

BSW Practicum Education Manual

The University of Georgia
SCHOOL OF SOCIAL WORK | UPDATED MAY 2026



University of Georgia School of Social Work

BSW Practicum Team

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Introduction

Program Mission & Vision

The mission of the baccalaureate Social Work Program is:

To prepare students for beginning generalist social work practice in a variety of settings, including nonprofit, private, and public settings.

The Bachelor of Social Work (BSW) is the first professional social work degree. Our BSW program prepares students for entry-level social work practice. We provide students with the knowledge and skills necessary to practice as generalist social workers.

BSW students have a grounding in liberal arts, which helps to inform and enhance their social work classes. In addition, students learn about the history of social work and the development of social welfare, the impact of diversity and oppression on our society, and theories of human development including the development of the family and of groups. Students also learn about communities, organizations, policies, and how they affect

families and individuals. Social work students learn research methodology and understand the relationship between research and practice. They acquire and demonstrate skills and techniques for generalist practice with individuals, families, groups, and communities through intensive academic year-long practicum education internships

Program Values

We are committed to addressing **power** and **oppression** in society in order to promote **social justice** by using **evidence informed practice** and **advocacy** tools and the celebration of **diversity**. This philosophy, under the acronym, **PrOSEAD**, acknowledges that engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities requires an understanding of the historical and contemporary interrelationships in the distribution, exercise, and access to power and resources for different populations. Our role is to promote the well-being of these populations using the best and most appropriate tools across the micro, mezzo or macro levels of social work practice. In short, our values include a commitment to:

Addressing	P ower and
Promoting	O ppression,
Using	S ocial justice,
	E vidence-informed
	practice and
	A dvocacy, and
Celebrating	D iversity

Graduates of the UGA School of Social Work will demonstrate knowledge, skills, and leadership in the following five program outcomes that are derived from our mission. Associated with each of these outcomes are the competencies specified by our accrediting body, the Council on Social Work Education (CSWE).

Program Goals

With the liberal arts as its foundation, BSW graduates are prepared to engage in entry-level social work practice or continue their formal education in social work or another graduate discipline.

It is our goal to prepare students to:

1. Provide culturally competent, generalist social work practice with individuals, families, groups, communities, and organizations.
2. Practice according to the principles, values, and ethics that guide the social work profession.
3. Acknowledge and positively impact the bio-psycho-social, spiritual, and cultural functioning of people.
4. Analyze social policies with the goals of advocating for human rights and social, economic, racial, and environmental justice.
5. Utilize a planned change model that is based upon an understanding of the ecosystems perspective, is driven by a commitment to social, economic, racial, and environmental justice, and is grounded in culturally sensitive empirical research and theory.

6. Address the human service needs in the state of Georgia and the region.

Our values as well as our school's vision and mission statements shape the curriculum. A set of six program outcomes are aimed at preparing students to become activist practitioners engaged in micro, macro and/or integrated practice.

The CSWE competencies offer a foundation on which we have built our curriculum. Implicit in our mission statement is our view of social work education as committed to viewing students as future leaders and as informed and collaborative members of broader learning communities charged with addressing power and oppression; promoting social justice; using the relevant evidence to inform practice, while celebrating the vast diversity in our local, national and global communities.

The courses that address the major curriculum content areas are organized to promote horizontal and vertical integration through a logical flow within generalist content. By reviewing course learning objectives and syllabi, it is possible to see the logic of course content sequencing. Students are encouraged to bring their relevant professional and life experiences into the classroom to enrich the learning environment. Specifically, the courses meet the nine CSWE core competencies and generalist behaviors. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency, followed by a set of behaviors that integrate these components. The behaviors represent observable components of the competencies, similar to the manner in which manifest items represent underlying latent constructs.

Students are also expected to be familiar with the academic requirements and information presented on the SSW website, this handbook, the BSW Program Handbook, and to follow School of Social Work guidelines and requirements. Failure to do so could result in serious consequences including, but not limited to delayed graduation and/or program dismissal.

Chapter 1: BSW Practicum Education Overview

Practicum Education is recognized by the Council on Social Work Education (CSWE) as the “signature pedagogy” of social work education. This designation highlights the essential role of experiential learning in preparing students for professional social work practice. Through practicum education, students integrate classroom knowledge with real-world application in community-based social work settings. Practicum learning occurs in environments that promote professionalism, ethical practice, anti-racism, diversity, equity, inclusion, and respect for human dignity. The combination of hands-on learning, professional supervision, and reflective practice is what distinguishes social work education from many other academic disciplines.

