration, schedule, and any phases or milestones in practicum. Additionally, the practicum director and faculty provide training in professional behavior, ethical considerations, communication protocols, and encourages ongoing professional development.
3. Essential resources are distributed to students electronically, including the Student Handbook, Practicum Manual, and any other necessary forms (i.e., background checks).
4. Each student is assigned a designated practicum/seminar faculty member to assist in the integration of practicum and classroom instruction.
5. Additionally, the practicum director or designated faculty ensures all administrative requirements such as background checks, practicum agreement form, and any other necessary documentation is completed prior to practicum commencement.

6. Site specific orientation is arranged with students and practicum agencies where students can meet supervisors and become acquainted with the facility and environment.

Student Responsibilities in Practicum

Students are responsible for the following:

1. Work with the practicum supervisor to identify practicum learning goals.
2. Provide a resume and other requested materials (e.g., vaccines, criminal background check) to the agency.
3. Adhere to agency rules and regulations (e.g., dress codes, administrative procedures).
4. Respect agency property and conduct themselves in a professional manner.
5. Abide by University rules, Social Work Program policies and practices, agency procedures, and adhere to the NASW Code of Ethics.
6. Report to the Social Work Program any incidents that may give rise to a malpractice or liability claim against the student, university, or agency.
7. Report to practicum placement site on arranged days and hours of placement.
8. Notify the practicum supervisor and practicum director or faculty member of absences, illness, emergencies or of any change in schedule that may affect practicum.
9. Respect agency and client confidentiality.
10. Notify the practicum director or faculty member of any concerns or discrepancies at the practicum that cannot be mutually resolved between the student and the agency practicum supervisor.
11. Accumulate self-knowledge to assess feedback and individual suitability for the social work profession and particular areas within the profession by assessing strengths and limitations, accepting constructive feedback, and attempt to change or minimize limitations.
12. Complete the evaluation process, including meeting with the practicum supervisor on-site on a weekly basis.

Adult Learning and Cultural Humility

The program's approach to practicum is based on theories of adult learning and applied learning. It is our belief that agencies that accept practicum students must be prepared to devote time to applied learning opportunities relevant to each student's learning objectives. Students need opportunities to integrate and master social work knowledge, values, skills, cognitive and affective processes. Effective practicum supervision is regular, timely, and essential to this mastery.

The integration of classroom and practicum occurs through several methods. Students are provided course syllabi which outline key assignments related to the practicum. In turn, the students will share the practicum syllabi with the practicum supervisor. The practicum director

provides training to the practicum supervisors to support and reinforce the integration of theory and practice (i.e., practice and research informed) as reflected in the competencies.

MSW Practicum Education Requirements

Generalist Practice Practicum

The MSW Generalist Practice practicum focuses on preparation of social work students for professional practice. Students acquire and develop the nine social work competencies that identify the knowledge, values, skills, cognitive and affective processes that are subsequently demonstrated in the student's level of Generalist Practice with diverse populations of individuals, families, groups, organizations, and communities within a complex multicultural society. The MSW Generalist Practice curriculum emphasizes an ongoing critical analysis of person-in-environment that:

1. promotes human and social wellbeing.
2. applies ethical principles and critical thinking.
3. practices at the micro, mezzo, and macro levels.
4. advocates for human rights and social, racial, economic, and environmental justice.
5. builds on the strengths and resilience of all human beings.
6. engages in research-informed practice
7. proactive in responding to the impact of context on professional practice.

The Generalist Practice conceptual framework includes the following:

1. **Dimensions:** Knowledge, values, skills, cognitive and affective processes.
2. **Basic Systems:** Micro, mezzo, and macro levels.
3. **Systems Levels:** Individuals, families, groups, organizations, and communities.
4. Nine Social Work competencies.

This conceptual framework connotes a Generalist Practice student as a professional with a broad view (i.e., one who can view a situation from multiple perspectives, analyze the interactions of client systems within the environment and intervene appropriately and when needed).

The Generalist Practice courses (SOWK 545 and SOWK 546), taken sequentially in the Fall and Spring semesters, are grounded in the above perspective, emphasizing person-in-environment, micro, mezzo, and macro levels, strengths, resilience, and research-informed practice.

Practicum agencies are encouraged to provide students with opportunities to observe and experience a range of social work activities with individuals, families, groups, organizations, and communities while building skills in effective communication, critical thinking, assessment, planning, intervention, and evaluation.

Advanced Generalist Practice Practicum

The MSW Advanced Generalist Practice practicum builds on the Generalist Practice practicum by integrating opportunities with relevant systems levels (e.g., individual, family, group, organization, and community) based on extended and enhanced social work competencies that manifest in holistic professional practice. The Advanced Generalist Practice practitioners extend

and enhance social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention. Advanced Generalist Practice practitioners synthesize and use the knowledge and skills necessary for interpersonal collaborations based on scientific inquiry and best practices, consistent with social work values.

Advanced Generalist Practice Practitioners engage in both research and advocacy in their commitment to change structural inequities, challenge oppression, and inform and improve practice, policy, and service delivery.

The Advanced Generalist Practice theoretical and pedagogical framework includes the following theories.

1. Systems Theory
2. Empowerment Theory
3. Critical Race Theory
4. Transformational Leadership Theory

The Advanced Generalist Practice conceptual framework includes the following:

1. **Dimensions:** Knowledge, values, skills, cognitive and affective processes.
2. **Basic Systems:** Micro, mezzo, and macro levels.
3. **Systems Levels:** Individuals, families, groups, organizations, and communities.
4. Nine Social Work Extended and enhanced competencies.

Advanced Generalist Practice builds on the elements of the Generalist Practice skills and knowledge, while participating in a more intense practicum experience with individuals, families, groups, organizations, and communities. The two advanced Generalist Practice practicum courses (SWOK 595 and SOWK 596), which students take sequentially in the Fall and Spring semesters, have a thorough understanding of social work practice at all levels. The students take the practicum courses in conjunction with the corresponding advanced methods courses to extend and enhance the integration of advanced theory and practice. Activities and performance in each succeeding practicum must demonstrate a degree of increased skill, independence, leadership, and responsibilities.

Foundational and Advanced Practicum Seminar

Student participation in the concurrent Generalist Practice and Advanced Generalist Practice practicum seminar courses is an integral part of practicum education. During the practicum seminar courses, the students share knowledge and experiences about social service agencies and discuss issues and topics related to social work practice. The seminar faculty will manage the administrative details at these meetings.

In the practicum seminar, students will demonstrate knowledge of the agency. The seminar will provide opportunities for students to integrate classroom content and theory into practicum placement. Practicum Seminar groups meet one hour per week or the equivalent. Time spent in practicum seminar counts toward the total number of required hours.

MSW Practicum Schedule

The practicum director, practicum supervisor, and student will develop a practicum plan (i.e., tasks and activities) based on the student's interests and the nine 2022 EPAS Social Work competencies. The MSW program seeks practicum sites which can provide opportunities for competency-based educational experiences across the systems levels (i.e., individual, family, group, organization, and community). By the end of the practicum, students will achieve a level of competency in each of the nine core areas.

Holidays And Semester Breaks

The university does not require students to complete practicum hours during holidays or semester breaks. However, an agency may request that a student work during these periods, or a student may request to complete hours during these periods in circumstances where hours missed due to illness, or unavoidable circumstances need to be made up. The Practicum Director or assigned faculty must approve hours worked outside of the regular semester or on holidays.

MSW Practicum Setting and Supervisor Selection

The practicum director is responsible for the identification of practicum education settings. This process includes key criteria, written policies, and procedures to help ensure that social work students receive high-quality, meaningful, and relevant practical training that prepares them for their future careers. The processes include the development of appropriate placements, orientation for practicum supervisors on criteria, written policies, and procedures.

Practicum Setting Selection Criteria

The selection criteria include the following:

1. **Council on Social Work Education (CSWE) accreditation standards:** Practicum director will ensure that all students meet the requirements for practicum education. Practicum education is designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.
2. **Agency Qualifications:** Agencies need to have a reputation for professional competence and to be able to provide a supportive learning environment. They also need social workers with a Master of Social Work (MSW) degree and a minimum of two years of post-master's experience.
3. **Learning Opportunities:** The practicum setting will need to offer diverse and comprehensive learning opportunities that align with the student's educational goals and career interests. This will need to include exposure to different client populations (e.g., Native American, Latino, rural, Agricultural), practice settings, and social work roles.
4. **Supervision and Support:** Agencies must have qualified practicum supervisors who can provide regular and constructive feedback. Practicum supervisors must have a master's

degree in social work from a CSWE-accredited program and at least two years of post-master's degree practice experience in social work.