At the University of Georgia School of Social Work, the Bachelor of Social Work (BSW) program is grounded in a liberal arts foundation that prepares students to understand individuals, families, groups, organizations, and communities within broader social systems. Students enter the BSW major as intended majors and, after successfully completing pre-professional coursework and University core curriculum requirements, apply for admission into the BSW Professional Program. Once admitted into the Professional Program, students apply for participation in the BSW Practicum Education Program.

As part of the BSW curriculum, students are required to complete practicum education concurrently with the academic calendar. BSW students complete 16 practicum hours per week on Mondays, Wednesdays, and Fridays for a total of 240 hours per semester and 480 hours across the academic year. The Practicum Education Program consists of two integrated components: the practicum placement and the integrative seminar course.

The BSW practicum placement provides students with a generalist social work practice experience. Students develop foundational professional skills while learning how human service organizations operate, deliver services, and respond to community needs. Practicum experiences allow students to apply social work theories, values, ethics, and intervention methods in real-world settings while engaging directly with clients, communities, and interdisciplinary professionals.

Students may participate in activities such as conducting needs assessments, providing information and referrals, engaging in client support activities, participating in case management processes, assisting with group or community programming, and contributing to agency projects. Depending on the practicum setting, students may also gain exposure to mezzo and macro practice activities, including community outreach, program development, advocacy, grant writing, data collection, fundraising, policy-related activities, and participation in interagency or community meetings.

The BSW practicum experience is designed to expose students to all three levels of generalist social work practice—micro, mezzo, and macro—with an emphasis on professional communication, helping skills, ethical decision-making, self-awareness, cultural responsiveness, and application of the ecological systems perspective.

The BSW integrative seminar complements the practicum placement by providing structured opportunities for reflection, discussion, skill development, and integration of classroom and practicum learning. Seminar coursework focuses on professional social work identity, interviewing and engagement skills, documentation and professional writing, ethical practice, interprofessional collaboration, social welfare policy, and application of the National Association of Social Workers Code of Ethics. Students are expected to strengthen professional behaviors and competencies related to communication, organization, self-awareness, relationship-building, assessment of strengths and needs, professionalism, and ethical social work practice.

Throughout the practicum education experience, students are expected to demonstrate growth in the nine social work competencies established by CSWE and adopted by the School of Social Work. These competencies guide student learning and evaluation and serve as the foundation for professional social work practice.

Practicum is a required educational component of the BSW program and is intended to provide students with structured, supervised opportunities to develop and demonstrate professional social work competencies. Practicum is not arranged for student convenience, employment needs, or personal scheduling preferences. Rather, placements are developed and assigned to support professional formation, skill development, ethical practice, and integration of classroom learning with supervised practice experience.

Because practicum is a central part of professional social work education, students are expected to engage in the placement process with seriousness, professionalism, flexibility, and timely communication.

Educational Purpose of Practicum

Practicum is a time for students to develop as professional social workers through supervised practice. The purpose of placement is to strengthen students' ability to:

- apply social work knowledge in practice,
- develop professional judgment,
- integrate theory with practice,
- build professional identity,
- and demonstrate the competencies required by the profession.

Chapter 2: BSW Practicum Education Requirements

BSW Generalist Practicum Education Requirements

The BSW generalist practicum experience provides foundational training in professional social work practice. During this phase of practicum education, students begin applying classroom knowledge in community-based practice settings while developing skills in engagement, assessment, intervention, ethical decision-making, and professional communication. The generalist practicum also supports the development of professional identity and prepares students for social work practice.

For students enrolled in the BSW program, the generalist practicum experience occurs over two academic semesters and requires the completion of 448 hours of supervised practicum at a single approved agency.

Maintaining continuity at one placement across the academic year is an important component of the generalist learning experience. Students are expected to remain actively engaged at their assigned agency throughout the entire practicum period and to participate consistently in the learning opportunities available within that setting.

BSW Generalist Practicum Requirements Include:

- **Completion of 448 supervised practicum hours** over two semesters at a single approved practicum agency.
- **Regular participation in agency activities and supervision**, including assigned client work, projects, meetings, and other learning opportunities appropriate to the student role.
- **Commitment to the assigned placement for the full academic year**, unless a change is approved by the Practicum Education Office due to significant educational or professional concerns.
- **Participation in the integrative practicum seminar**, which meets once per week and is led by the faculty liaison.

The integrative practicum seminar is designed to support the connection between classroom learning and practicum experiences. During the seminar, students discuss practice experiences, examine ethical issues, reflect on professional development, and integrate social work theory with real-world practice. Students are expected to attend regularly and to participate fully, thoughtfully, and professionally in seminar discussions and learning activities.

Students are responsible for maintaining consistent engagement with their practicum placement, including regular attendance, participation in supervision, completion of assigned work, and professional communication with the practicum instructor and agency staff.

Failure to demonstrate appropriate commitment to the practicum placement—including repeated absences, lack of engagement in assigned responsibilities, failure to participate in supervision or seminar, or unprofessional conduct—may result in corrective action. Depending on the circumstances, consequences may include:

- Required corrective action or professionalism plans
- Loss of practicum hours that must be made up
- Delay in completion of practicum requirements
- Termination from the practicum placement
- A failing grade in practicum
- Referral for Academic and Professional Review

Because practicum education is a required and professionally supervised component of the BSW curriculum, students are expected to approach their practicum placement with reliability, accountability, and a sustained commitment to professional learning.

BSW Practicum Education Requirements	Level of Practice	Credits	Course Title	Clock Hours Required	Semester	Designated Practicum Days
SOWK 5835	Generalist	5 credits	Practicum in Social Work I	224	Fall	Monday, Wednesday, Friday

SOWK 5836	Generalist	2 credits	Integrative Seminar in Social Work Practice I		Fall	
SOWK 5845	Generalist	5 credits	Practicum in Social Work II	224	Spring	Monday, Wednesday, Friday
SOWK 5846	Generalist	2 credits	Integrative Seminar in Social Work Practice II			
Totals		14 credits		248 hours		

CHAPTER 3: PRACTICUM EDUCATION ORGANIZATIONAL STRUCTURE

Practicum Education is a collaborative partnership among the Practicum Education Office, Faculty Liaisons, Practicum Instructors, agency supervisors, and the broader network of professionals who support student learning within placement settings. Together, these individuals create an integrated learning environment that supports student growth, professional development, and successful integration of classroom knowledge into practice.

Each role contributes to ensuring that practicum learning is intentional, competency-based, and aligned with professional social work standards. Through supervision, mentorship, instruction, and ongoing communication, this network of professionals works collectively to guide students in developing the skills, ethical judgment, and professional identity required for effective social work practice.

The Practicum Education Office

The Practicum Education Office oversees the planning, coordination, and evaluation of all practicum experiences in the BSW program. The Office ensures that practicum education is systematically designed, supervised, coordinated, and evaluated in alignment with required social work competencies.

The Office establishes and maintains policies, criteria, and procedures that guide:

- Selection and evaluation of practicum sites
- Student placement and monitoring
- Student safety and risk management
- Evaluation of student learning
- Assessment of agency effectiveness

The mission of the Practicum Education Office is to provide high-quality, competency-based experiential learning opportunities that prepare students for professional social work practice.

Core Practicum Education Office Responsibilities

Placement Development and Coordination

- Recruiting, evaluating, and maintaining a diverse network of qualified practicum agencies
- Identifying and confirming practicum openings
- Coordinating student applications, interviews, and placement confirmations
- Maintaining affiliation agreements and required legal documentation

Training and Orientation

- Orienting students to the practicum process
- Training and supporting Practicum Instructors
- Orienting and supporting Faculty Liaisons
- Providing necessary practicum materials (applications, syllabi, evaluation forms, calendars, and instructional resources)

Oversight and Quality Assurance

- Assigning Faculty Liaisons to agencies
- Consulting with students, advisors, instructors, and administrators regarding practicum matters
- Monitoring agency effectiveness and student learning experiences
- Maintaining documentation of student professional liability insurance
- Organizing practicum education events and professional development opportunities (as budget permits)

Leadership & Staffing Structure

Practicum Education Team

The Practicum Education Office is led by the Director of Practicum Education, who oversees practicum education for both the BSW and MSW programs.