5. **Safety and Accessibility:** the practicum setting must ensure the safety and well-being of students. This includes having clear policies and procedures for handling emergencies and providing a safe working environment.
6. **Evaluation and Feedback:** The program will have a structured process for evaluating the effectiveness of the practicum setting and the student's performance. This helps to ensure that practicum experience meets educational objectives and provides valuable feedback for continuous improvement.

Process for Approving Practicum Education Settings

The approval process for practicum education settings includes several key steps to ensure that the placements meet educational standards and provide a valuable learning experience for students, including ADEI principles. Here is an overview of the steps:

1. **Initial Assessment:** Agencies complete a Practicum Agreement form detailing their services, staff qualifications, and types of learning opportunities they can provide. The Practicum Director reviews the form to ensure it meets the necessary criteria.
2. **Site Visit Evaluation:** The practicum director or designated faculty member assesses the suitability. This includes evaluation of the physical environment, safety measures, and types of client services offered. The evaluation also includes the agency's ability to provide diverse learning experiences, the qualifications of Practicum Supervisors, and the agency's commitment to student learning.
3. **Approval of Practicum Supervisors:** Practicum Supervisors must have an MSW degree and a minimum of two years of post-master's experience.
4. **Agreement and Documentation:** Once an agency is approved, a Practicum Agreement is signed between the university and the agency and uploaded to the MSW program database. This agreement outlines the roles and responsibilities of both parties (Appendix C). The practicum director ensures that the Practicum Agreement is signed by all appropriate parties.
5. **Ongoing Monitoring and Evaluation:** After approval, the program maintains ongoing communication with practicum settings through collaborative partnering, meetings, and regular check-ins.

These steps help ensure that practicum settings provide a safe, supportive, and educational environment for students.

Practicum Setting Engagement Process

The engagement process with practicum settings involves a structured process to ensure that both students and the agency benefit from the experience. Here are the steps involved:

1. **Initial Contact and Application:** Agencies interested in hosting practicum students complete the practicum agreement form detailing their services, staff qualifications, and types of learning opportunities they can provide. Students also submit practicum learning goals, career goals, and preferences for practicum settings.

2. **Matching and Placement:** Practicum director reviews both agency and student applications to find suitable matches based on student goals and agency offerings. The practicum director initiates contact, and Students initiate an appointment for an interview.
3. **Approval and Agreement:** The practicum director conducts the agency in-person site visit to assess suitability, including evaluation of physical environment and safety. Once approved, the practicum agreement is signed.
4. **Orientation:** Students receive an orientation to understand practicum requirements, learning contract objectives, and evaluation criteria. In turn, the agency provides orientation for students to familiarize them with policies, procedures, and expectations.
5. **Supervision and Support:** The practicum director provides a yearly mandatory orientation for practicum supervisors to facilitate communication, clarify practicum requirements, and review learning contract development. The practicum director meets three times each year with practicum supervisors to clarify requirements and provide support. The program orientation is mandatory for all new practicum supervisors.
6. **Evaluation and Feedback:** Students and practicum supervisors engage in regular evaluations to assess the student's performance and the effectiveness of the practicum setting. At the end of the practicum, the student completes the practicum evaluation form to provide feedback and identify areas for improvement.

Practicum supervisors can reach out to the practicum director throughout the practicum year via email, phone, and/or videoconferencing to enhance their supervision skills or address any challenges in supervision.

Practicum Supervisor Selection Procedure

Practicum supervisors are seasoned professionals within the agency who commit themselves to structuring relevant learning experiences for the students. They meet regularly with the students to interpret, problem-solve, and provide feedback and information on the student's experiences. Practicum supervisors may become both role models and mentors to students. Because of the importance of agency supervision in shaping the social work practice of beginning professionals, the program requires that practicum supervisors have a master's degree in social work from a CSWE-accredited program and who have at least two years of post-degree practice experience in social work. The assigned practicum supervisor takes exceptional care to ensure that the student can maintain a social work focus.

The MSW program ensures the practicum supervisor has these credentials through one of the following methods:

- Signature acknowledgement.
- Concise resume and cover letter.
- Business card with credentials.

Process for Orienting Practicum Supervisors

The process for practicum supervisor orientation includes an annual session which is held both in-person (e.g., Heritage University or an agency) and online. The orientation will occur as close

to the beginning of the semester as possible. The annual orientation is also a refresher for returning practicum supervisors. The orientation is both synchronous and asynchronous using recorded videos which are emailed directly to practicum supervisors. The online zoom orientations are recorded and shared with Practicum Supervisors. The practicum director conducts and facilitates the 90-minute sessions. All new and returning Practicum Supervisors are required to participate in the annual practicum supervisor orientations. The alternative formats include recording both the in-person and online zoom sessions; sharing those recordings, and a rescheduled session with practicum supervisors that are unable to attend either offering.

Process for Engaging with Practicum Supervisors

The process for practicum supervisor engagement includes email, phone, and videoconferencing for initial engagement to secure credentials (i.e., signature acknowledgement, resume, cover letter, and business card). Secondly, the practicum supervisor will receive electronic copies of the Practicum Agreement, Learning Contract, and Practicum Manual. Thirdly, the practicum director provides orientation training on core competencies, practicum requirements (i.e., hours, learning contracts, monthly log, journal), relevant calendar events (e.g., curriculum overview, mid-point and final weeks), a semi-annual newsletter. Finally, the practicum director will conduct site visits with practicum supervisors to review learning contracts, competencies, behaviors, and tasks.

Practicum Evaluation Process

The process for practicum evaluation is to determine the both the agency and practicum supervisor effectiveness, which begins with ensuring the practicum supervisors hold a Master of Social Work (MSW) degree, a minimum of two years of post-Master's experience, and align that align with the student's educational goals and career interests. The practicum director conducts three site visits to evaluate competency-based learning, adequate space for students, access to computers, and dissemination of policies and safety procedures. In addition, the students provide feedback during the practicum seminar using both discussions and the weekly journal outlining competencies, supervision, safety, and other relevant issues. Finally at the end of the practicum, students complete the practicum student evaluation form, which provides feedback on the effectiveness of both the agency and practicum supervisor (Appendix D: Practicum Student Evaluation).

Process for Evaluating Practicum Supervisor Effectiveness

The process for evaluation of the practicum supervisor effectiveness includes the following steps:

1. Before the practicum begins, practicum supervisors are vetted to ensure they hold a Master of Social Work (MSW) degree, a minimum of two years of post-Master's experience, and alignment with the student's educational goals and career interests.
2. The practicum director conducts three site visits to collect feedback on practicum supervisor effectiveness in competency-based learning, adequate space for students: student computer access, and dissemination of policies and safety procedures.

3. Students provide feedback during the practicum seminar using weekly journals and discussion for competencies, supervision, safety, and other relevant issues.
4. At the end of the practicum, students complete a Practicum Student Evaluation Form, which provides feedback on both the agency and practicum supervisor.
5. The practicum director reviews credentials, site visit feedback, weekly journals, and Practicum Student Evaluation forms and will decide to renew the practicum supervisor's ability to provide competency-based learning on an annual basis.
6. Furthermore, the mandatory practicum supervisor orientation is designed to provide an emphasis on effectiveness using the core competencies, brainstorming effective methods for assessing student learning, and strategies to create a safe and supportive learning environments.

Process for Evaluating Practicum Education Setting Effectiveness

The process for the evaluation of practicum education setting effectiveness involves several key strategies:

1. Practicum settings must adhere to the standards set by CSWE. These standards ensure that practicum experiences are aligned with the competencies required by social work practice.
2. Heritage University has a dedicated MSW program that works closely with practicum sites to ensure they meet educational and safety standards. The program includes regular site visits, evaluations, and feedback mechanisms to monitor the quality of the student's learning experience.
3. The students, practicum supervisors, practicum director, and designated faculty members develop learning contracts that outline the specific competencies, goals, and activities to be achieved during the practicum experience. The learning contracts help ensure that the practicum experience is structured and focused on competency-based learning.
4. Qualified practicum supervisors provide regular supervision, guidance, support, and feedback, helping students to navigate challenges and reflect on practice. This supervision ensures that students are developing their skills in a safe and supportive environment.
5. Students are encouraged to engage in reflective practice to help them integrate theoretical knowledge with practical experience.
6. Continuous feedback and formal evaluations from practicum supervisors and academic advisors help ensure that students are meeting their learning objectives and developing the necessary competencies.