The Office includes four Practicum Education Coordinators:

- BSW and full-time (Athens) MSW Generalist placements Coordinator
- Full-time (Athens) MSW Specialization and Advanced Standing placements Coordinator
- Extended-time (Gwinnett and online) MSW Generalist placements Coordinator

- Extended-time MSW (Gwinnett and Online) Specialization placements Coordinator

The Practicum Education faculty operate as a collaborative team, and are supported by the Practicum Education Program Assistant, to ensure that practicum learning experiences are high-quality, competency-based, and educationally sound.

Additional key collaborators include:

- Faculty Liaisons
- Practicum Instructors
- Off-site BSW Practicum Supervisors
- On-site Task Supervisors

Each role is outlined below.

Faculty Liaison Role

The Faculty Liaison serves as the School's academic representative for the practicum experience and plays both an oversight and teaching role.

Primary Responsibilities

- Collaborates with students and Practicum Instructors to support development of the Learning Plan
- Assists in resolving concerns related to student performance or agency learning conditions
- Notifies the Director of Practicum Education of policy or administrative concerns
- Participates in discussions regarding possible practicum termination
- Conducts at least one agency contact per semester (additional contact as needed)
- Monitors student progress toward competency development
- Maintains documentation of site visits and communications
- Submits required evaluation materials within two weeks of semester end
- Evaluates agency effectiveness as an ongoing practicum site
- Identifies potential new placement opportunities

Teaching and Evaluation Role

- Maintains regular contact with students, including review of monthly reports
- Provides educational support to students and instructors
- Identifies concerns early and initiates corrective action when needed
- Assigns the final practicum grade based on syllabus criteria
- Reviews student performance materials before assigning a grade
- Discusses grading decisions with both student and Practicum Instructor

Termination Authority

In collaboration with the Director of Practicum Education, the Faculty Liaison represents the School in decisions regarding practicum termination. Early consultation with the Director is required when serious concerns arise related to student performance, professional conduct, ethical practice, or the student's ability to meet practicum expectations.

When concerns suggest that a student may not be meeting the academic or professional standards required for continuation in practicum or the BSW program, the Faculty Liaison may consult with the Director of Practicum

Education to determine whether referral to the School's Academic and Professional Review process is warranted. This may occur when significant concerns persist despite feedback, supervision, and attempts at remediation, or when issues raise questions about the student's readiness for professional social work practice.

Practicum Instructor Role

The Practicum Instructor is the primary educator within the agency setting and plays both planning and teaching roles. Per the CSWE requirements for Practicum Instructors, a professional serving as a Practicum Instructor for BSW students must have a BSW of 2+ years of social work experience.

Planning Responsibilities

- Communicates potential placement opportunities to the Practicum Education Office
- Reviews student applications and schedules interviews
- Consults with the Practicum Coordinator if placement concerns arise
- Completes placement confirmation documentation

Teaching Responsibilities

- Orients the student to agency policies, procedures, ethics, and safety protocols
- Develops learning assignments aligned with required competencies
- Provides at least one hour per week of face-to-face educational supervision
- Facilitates access to meaningful learning opportunities
- Evaluates student performance related to competency development
- Provides professional development through experiential learning and mentorship

Termination Authority

Practicum Instructors play an important role in identifying and communicating concerns related to a student's performance, professional conduct, ethical behavior, or ability to meet practicum expectations. If serious concerns arise, the Practicum Instructor should promptly notify the Faculty Liaison and provide relevant information regarding the student's performance and any supervisory feedback or remediation efforts that have occurred.

Decisions regarding practicum termination are made by the School of Social Work in consultation with the agency. In collaboration with the Director of Practicum Education, the Faculty Liaison represents the School in evaluating concerns and determining appropriate next steps. This may include developing a remediation plan, implementing additional supervision or support, or recommending practicum termination when concerns cannot be adequately resolved.

When concerns suggest that a student may not be meeting the academic or professional standards required for continuation in practicum or in the BSW program, the Faculty Liaison may consult with the Director of Practicum Education to determine whether referral to the School's Academic and Professional Review process is warranted. Practicum Instructor input and documentation may be considered as part of this review.

Off-site BSW Practicum Supervisor Role

In limited circumstances, and with prior approval from the Director of Practicum Education, an off-site BSW Practicum Instructor may provide supervision when an agency does not employ a qualified BSW.

This model is typically used:

- In emerging areas of practice
- When an agency is transitioning between BSW supervisors

Off-site Practicum Supervisors are jointly selected by the agency and the Director of Practicum Education.

Responsibilities

- Meets standard Practicum Instructor qualifications
- Provides weekly supervision focused on competency development and theory integration
- Participates in periodic joint evaluation meetings
- Submits semester evaluations and grade recommendations
- Communicates regularly with the Faculty Liaison and alerts them to concerns

On-site Task Supervisor Role

When off-site BSW supervision is utilized, the On-Site Task Supervisor oversees the student's day-to-day agency activities.

Responsibilities

- Orients the student to the agency and assigned projects
- Collaborates in developing the Learning Plan
- Supervises daily work activities
- Participates in periodic evaluation meetings
- Communicates with the Faculty Liaison when requested

Chapter 4: BSW Generalist Practicum

Practicum education is a central component of the BSW curriculum and provides students with the opportunity to apply classroom knowledge in real-world social work settings during their senior year generalist practicum experience. Through supervised practicum education, students engage directly with individuals, families, groups, organizations, and communities while developing foundational social work skills and professional competencies. Practicum is not simply an observational experience; it is an active and experiential learning process in which students gradually assume increasing levels of responsibility as they develop professional competence and readiness for entry-level generalist social work practice.

The one-academic-year BSW practicum sequence is designed to support progressive learning and professional development across the generalist practice experience. Throughout the practicum year, students are expected to actively engage in learning opportunities, seek supervision and feedback, demonstrate professionalism, and integrate knowledge from coursework into practice. Students build foundational skills in engagement, assessment, communication, advocacy, ethical decision-making, cultural responsiveness, and professional use of self across diverse practice settings and populations.

Practicum education serves as a critical opportunity for students to strengthen their professional identity and develop the skills, judgment, ethical reasoning, and professional behaviors necessary for effective social work practice. Students are expected to approach practicum with initiative, curiosity, accountability, and a commitment to learning, recognizing that meaningful engagement in practicum experiences is essential to preparing for competent, ethical, and responsible generalist social work practice.

Generalist Practicum

The generalist practicum is an integral part of the BSW curriculum and is designed to help students build foundational social work skills in supervised practice settings. It provides students with opportunities to connect generalist coursework to practice and to begin demonstrating professional competencies.

Generalist practicum is intended to provide new and educationally meaningful practice experiences. Consistent with CSWE standards, academic credit is not awarded for prior work experience.

Students are expected to engage fully in the generalist practicum as a structured educational experience focused on:

- Skill development
- Professional conduct
- Ethical practice
- Use of supervision
- Integration of theory with practice

Ensuring Generalist Practice Opportunities Across System Levels

The UGA School of Social Work Practicum Education Office is responsible for ensuring that all students enrolled in generalist practicum placements are provided opportunities to develop and demonstrate the nine CSWE social work competencies across multiple system levels (individual, family, group, organizational, and community). Practicum placements are carefully reviewed and approved to ensure that agencies can provide learning activities aligned with the competencies and the expectations of generalist social work practice.

Prior to placement approval, the Practicum Education Office evaluates agency settings, supervision structures, and potential learning opportunities to confirm that students will be able to engage in a range of professional activities that support competency development. Practicum Instructors collaborate with students and Faculty Liaisons to develop and implement a Learning Plan that identifies specific tasks, projects, and practice experiences designed to demonstrate competency across system levels.

Throughout the practicum experience, student progress is monitored through supervision, learning plan reviews, and formal evaluations to ensure that students are engaging in appropriate practice activities and receiving the educational opportunities necessary to demonstrate competency. If a placement is not able to provide sufficient opportunities to meet competency expectations, the Practicum Education Office works with the agency and student to modify learning activities or identify supplemental experiences that ensure the student can meet program and accreditation requirements.

This structured approach ensures that all students receive a comprehensive generalist practicum experience that supports the development of professional skills, ethical practice, and readiness for advanced social work practice.

Generalist BSW Learning Activities Across Systems

System Level	Examples of Field Setting Tasks, Roles, and/or Opportunities for Students to Practice with Each System Level
---------------------	---

- | | |
|--------------------|--|
| Individuals | <ul style="list-style-type: none">• Conduct client intake interviews and biopsychosocial assessments• Provide case management and resource coordination |
|--------------------|--|

System Level **Examples of Field Setting Tasks, Roles, and/or Opportunities for Students to Practice with Each System Level**

- Assist with individual counseling or supportive services under supervision
- Develop service plans and track client progress
- Connect clients with community resources and benefits