By implementing these strategies, the program can create practicum settings that are not only safe and supportive but also rich in learning opportunities, ensuring students are well-prepared for their professional roles.

MSW Practicum Placement Process

The practicum director is responsible for completion of the practicum agreement prior to student placement and ensures the practicum experience is productive and rewarding for students.

The process for student practicum placement:

1. The practicum director or designated faculty meets with the student to gather information on student goals, interests, and preferred types of placements.
2. The practicum director or designated faculty uses the information gathered from students to search for potential agency sites in the program database. If an agency site is not approved, the practicum director reaches out to the agency to inquire about a possible partnership.
3. The practicum director or designated faculty contacts the agency to inform them of student interest and describe agency responsibilities. If the agency expresses interest and is amendable, the practicum director or designated faculty introduces the student to the agency to begin communication.
4. The student proceeds to schedule an interview to ensure the best fit for both the student and agency.
5. The student attends the interview and provides the agency with a cover letter, resume, and any other pertinent materials requested by the agency.
6. If the practicum placement is confirmed, the practicum director proceeds to obtain a signed practicum agreement by all appropriate parties.
7. Before the beginning of the semester, students will contact the agency to arrange a mutually agreed upon practicum schedule.
8. The student will report to the practicum site on the first day of placement.

Students may assist in identifying potential practicum placements that align with their academic interests and career aspirations through the following structured process:

1. The student contacts potential practicum sites to gather preliminary information regarding the agency, services offered, supervision capacity, and the alignment of the agency's offerings with the student's learning objectives.
2. If the agency expresses interest in considering the student for placement, the student then meets with the practicum director or designated faculty member for a review of the placement and determines if it is appropriate to begin a placement plan.
3. The practicum director or designated faculty member contacts the agency to discuss the proposed partnership and conducts a comprehensive site assessment. This assessment ensures the agency meets program standards, including appropriate supervision, staff qualifications, available learning opportunities, and compliance with both program and CSWE standards. If necessary, a site visit will be conducted to assess the agency's suitability, including the physical environment, safety measures, and its capacity to offer diverse learning experiences and support student development.

4. Once the agency meets all criteria and requirements, the practicum director proceeds to secure a signed practicum agreement from all relevant parties. This agreement ensures that all expectations, responsibilities, and obligations are clearly defined and mutually agreed upon by the student, agency, and program.
5. Students will then proceed to schedule and attend an interview. Students will provide the agency with a cover letter, resume, and any other pertinent materials requested by the agency.
6. Before the beginning of the semester, the student will contact the agency to arrange a mutually agreed upon practicum schedule.
7. The student will report to the practicum site on the first day of placement.

Practicum Site Visits

The purpose of the site visits is to clarify, expand, modify, and confirm activities and ways of meeting competency requirements. The students schedule the site visits (45-minues) with the practicum director, assigned faculty, and practicum supervisor, which usually is in-person at the agency. Students prepare three copies of the learning contract and share three days prior to the site visit with participants.

The learning contract is a working document that is the basis for the first site visit. The purpose of the learning contract is to prepare practicum learning objectives that are feasible within the agency and are attainable within the designated hours for practicum. Learning activities may need to be revised based on discussions during the site visit. The practicum director, faculty, practicum supervisor, and student are all expected to provide input at the site visit and ask any specific questions about responsibilities, steps, and curriculum.

Once the learning contract is approved and the student has completed the tasks, the practicum evaluation will take place at the mid-point of the year and prior to the completion of the required hours. Amendments to the learning contract may be necessary and the practicum director or assigned faculty will initiate a meeting with practicum supervisor and student to amend the contract. The final learning contract form that is signed by the student, practicum supervisor, and practicum director (assigned faculty), is retained and final copies are provided by the practicum director or designated faculty member.

MSW Practicum Learning Contract

The learning contract serves as a framework from which to select participatory activities that will benefit the student's learning experience. The learning contract identifies tasks, experiences, or activities that will meet the nine social work competencies and is the primary tool for evaluating the student's progress towards meeting competencies. The practicum supervisor uses the learning contract to decide which of the agency's educational opportunities (cases, projects, meetings) are most appropriate for the student's current goals and professional skills. The learning contract can be modified as competencies are achieved, new needs emerge, or additional practicum experiences become available. Together with the practicum director, assigned faculty, practicum supervisor, and the students identify a minimum of two activities to demonstrate each competency in the learning contract. Using

clearly written learning tasks and activities, the learning contract adds structure to the student's practicum experience and helps to customize the practicum experience for students. A well-stated practicum activity is content specific and focused on the performance expected of the student. It answers the question, "What will the student be doing to demonstrate steps to becoming competent in each area?"

Learning Contract Development

The following steps describe how to develop tasks and activities for the learning contract.

1. Review the competencies and behaviors.
2. Reflect on the student's personal goals for practicum.
3. Make a list of the skills and knowledge that the student is interested in developing during the coming semester.
4. Review the agency job description to determine tasks to be completed.
5. Make a list of potential activities available at the placement agency.

The following guidelines allow the tasks and activities to fit the individual learning needs:

1. Be specific, avoid global or general statements.
2. The objective is stated with an action present-tense verb.
3. Include at least one outcome to be measured and achieved.
4. Include at least one concept or skill in each statement.
5. Include dates by which the objective will be achieved by the end of the month.
6. Write in simple terms; it is not necessary to include jargon or buzz words.
7. Ensure the objective can be understood by anyone reading the learning contract.
8. Use examples if it will help the reader understand the intent.
9. Learn to condense material (putting the emphasis on quality not quantity).

Objectives often reflect an experience which can be broken down into several smaller activities. For example, the objective, "develop social work skills in working with adolescent groups" can be broken down into the following activities:

1. Observe practicum supervisor in leading adolescent treatment group for three sessions.
2. Co-lead with practicum supervisor three adolescent group sessions.
3. Lead three adolescent group sessions.

Learning Contract Practicum Activities

Practicum activities refer to educational experiences that the student will undertake to accomplish a particular objective. These activities should provide an opportunity for the student to practice a specific concept or skills. The following questions are useful guides to assess the value and relevance of a practicum activity:

1. What is the purpose of the activity? Is there an opportunity to practice the kind of behavior implied by the objective?

2. Does the activity build upon or encourage examination of knowledge or skills brought from previous experience?
3. Is there a balance between observational and participatory activities? Does the activity provide ample opportunity to be put into practice?
4. How feasible is the activity? Once an activity is started, there should be sufficient agency resources to assure its completion.
5. Does the activity give the opportunity to increase independent performance? Activities should permit the student to progress from supervised to self- directed practice.

As the above questions illustrate, selection of practicum activities that are tied to learning objectives requires thoughtful planning. If this process is followed, the job of evaluating the student's performance will be concise.

Practicum Placement Changes

Not every practicum placement works out. Often this is the result of the changes in personnel at agencies, life circumstances, or a poor “fit” between the student and the agency. The Practicum Director or assigned faculty will make every effort to work with the student and placement agency to transition to a new placement.

Any student enrolled in the program may seek a change in their practicum when problems unrelated to the student's performance make the continuation in the practicum placement. It is the responsibility of the practicum director or assigned faculty to determine whether the problem is performance or non-performance related. A few examples of non-performance problems are below although. Other challenges may exist.

1. Inadequate agency resources to support practicum.
For example, student office space, clients for student cases, insufficient supervisory time, loss of supervisor due to illness, and change of jobs.
2. Learning experiences within an agency are too narrow.
For example, with direct service, students need opportunities to collaborate with individuals, families, groups, and communities or to assume multiple intervention roles: counselor, broker, and advocate.
3. Mismatch of student and agency practicum.
For example, agency learning experiences are too advanced for the student or the converse. It is a larger problem of an unanticipated "mismatch" than a difficulty in student performance.
4. Agency reorganization.
During the academic year, the agency changes its administrative structure which adversely affects available learning opportunities.
5. Personality or ideological clash between practicum supervisor and student.
Sometimes this problem is intertwined with difficulties in student performance. However, in other instances the student and practicum supervisor "don't get along" or "don't see things the same way," and neither one is willing to make the necessary compromises.

The following steps aid in reaching resolutions of concerns:

1. Concerns of the agency practicum supervisor about the student or placement:
 - a. The agency practicum supervisor will address any concerns directly with the student and attempt to resolve them.
 - b. If the issue cannot be resolved directly with the student, the agency practicum supervisor should contact the practicum director or assigned faculty to consult. Both practicum director or assigned faculty are available to come to the site to meet in person with the student and agency practicum supervisor.
 - c. An action plan for resolving the issue should be developed and agreed upon by all parties, including practicum director or assigned faculty.
 - d. Should the plan for resolving the issue be unsuccessful, the student, practicum director or assigned faculty, and agency practicum supervisor will meet to arrange termination of placement with the agency.
 - e. All reassignments/removals from placement site will be reported to the MSW program director and Department Chair.
2. Concerns of the student about the agency practicum supervisor or placement.
 - a. The student should address any concerns directly with the agency practicum supervisor and attempt to resolve them utilizing appropriate channels. Since the power differential between student and the agency practicum supervisor may be intimidating, especially early in the practicum relationship, the student may wish to consult with their practicum director or assigned faculty to rehearse how to approach the agency practicum supervisor for such a discussion.
 - b. If the issue cannot be resolved directly between the student and agency practicum Supervisor, , the agency practicum supervisor should contact the Practicum director or assigned faculty to consult. Both practicum director and assigned faculty are available to come to the site to meet in person with the student and agency practicum supervisor.
 - c. An action plan for resolving the issue can be developed and agreed upon by all parties, including the practicum director or assigned faculty.
 - d. Should the plan for resolving the issue be unsuccessful, the student, practicum director or assigned faculty, and agency practicum supervisor will meet to arrange termination of placement with the agency.
 - e. All reassignments/removals from placement site will be reported to the MSW program director and Department Chair.

Student Safety and Well-being Policy

Ensuring the safety of students in practicum placements is essential in the program. The practicum director and faculty will provide a comprehensive overview of the key safety and

well-being policy, such as, orientation, risk assessment, emergency procedures, supervision and support, incident reporting, self-care and stress management. These protocols help create a safer environment for students, allowing them to focus on their learning and professional development.

Safety Protocols

Beginning at student orientation, the practicum director will provide a comprehensive orientation on safety protocols, including understanding risks associated with different client populations and the regional environment.

The student safety protocols in practicum include the following key steps:

1. The university's Social Work Program is responsible for providing all students and practicum supervisors with general written information about safety protocols in the practicum setting. Protocols for the students to follow in the event of a safety or security problem will be reviewed at the beginning of the placement, with ample opportunity for questions and discussion as needed. Students should report to the Social Work Program any incidents that may give rise to a malpractice or liability claim against the student, university, or agency.
2. Each practicum agency is responsible for orienting students to agency safety policies and procedures, including mandated reporting, secure entry points, and alarm systems. Such orientation will include, but not limited to, discussion of safety issues in the community, within the agency building(s), with clients in general and clients prone to violent behavior (including family members or others living in shared residences), and risk reduction guidelines. The agency shall provide necessary emergency care, or first aid required by an accident occurring at the agency for students participating under the terms of the Practicum Agreement. Heritage University provides professional liability insurance coverage within the scope of performing services on behalf or under the direction of the MSW Program. Students are strongly advised to consider purchasing their own professional liability insurance even if the practicum agency provides coverage. Students are expected to abide by University Rules, Social Work Program Policies and Practices, agency procedures, and the NASW Code of Ethics and guidelines for workplace safety, discrimination, and harassment.
3. During orientation and prior to placement, the practicum director provides general safety guidelines, awareness of potential risks (e.g., burnout, compassion fatigue, transference), self-care strategies, and procedures for managing emergencies. Students are instructed to check with the agency and practicum supervisor for specific placement setting safety protocols and to communicate openly about situations where they feel unsafe and immediately report any safety incidents.
4. Before starting placement, students and practicum supervisors assess potential risk associated with the practicum setting and client population. A contingency and continuity plan is developed to prepare for times of disruption to the learning environment, such as managing human crisis, public health emergencies, and natural or manmade disasters.

5. Regular check-ins and assessments are conducted to address any new or ongoing safety concerns. Practicum students may be asked to conduct transportation of clients, home visits, attend client conferences, court hearings, and other organized meetings. Students who complete such tasks are encouraged to utilize the agency's risk assessment instrument and supervision to ensure safety and consistency in practice. Students are encouraged to inquire whether the agency provides an agency car and insurance. If the agency does not, a student must contact their insurance to confirm if their auto policy covers driving for educational or internship purposes. If not, they cannot use their own personal vehicle for practicum.
6. Students are required to report any incidents of violence, threats, or safety concerns immediately to practicum supervisor and practicum director. An incident report must be completed, detailing the nature of the incident, those involved, and any action taken. This report is reviewed by the practicum director and other relevant personnel to ensure compliance with local, state, tribal, and federal policies. Students who report any safety concerns will be provided with support until safety concerns have abated. If the concern cannot be resolved, the student will be offered an alternative placement.
7. Students will have access to support systems, including supervision and referrals for counseling, to address any safety concerns and ensure their well-being during the practicum.

The practicum director and practicum supervisor will ensure students have weekly supervision and access to support to discuss safety concerns and strategies. Students are encouraged to communicate openly about situations where they feel unsafe and immediately report any safety incidents to the Practicum Supervisor.

The practicum director and assigned faculty will create a system for reporting and documenting any incidents to continuously improve safety measures and protocols. Students who report any safety concerns about practicum placements will be provided with support until safety concerns have abated. If the concern cannot be resolved, the student will be offered an alternative placement by the practicum director.

By following these protocols, the program aims to create a safe and supportive environment to ensure that any incidents are handled promptly and effectively.

Well-being

The program emphasizes the importance of self-care and well-being. In potentially high-stress or unsafe situations the Practicum Director will encourage students to set professional boundaries for themselves. Students are encouraged and instructed to prioritize self-care and well-being and remove themselves from situations where they may feel uncomfortable.

Students are highly recommended to contact the Practicum Director, Practicum Supervisor, or assigned faculty for guidance and support.

Policies and Procedures

The policies and procedures provide essential guidance on how students, faculty, staff, and supervisors work, interact with others, and manage the program. The policies contained in the

Practicum Manual are in keeping with the leadership and values that model ADEI principles within Heritage University.

Non-Discrimination Policy

This policy is cross listed in the Student Handbook. The Social Work program at Heritage University is committed to non-discrimination and equal employment opportunities. It is the MSW Program's policy not to discriminate on the basis of age, ancestry, disability, marital or parental status, national origin, participation in constitutionally protected activities, political affiliations or beliefs, race, religion, gender, sexual orientation, and/or Vietnam Era veteran status in program, benefits, services, or aid programs.

Complainants who believe that they are victims of discriminatory harassment are encouraged to use the University's internal procedures to resolve complaints.

The complainant may elect any of several internal procedures. The complainant may seek an informal resolution by:

- where possible and comfortable, informing the offending person of perception of their words and actions
- consulting with administrators who oversee the respondent
- initiating formal procedures through the Human Resources Department

Reporting Procedures: Any individual who feels that have been the victim of harassment is encouraged to promptly report his or her concerns to the Department Chair, Vice-President for Student Affairs, or the Human Resources Director without fear of retaliation. Any employee who knows of or receives reports of offending behavior must promptly notify the Human Resources Director. An investigation of a complaint will be conducted promptly, assuring maximum confidentiality consistent with the principles of due process and fundamental fairness.

Professional Liability Insurance Policy

Heritage University maintains professional liability insurance and is identified as insured. The university provides insurance coverage within the scope of performing services on behalf or under the direction of the MSW program.

- University Limits of Liability Each Claim/Aggregate
- \$1,000,000/3,000,000

Students should report to the Social Work program any incidents that may give rise to a malpractice of liability claim against the student, university, or agency. Practicum supervisors are asked to ensure that students receive orientation to agency safety procedures at the start of their placements.

Students are encouraged to consider purchasing their own liability insurance even if the practicum agency provides some coverage. Professional liability insurance is available through NASW Insurance Trust for low student rates. Those who wish to secure their own professional liability insurance policy should contact the Social Work Department for applications.

Student File Permission Policy

Given the sensitive (quasi-legal) and confidential nature of the information contained in each student's file, it is essential that access be subject to certain specific restrictions and/or conditions as follows:

1. A student requesting to see their own file must submit in writing any such request to the MSW director and the Social Work Department Chair. If access to a specific piece of information (e.g., practicum evaluation, application for admission) is being sought, this should be identified in the written request along with a brief rationale. The student should not request to see materials for which they have already signed a waiver of their right to see (e.g., reference letter).
2. Without exception, all students are granted access to their records subject to the following constraints:
 - a. A minimum of 24 hours will be necessary to process any request prior to actual release of the file to the student. This will provide ample time to redact any confidential information (e.g., references) to which student access is prohibited.
 - b. Under no circumstances will a file be released to a student in the absence or without supervision by a member of the staff or faculty. Such monitoring is necessary to ensure that all information is returned to the file without exception or alteration.
 - c. Any student-initiated additions to the record (e.g., reports, responses) should be channeled through the MSW director or practicum director or MSW faculty.
 - d. Any request for copies of information from the files will be carefully evaluated and referred to staff for disposition. The student will not be permitted to abscond with file material for any purpose, including copying.

Practicum Exemption Policy

There are no exemptions from practicum based on prior experience. The Educational Policies and Accreditation Standards of the Council on Social Work Education clearly state that "Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the practicum or of the courses in the professional foundation areas."

Place of Employment in Practicum Policy

When a student expresses interest in completing their practicum at their Place of Employment (POE), the practicum director or assigned faculty will provide the student with the necessary forms, including the "Proposal for Practicum at Place of Employment," "Schedule of Anticipated Practicum Placement Days," and any other relevant materials. The proposal for practicum must be designed in such a way that the implementation will facilitate the student's development as a professional social worker.

The practicum director will evaluate the suitability of the workplace for practicum once the student submits the required documents. The practicum director reserves the right to

determine whether a workplace qualifies as a practicum site, and final decisions cannot be appealed. If the workplace is approved as a practicum site, the practicum director will proceed to establish a practicum agreement which clarifies the details about agency and student responsibilities. Students are not permitted to apply for a place of employment practicum after being assigned a practicum or once they have begun a practicum during the same semester of the academic year.

It is the student's responsibility to discuss the proposal for practicum with the employment agency administrator responsible for these types of decisions. Students are required to follow agency policy and procedures for practicum placement or volunteering. All guidelines for other unpaid practicums shall apply to students who wish to complete their practicum at their place of employment. The following are guidelines for place of employment practicum placements and ensure that students are engaged in a learning process and have appropriate supervision.

1. The agency providing employment must meet the MSW program criteria for agency participation to be a practicum site.
2. If a practicum agreement is not on file, one must be completed and approved prior to the student's start date.
3. Agencies wishing to offer a practicum placement to an employee will agree to give priority to the student's learning objectives and needs apart from agency maintenance needs for the duration of the practicum.
4. The agency shall provide agency practicum supervision from a qualified person with a MSW and
 - a. Two years post degree practice experience in social work.
 - b. A degree must be earned from a Council on Social Work Education (CSWE) accredited social work program.
5. The student will be assigned an agency practicum supervisor who is different than the regular employment supervisor.
6. The agency practicum supervisor should be someone who does not present a conflict of interest or the appearance of a conflict of interest such as being a friend, colleague, or relative of the student.
7. Students must disclose any prior or current relationship with the proposed agency practicum supervisor to discuss potential conflicts.
8. The agency practicum supervisor will spend at least one hour per week with the student to assess and enhance the student's attainment of learning objectives.
9. The student must be in good standing and out of any probationary period with the employer.
10. The employed student shall develop learning objectives based upon first and foremost their needs to expand knowledge, acquire or practice new skills, and apply classroom knowledge not previously demonstrated in the practicum. The student's learning objectives can be related to the agency's goals but will not be tailored to the agency's maintenance needs.
11. The employed student will be free to take risks and make mistakes as a learner to the same extent as a non-employed student.
12. The employed student shall be given the opportunity to be in an observer and learner role in the agency. For example, the student might attend board or administrative

- meetings, observe individual and group therapy sessions, visit other agencies with which the practicum agency interacts, and attend workshops and other structured activities.
13. The agency, student, and practicum director or assigned faculty must meet to plan, negotiate and agree on how the student's learning is to be documented and kept distinguished from the student's personnel file.
 14. The proposed task must be new learning and differ significantly from present or previous employment experiences in the agency.
 15. A differentiation between practicum work time and employment time: time spent in the practicum experience must be completed in documented blocks of time that are different from the job time. If possible, the student should be provided with a separate space to complete their practicum hours versus the space used for their current work.
 16. Any roles and tasks or responsibilities the student has not taken on within the past 12 months is considered new learning. Students are not allowed to use positions or work if they have more than 12 months of experience.
 17. The practicum director or assigned faculty shall closely monitor the practicum to ensure it represents a valid educational experience.
 18. Student employment tasks may qualify as practicum hours when they are directly linked to the nine social work competencies and the specific level of practice.
 19. If a workplace practicum is approved, the student is to remain employed in the respective position with their approved employment agency for the duration of the practicum placement.
 20. The program is not responsible for arranging practicums for students who voluntarily leave their employment during the academic year for which place of employment was approved.
 21. In the event of involuntary termination of employment, the practicum director or designated faculty will work collaboratively with the student to make appropriate arrangements for another placement.

This process ensures students are engaged in a learning process and receive appropriate supervision.

Paid Practicum Policy

Paid practicum placements in any form (e.g., salary, stipend) are permitted with approval from the practicum director. Most practicum positions are not paid positions. A paid placement must meet all the criteria for practicum and students must be able to fulfill the objectives for practicum within the paid placement. Emphasis must be on practicum as a learning experience rather than as paid employment.

Place of Employment Practicum Termination Policy

If a work practicum is approved, it is expected that the student will remain employed in the respective position with their approved employment agency for the duration of the practicum placement. The MSW program is not responsible for arranging practicum placement for students who leave their employment voluntarily during the academic year for which their place of employment practicum was approved for. In the event of an involuntary termination of

employment the Practicum Director or assigned faculty will work with the student to make appropriate arrangements for another practicum placement.

Use of Personal Automobile Policy

Social work students in practicum may be asked to use their personal vehicles for site-related tasks such as transporting clients, making home visits, attending client conferences, court hearings, or organizational meetings. Before agreeing to such requests, students should inquire whether the agency provides an agency car insurance for the use of personal vehicles for these activities.

If the agency does not, students must contact their own insurance agency to confirm if their personal auto policy covers driving for educational or internship purposes. Under no circumstances should students use their personal vehicles for practicum-related tasks without having automobile liability insurance that includes coverage for business use and passengers. It is important to note that a student's own automobile insurance is the primary coverage in case of an accident or injury.

Heritage University does NOT provide health or accident insurance for students, their passengers, or for damage to their vehicle during practicum activities. Therefore, students should verify their insurance coverage before using their car for practicum-related purposes.

Evaluation Professional Performance in Practicum Policy

This policy is cross listed in the Student Handbook. The evaluation of professional performance in practicum is conducted by the practicum instructor and the practicum supervisor. Each evaluates the student's professional performance during practicum. Students are expected to demonstrate professional competency. The policy for the evaluation of professional performance in practicum is included in both the student handbook and cross listed in the practicum manual. The policy includes the following:

Professional performance is evaluated during a student's practicum experience. Students, practicum instructors, and practicum supervisors collaboratively develop a learning contract that enumerates at least one task or activity in which the student can demonstrate competence in engaging in each practice behavior. In a team-oriented process, all parties review and sign the learning contract at least three times. The practicum instructor maintains possession of the original version of the learning contract, and copies are disseminated to the other members.

The first review focuses on finalizing the practicum tasks and activities used as the student's learning contract. There are two evaluative reviews of the learning contract, one at the end of each semester of practicum placement. These are referred to as the mid-term and final evaluations. During these reviews, students are encouraged to share how they implemented the learning contract. Practicum instructors and supervisors share their observations and determine final scores for each practice behavior.

Evaluations are scored on a scale from 0 to 5:

0 Not completed, no opportunity

- 1 Unacceptable progress
- 2 Not sufficient progress, with some concerns
- 3 Emerging competence, performance is on track and moving forward
- 4 Competence, strong performance
- 5 Advanced competency, excellent performance

To pass the final evaluation, students must achieve a score of three or higher on all practice behaviors. During the mid-term review, scores below three are acceptable but require a clear plan for improvement or specific action steps. The mid-term review also allows the team to reassess or adapt identified tasks in the learning contract. However, students receiving a maximum score of two during the mid-term review do not pass the evaluation.

Student Termination Policies

Professional Performance Misconduct Policy

This policy is cross listed in the Student Handbook. Professionalism is a cornerstone of social work practice and is expected in all educational settings, including the classroom, practicum, and extracurricular activities. Faculty and practicum supervisors collaborate to address concerns of professional misconduct.

Problems of professional misconduct can result in dismissal and can include any of the following:

1. Plagiarism or other forms of cheating
2. Disruptive or inappropriate conduct in educational settings
3. Destruction or concealment of library or other resources needed by others
4. Professional misrepresentation, including (a) events surrounding an incident involving professional conduct, (b) fabrication of client data pertaining to course or practicum assignments, (c) misrepresentation of qualifications, education, experience, or affiliations
5. Engaging in social work practice while under the influence of drugs, alcohol, or other chemicals
6. Breaching professional confidentiality
7. Sexual harassment of clients, colleagues, or supervisors
8. Entering a consensual sexual relationship involving conflicts of interest or abuse of power
9. Exploiting professional relationships for personal gain
10. Discrimination based on sex, sexual orientation, gender, gender expression, age, religion, national origin, or disability
11. Involvement in criminal activity
12. Violations of the NASW Code of Ethics
13. Other infractions

Professional Alignment and Readiness Policy

This policy is cross listed in the Student Handbook. Social work is a value-driven profession, and students are expected to align with its core values and principles, as outlined in the NASW Code of Ethics. In addition to academic performance, students must demonstrate professionalism, emotional stability, and the ability to engage appropriately with others in all educational settings.

The Social Work Department reserves the right to terminate a student's enrollment if their behaviors:

1. Pose a risk to the welfare of clients or colleagues, or
2. Reflect irresponsibility that undermines confidence in their ability to succeed in practicum or other educational settings.

This policy applies to students who, despite strong academic performance, exhibit behaviors such as difficulty in interpersonal relationships, emotional or psychological instability, or immaturity, which may hinder their professional readiness or ability to uphold social work's ethical and practice standards.

The program may refer students to the university counselor or professional counseling if appropriate. The program may also recommend the student consider alternatives to gain further experience, maturity, and perspective. The student might be advised that they cannot continue in the program with every effort made to help them understand and accept this decision and transfer to another degree program if appropriate.

Steps to Addressing Professional Concerns Policy

This policy is cross listed in the Student Handbook. If a student is demonstrating behaviors that are a problem of professional misconduct or professional alignment and readiness, it is reviewed with the regular full-time faculty of the program. The opinion of the majority of the team determines the severity and which steps are taken to address the problem. This may occur during core team meetings or a separately scheduled meeting. Decisions and discussions are recorded in meeting minutes. Agency practicum supervisors with concerns should consult the practicum instructor or practicum director for guidance in addressing the problem. It is the responsibility of the faculty advisor, faculty, practicum director, or agency practicum supervisor to document the student's behaviors, and assure that decisions are neither random nor capricious. The following are the steps that may be taken to address professional concerns:

1. **Informal Advisement:** The student will receive a verbal warning from the MSW Program Director or the assigned advisor.
2. **Formal Advisement:** The student will receive a written warning delineating the specific concerns through the assigned advisor.
3. **Program Termination:** If the preceding steps have not brought about acceptable changes in the student's conduct or if the student's conduct flagrantly violates the

NASW Code of Ethics or other professional standards, it may be recommended that the student be terminated from the Master of Social Work Program.

Due Process Policies

Due Process for Reasons of Professional Performance

This policy is cross listed in the Student Handbook. Students who want to appeal professional performance evaluation should present their case following this process.

1. A student should request a meeting with the practicum supervisor and the practicum instructor to discuss the concern.
2. If the student believes the matter has not been satisfactorily resolved, the student confers with the practicum director.
3. If the student believes the matter has not been satisfactorily resolved, the student confers with the MSW Director.
4. If the student believes the matter has not been satisfactorily resolved, the student confers with the Department Chair to seek assistance in resolving the concern.
5. If the student believes the matter has not been satisfactorily resolved, the student makes an appointment with the Vice-President/Provost of Academic Affairs to seek assistance in resolving the concern.
6. The student and the Vice-President/Provost of Academic Affairs may request a hearing committee to review the matter.
7. The Vice President/Provost of Academic Affairs communicates the decision to the concerned student.

If contact with the practicum supervisor and practicum instructor does not lead to a resolution, the matter is referred to through the appropriate channels. If the instructor involved happens to have multiple roles (e.g., practicum instructor, practicum director, MSW Director, or Department Chair) after going through the process with that person progresses to the next level of administration. At all levels, the administration official investigates to determine the validity of the complaint, to promote understanding between the individuals involved, and to affect a resolution.

The student must take a case for “arbitrary, capricious, or discriminatory” behavior on the faculty member's part to have grounds for appeal. The burden of proof of the charges is on the student. All appeals must be framed in this manner.

Due Process for Reasons of Student Termination Policy

This policy is cross listed in the Student Handbook. Students who want to appeal a decision to dismiss the student due to academic or professional performance reasons can make an appeal based on this policy. The decision to terminate the program for a student followed based on the following policies: academic performance misconduct, professional misconduct,

professional alignment and readiness, and steps to address professional concerns. These policies outline that the decision is made based on the majority opinion of regular full-time faculty in the program. The same due process steps can be taken, but would initiate as follows:

1. The student makes an appointment with the Vice-President/Provost of Academic Affairs to seek assistance in resolving the concern.
2. The student and the Vice-President/Provost of Academic Affairs may request a hearing committee to review the matter.
3. The Vice President/Provost of Academic Affairs communicates the decision to the concerned student.

Sexual Harassment and Sexual/Romantic Relationship Policy

This policy is cross listed in the Student Handbook. Sexual harassment is a form of sex discrimination where work or study relationships are inappropriately and gratuitously sexualized. It includes:

1. The use of sexual favors as a basis for actions affecting an individual's welfare as a student or employee.
2. Flagrant or repeated sexual advances, requests for sexual favors, and physical contacts of a sexual nature harmful to another's work or academic performance of the work or learning environment.
3. Repeat demeaning verbal or expressive behavior which is harmful to another's work or academic performance or to the work or learning environment.
4. Unwelcome sexual conduct with such conduct becomes a term or condition of an individual's education or employment.

Heritage University's policy on Non-Academic Grievances can be found here:

[Academic Policies](#)

Heritage University's policy on sexual/romantic relationships acknowledges that a sexual/romantic relationship between a faculty member and a student heightens the vulnerability for the subordinate person and is sensitive to potential for conflicts of interest and sexual harassment.

The Social Work Program fully supports the Heritage University policies on sexual harassment. It is the position of the department that sexual harassment will not be tolerated in any form within any aspect of the social work program including both classroom and practicum activities. Sexual/romantic relationships between student and faculty members or student and practicum supervisor will be considered a conflict of interest and a breach of the faculty/practicum instructor responsibilities to the student and University. Concerns, complaints, or questions with respect to sexual harassment and consensual relationships are directed to the Department Chair or Vice-President/Provost.

Appendices

Appendix A: Learning Contracts

Appendix B: Practicum Agreement

Appendix C: Practicum Statement of Understanding

Appendix D: Practicum Student Evaluation

Appendix A: Learning Contracts


Heritage University
GENERALIST PRACTICE Learning Contract

Placement Agency Name:		Phone:
Student Name:	Signature:	Date:
Practicum Supervisor:	Signature:	Date:
Practicum Director or Designated Faculty:	Signature:	Date:

Competencies and Behaviors (2022 EPAS)	Tasks/Activities to Demonstrate Competency	Mid-Point Evaluation 0 - 5	Final Evaluation 0 - 5
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.			
d. Use supervision and consultation to guide professional judgment and behavior.			
Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities <input type="checkbox"/>			
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.			
b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.			
Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities <input type="checkbox"/>			
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.			
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.			
Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities <input type="checkbox"/>			
4. Engage in Practice-Informed Research and Research-Informed Practice			
a. Apply research findings to inform and improve practice, policy, and programs.			
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.			
Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities <input type="checkbox"/>			
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.			
b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/>
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.			
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/>
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.			
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/>
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.			
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/> Communities <input type="checkbox"/>
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities			
a. Select and use culturally responsive methods for evaluation of outcomes.			
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/> Communities <input type="checkbox"/>

Mid-Point Evaluation	Final Evaluation
Notes:	Notes:
Signatures	Signatures
Practicum Student: Date:	Practicum Student: Date:
Practicum Supervisor: Date:	Practicum Supervisor: Date:
Practicum Director or Designated Faculty: Date:	Practicum Director or Designated Faculty: Date:

Practicum Evaluation Scoring	
0	Advanced Competence, Excellent Performance
1	Competence, Strong Performance

2	Emerging Competence, Performance is on track and moving Forward
3	Not Sufficient Progress, with some concerns (Identify concern and develop plan to address)
4	Unacceptable Progress (identify action to be taken at end of evaluation)
5	Not completed, no opportunity (identify a plan for opportunity at end of the evaluation)



Specialized Practice

ADVANCED GENERALIST PRACTICE Learning Contract

Placement Agency Name:		Phone:
Student Name:	Signature:	Date:
Practicum Supervisor:	Signature:	Date:
Practicum Director or Designated Faculty:	Signature:	Date:

Competencies and Behaviors (2022 EPAS)	Tasks/Activities to Demonstrate Competency	Mid-Point Evaluation 0 - 5	Final Evaluation 0 - 5
1: Demonstrate Ethical and Professional Behavior			
a. Examine policy and research related to the impact of racism, oppression, violence, and historical trauma to inform ethical practice.			
b. Assess culturally responsive advanced decision-making models to address ethical issues and dilemmas in practice with Latinx, Indigenous, and agricultural communities.			
Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities <input type="checkbox"/>			
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice			
a. Utilize policy analysis skills to inform policy formulation practices and policy implementation effects on oppressed and marginalized populations, including rural and tribal communities.			
b. Organize legislative policy advocacy with individuals, families, groups, organizations,			

communities to advance human rights and social, economic, and environmental justice.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/> Communities <input type="checkbox"/>
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice			
a. Identify internalized racial bias to reflect and critique personal history, power, position, privilege, and opportunities for change			
b. Utilize social work methods and models to dismantle structurally racist and unjust practices and policies.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/> Communities <input type="checkbox"/>
4. Engage in Practice-Informed Research and Research-Informed Practice			
a. Apply a practice-informed research design that is culturally responsive for individuals, families, groups, organizations, and communities.			
b. Analyze research-informed results to apply culturally responsive practices at all levels.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/> Communities <input type="checkbox"/>
5. Engage in Policy Practice			
a. Examine social policies at local, state, tribal, and federal levels to provide best practice recommendations.			
b. Assess social policy theory in the context of practice with diverse client populations and prepare recommendations for policy change.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/> Communities <input type="checkbox"/>
6. Engage with Individuals, Families, Groups, Organizations, and Communities			

a. Evaluate cultural factors which build meaningful engagement with diverse client populations.			
b. Utilize a variety of culturally responsive engagement methods to promote healing and wellbeing.			
Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities <input type="checkbox"/>			
7. Assess Individuals, Families, Groups, Organizations, and Communities			
a. Evaluate advanced assessment methods with diverse individuals, families, groups, organizations, and communities.			
b. Adapt advanced assessment methods through modification of questions, formats, and measurements that reflect diverse cultural contexts.			
Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities <input type="checkbox"/>			
8. Intervene with Individuals, Families, Groups, Organizations, and Communities			
a. Select culturally responsive interventions with individuals, families, groups, organizations, and communities.			
b. Apply culturally tailored interventions across client populations.			
Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities <input type="checkbox"/>			
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities			
a. Demonstrate group facilitation skills to build trust with organizations and communities.			
b. Evaluate intervention results across client populations based on well-being and quality of life outcomes.			

Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/>	Communities <input type="checkbox"/>
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Mid-Point Evaluation	Final Evaluation
Notes:	Notes:
Signatures	Signatures
Practicum Student: Date:	Practicum Student: Date:
Practicum Supervisor: Date:	Practicum Supervisor: Date:
Practicum Director or Designated Faculty: Date:	Practicum Director or Designated Faculty: Date:

Practicum Evaluation Scoring	
0	Advanced Competence, Excellent Performance
1	Competence, Strong Performance
2	Emerging Competence, Performance is on track and moving Forward
3	Not Sufficient Progress, with some concerns (Identify concern and develop plan to address)
4	Unacceptable Progress (identify action to be taken at end of evaluation)
5	Not completed, no opportunity (identify a plan for opportunity at end of the evaluation)

Appendix B: Practicum Agreement



MSW PRACTICUM AGREEMENT

This Practicum Agreement ("Agreement") is entered into on _____ (the "Effective Date"), between Heritage University ("University") and _____ ("agency").

University operates a not-for-profit educational institution engaged in educating social work students. The University desires to use the agency as an opportunity for its students to obtain practicum experience as required by their curriculum. The consideration for this agreement is the mutual promises contained in this agreement and the mutual benefits expected from entering into this agreement.

Responsibilities of the Agency

The agency reserves the right to interview and approve students proposed for placement consistent with agency and Heritage University policies. The agency may not change the designated agency practicum supervisor without consultation with the Practicum Director or MSW designated faculty.

The agency will designate an appropriate professional worker to be the practicum supervisor who is acceptable to University with responsibilities as mutually agreed upon between University and the agency. If this practicum supervisor changes, the agency will notify the University's practicum director as soon as possible.

The agency retains full responsibility for client services and establishing standards for the quality of services rendered by students. Students placed within the agency for practicum function as representatives of the agency. The agency will maintain administrative and professional supervision of students as far as their presence affects the operation of the agency and/or direct/indirect services to clients.

The agency will provide a safe environment in which the student is free of any type of harassment.

The agency will ensure students receive orientation to agency safety procedures, policies, and regulations at the start of the placement.

The agency will designate a space to be used by the student which is appropriate for the tasks assigned (private office or room for confidentiality in interviewing) with appropriate equipment (phone, computer).

The agency shall not be sanctioned by NASW or other licensing entities.

Exclusion of Students: The agency reserves the right to terminate the continuation of any student who is not complying with applicable Agency policies, procedures or directions

from Agency personnel involved in the program or who is deemed by the Agency not to have adequate qualifications or ability to continue in the program, or the health of the student does not warrant a continuation, or whose conduct interferes with the proper operation of the Agency.

Emergency Care: The agency shall provide necessary emergency care, or first aid required by an accident occurring at the Agency for students participating under the terms of this Agreement, and, except as herein provided, the Agency shall have no obligation to furnish medicine or medical care to any student. The student bears responsibility for the cost of such care as well as any follow-up care.

Regulations: The agency will provide the student with access to the written regulations that will govern the student's activities while at the Agency.

Debarment and Suspension: The agency certifies that it is not excluded, debarred, suspended or otherwise ineligible to participate in federal programs.

Responsibilities of the Agency's Practicum Supervisor

The agency's practicum Supervisor will assist the student in developing a learning contract which will direct the student's activities. Assigned tasks will provide the opportunity for the student to:

- work with various staff members at the agency; and
- work with clientele; and
- work on activities designed to meet the University's competency requirements; and
- receive assignments of increasingly complex tasks as students gain confidence and ability.

The agency's practicum supervisor will review the learning contract with the student regularly and encourage revisions as necessary to meet competency requirements within agency limits.

The agency's practicum Supervisor will notify the practicum director or designated MSW faculty if the agency practicum supervisor decides to step down or transition from the position.

The agency's practicum supervisor will provide the university with pertinent information regarding criteria for supervision.

The agency's practicum supervisor is willing to evaluate the student's progress and performance in a timely fashion utilizing the provided program criteria.

The agency's practicum Supervisor will notify the Practicum Director or MSW Faculty if a student fails to appear for practicum without prior notice, is consistently late, or in other ways breaks the learning contract and/or agency regulations.

Responsibilities of the University

University assumes responsibility for the academic preparation of the student and reserves the right to render final academic assessment for the practicum.

University will maintain a Social Work Department which includes a practicum component that meets the accreditation standards of the CSWE.

The program ensures the practicum experience is productive and rewarding for all participants and is carried out in the best spirit of social work education.

University will designate a practicum director to:

- provide information on the program, school, educational and curriculum objectives; and
- approve the student's Learning Contract; and
- review with Practicum Supervisor and student progress and problems; and
- assist in the development of educational programs in the Agency (orientations and workshops) as is related to the student.

University will retain the responsibility for determining the student's final grade for the practicum but will consider the evaluation from the Practicum Supervisor and the student's self-evaluation.

University may withdraw the student from practicum at the agency but will not do so without first conferring with the Agency.

University ensures the practicum sites are within ethical standards.

HIPAA Compliance: Each party and the students under this agreement agree to comply, to the extent required, with the applicable provisions of the Administrative Simplification Section of the Health Insurance Portability and Accountability Act of 1996.

Confidentiality: University shall not disclose or permit disclosure by any students any information relating to the specific terms of this agreement or relating to agency Operation, or any privileged information about agency patients, to persons or organizations other than authorized members of Agency medical staff, state licensing boards, third party reimbursement agencies, professional peer review organizations and agency insurance carriers or legal representatives, without the prior written consent of the Agency or pursuant to duly issued court process or orders.

Pre-Placement Checks

The university agrees to request a criminal background check pursuant to applicable "Child and Adult Abuse Laws." The university agrees to provide the agency with a copy of the criminal background check results. The university acknowledges that placement of each student at the agency is contingent upon provision of the criminal background check results dated less than two years prior to the commencement of the practicum experience.

University shall perform an excluded provider search on the Office of Inspector General List

of Excluded Individuals Entities (<https://exclusions.oig.hhs.gov/>).

Responsibilities of the Students

The student will agree in advance with the agency practicum supervisor as to how 900 hours (500 hours for Advanced Standing Students) of direct service will be completed.

The student is responsible for keeping a log of practicum hours and the Practicum Supervisor will sign this log.

The student is required to attend orientation, training and seminars required by both agency and university. These hours will be counted in the 900 hours of practicum.

The student is required to provide a resume and other requested materials (e.g., vaccines, criminal background check) to the agency.

The student will adhere to agency rules and regulations i.e., dress codes and administrative procedures).

The student will respect agency property and conduct themselves in a professional manner.

The student will follow agency and client confidentiality in accordance with HIPPA.

The student will report any incidents that may give rise to a malpractice or liability claim against the student, university, or agency.

Insurance

University shall maintain, in the amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate, professional and general liability insurance and shall provide agency with a certificate of insurance evidencing the coverage required by this agreement if requested.

Agency shall maintain professional and general liability insurance and shall provide University with a certificate of insurance evidencing the coverage required by this agreement if requested.

Indemnity

Each party to this agreement shall be responsible for claims and damages to persons or property resulting from acts or omissions on the part of itself, its employees, its students, or its officers. Neither party assumes any responsibility to the other party for the consequences of any act or omission of any person, firm, or corporation not a party to this agreement. Neither party to this Agreement shall be considered the agent of the other party.

Nondiscrimination

Each party to this memorandum of understanding agree that neither will discriminate in the performance of this agreement against any individual based on age, sex, sexual orientation, race, color, religious belief, national origin, or physical handicap.

Non-assignability

Neither party may assign the rights or the duties of this agreement without the prior written approval of the other party.

Disputes

If disputes arise during this contract that cannot be resolved between the parties, both parties agree to proceed first to a third party for resolution. Both parties will bear the cost of dispute resolution.

Term and Termination

Term: This agreement is effective beginning _____, and will continue thereafter from year to year, if it shall be subject to review and renewal at any time as may be necessary to update or revise upon mutual consent of the parties.

Termination: Either party may terminate this agreement at any time by giving 30 days written notice of termination to the other party. If the agency terminates this agreement by giving such notice to University, students currently participating in the practicum will be allowed to complete the program.

Applicable Law

This contract shall be governed by the laws of the state of Washington.

Notices

When required by the terms of this agreement, the parties shall give notice by personal delivery or by certified mail, return receipt requested, postage prepaid, and addressed as indicated below:

To University: Practicum Director
Heritage University
3240 Fort Road
Toppenish, WA 98948

To Agency:

SIGNATURES:

COLLEGE: Heritage University

Name: Andrew C. Sund, PhD
Title: President

Date: _____
Sign: _____

Name: _____
Title: Vice President of Finance
/CFO

Date: _____
Sign: _____

Name: Jessica Vega, MSW
Title: Practicum Director

Date: _____
Sign: _____

AGENCY:

Name: _____
Title: _____
Date: _____
Sign: _____

Appendix C: Practicum Statement of Understanding

Statement Of Understanding: Student Rights and Responsibilities in Practicum

Students entering and participating in the practicum are expected to:

1. Be responsible for assessing, with the practicum director or designated MSW faculty, their own potential to identify preliminary learning goals for the practicum.
2. Provide the agency with a resume prior to placement. Students will also provide practicum supervisors with any other reasonable material deemed necessary.
3. Be at the agency during the hours arranged for the placement. Students must report absences to both the practicum supervisor and practicum director or designated MSW faculty and hours made up. Expected to conform to agency working hours and holiday schedules.
4. Keep a log of hours accumulated in the practicum and obtain a signature from the practicum supervisor. Students will submit logs to the practicum director or designated MSW faculty and use them to verify hours spent in the practicum.
5. Observe rules and regulations of the agency regarding dress code and administrative procedures.
6. Respect agency property and conduct themselves in a professional manner in the practicum.
7. Develop conscientious work habits in the completion of agency assignments. They will submit agency required paperwork promptly and completely.
8. Try to renegotiate their contracts with practicum supervisors in the event of difficulties regarding task assignments, prior to contacting the practicum director or designated MSW faculty.
9. Observe confidentiality, within the agency, at school and in the community, and diligently protect clients' rights and privacy.
10. Attend regular supervisory meetings with the practicum supervisor and accept responsibility for providing the practicum supervisor with agenda items and written materials as requested.

Personal and Professional standards:

Students will conduct themselves in accordance with the NASW Code of Ethics. Demonstrate in the classroom and practicum settings an understanding of and commitment to social work values, principles, ethics, and competency in fundamental skills. These will include:

1. A capacity to separate his/her own values from those of clients:
 - a. develop awareness of one's own values and belief system

- b. appreciate personal value systems of clients and differences among people
 - c. respect and accept human diversity
 - d. demonstrate empathy for clients
2. An appropriate level of cognitive functioning:
- a. able to process added information, draw logical inferences and solve problems common to social agencies
 - b. able to maintain and use professional records and documents
 - c. be free of significant deficits in memory, attention, impulse control, or judgment which interfere with service to clients
3. Appropriate personal conduct:
- a. be free of substance abuse
 - b. practice non-discrimination towards others
 - c. have no contact of a sexual nature with current or former clients
 - d. does not engage in behaviors which might be viewed as sexual harassment.
4. Fundamental skills:
- a. develop and demonstrate basic listening skills
 - b. demonstrate clear communication
 - c. be able to write a narrative summary which reflects observations about the clients' background, appearance, and current functioning
 - d. ability to identify clues and symptoms that underlie client behavior
 - e. display an appropriate level of assertiveness
5. Ability to manage stress:
- a. demonstrate emotional and mental stability and capacity to cope with the stress inherent in social work practice
6. A commitment to the Profession:
- a. demonstrate knowledge of and adhere to principles outlined in the NASW Code of Ethics
 - b. be able to discuss ethical issues in fictional and actual client situations
 - c. apply ethical principles of the profession in situations involving clients or colleagues.

WARNING: A STUDENT MAY BE REQUIRED TO WITHDRAW FROM THE SOCIAL WORK PROGRAM IF ENGAGED IN UNETHICAL BEHAVIOR AND/OR IS DEMONSTRABLY DEFICIENT IN COMPETENCIES AND SKILLS AS DESCRIBED ABOVE.

Regarding academic work, students are expected to:

1. Attend all practicum seminars.
2. Complete assignments required by the program and transmit them to the practicum director or designated MSW faculty on or before the due date.

Evaluation Procedures:

1. In the event of disputes regarding practicum, students should follow the informal process by first attempting to resolve the problem with the Practicum Supervisor and the practicum director or designated MSW faculty. If the informal procedure does not bring about any resolution, students have the right to appeal using the university's normal grievance procedures.
2. The practicum director or designated MSW faculty's final visit to the agency will include the student and practicum supervisor and will focus on evaluation of the student's performance in the practicum.
3. The student will evaluate the agency as a practicum placement to assist the program in achieving a good match between agencies and students.

Student Signature: _____ Date: _____

Appendix D: Practicum Student Evaluation

PRACTICUM STUDENT EVALUATION

Evaluate your agency and practicum supervisor using the following scale: 1 – No Comment, 2- Strongly Disagree, 3 – Disagree, 4 – Agree, and 5 – Strongly. Place a check in the box that corresponds to the number for each item on the table. If you disagree or strongly disagree with any item, please explain in the comments below.

Agency _____ Practicum Supervisor _____

Agency

Item	5	4	3	2	1
Supported student self-development					
Used a strengths-based approach to help student learn					
Defined roles and clarified student expectations					
Readily available and/or accessible					
Scheduled regularly planned student conferences					
Provided student with feedback on growth and progress on a regular basis					

The Practicum Supervisor

Possesses a sound knowledge of the area of social work practice					
Guided practicum by social work values					
Knowledgeable about current trends in social work practice					
Knowledgeable about the MSW program curriculum					
Supported student self-development					
Used a strengths-based approach to help student learn					
Defined roles and clarified student expectations					
Readily available and/or accessible					
Scheduled regularly planned student conferences					
Provided student with feedback on growth and progress on a regular basis					
Developed learning experiences geared to the student's individual needs.					
Utilized external resources to familiarize the student with the social welfare system					

Comments:

Student Signature

Date Signed