Families

- Participate in family meetings or family-centered service planning
- Support caregivers in accessing services for children, older adults, or dependent family members
- Assist with family assessments and family engagement strategies
- Observe or co-facilitate family interventions under supervision
- Provide education or resources that support family stability and functioning

Groups

- Observe, co-facilitate, or facilitate psychoeducational or support groups
- Assist with planning group curriculum or session materials
- Conduct outreach and recruitment for group programs
- Evaluate group participation and outcomes
- Support group documentation and reflection on group dynamics

Organizations

- Participate in staff meetings, case conferences, and interdisciplinary team meetings
- Assist with program development or program evaluation activities
- Review agency policies and procedures related to service delivery
- Contribute to quality improvement or workflow improvement efforts
- Assist with grant writing, data collection, or program reporting

Communities

- Conduct community resource mapping and needs assessments
- Participate in community outreach, education, or prevention initiatives
- Attend community coalition or stakeholder meetings
- Assist with advocacy efforts related to community needs or policies
- Support development of community partnerships or referral networks

BSW Generalist Placement Expectations

Students are usually placed in one agency for two consecutive semesters. Placements are made to expand student learning and develop a broad foundation for practice.

Although students may identify geographic preferences, the Practicum Education Office will not compromise educational quality to accommodate convenience. Students are expected to travel up to the approved 60-mile radius from their assigned campus or address of record, as applicable.

Students must remain academically eligible for practicum and must satisfy all program requirements, including liability insurance and grade requirements, in order to continue.

BSW Generalist Seminar

The Generalist Practicum Seminar is a required component of generalist practicum and is designed to help students integrate classroom learning with practicum experience. The seminar supports students' development as emerging social work professionals and emphasizes ethics, reflection, skill development, supervision, and professional identity.

Students are expected to participate fully in seminar, complete all assignments, and use the seminar as a space for serious professional learning and reflection.

CHAPTER 5: STUDENT ENGAGEMENT IN PRACTICUM EDUCATION

This chapter outlines the expectations, responsibilities, and requirements associated with participation in practicum education. All students are required to review this chapter carefully and to understand the policies governing practicum placement, participation, conduct, and completion of requirements.

Practicum education is a required and integral component of the BSW curriculum. It is a structured educational experience designed to support the development of professional competencies through supervised practice in community settings. Because practicum is both an academic requirement and a professional training experience, students are expected to engage in practicum in a manner that reflects the standards of the social work profession.

All students must comply with the professional, ethical, and procedural requirements established by the School of Social Work, the Practicum Education Office, the University, and the practicum agency.

Students are responsible for understanding and complying with all practicum policies. Lack of awareness of policies or failure to review this manual does not exempt students from these requirements.

Practicum education operates within structured academic, professional, and agency frameworks. Students are expected to follow these frameworks and to work collaboratively with practicum instructors and faculty to address concerns when they arise.

Failure to follow professional, ethical, or procedural requirements may result in corrective action. The specific response will depend on the nature and severity of the concern.

Consequences may include, but are not limited to:

- Required corrective action plans or professional development plans
- Additional supervision or monitoring of practicum performance
- A written professionalism or risk reduction plan
- Loss of practicum hours that must be made up
- Delay in practicum progression
- Reassignment or termination from a practicum placement
- A failing grade in practicum
- Referral to the Academic and Professional Review Committee
- Possible dismissal from the BSW program in cases involving serious ethical or professional violations

Because practicum education prepares students for professional social work practice, students who demonstrate patterns of unprofessional conduct, ethical concerns, or failure to meet practicum requirements may be subject to academic and professional review.

The School of Social Work is responsible for ensuring that graduates are prepared to practice social work ethically and competently. As a result, adherence to practicum policies and professional standards is essential for successful progression through the BSW program.

Practicum Participation Requirements

Practicum education is a central component of professional social work training. Through supervised experiential learning in community settings, students develop the professional judgment, ethical decision-making abilities, and applied skills required for competent social work practice. Because social work is a practice-based profession, meaningful engagement in practicum is essential to the development of professional identity, applied practice skills, and readiness for entry into the field.

Practicum placements provide students with real-world learning opportunities in which they can observe, practice, and refine professional skills under supervision. Through this process, students build their professional toolbox, which includes communication and engagement skills, intervention strategies, ethical decision-making, documentation practices, interdisciplinary collaboration, professional boundaries, and reflective practice. These experiences allow students to integrate classroom knowledge with real-world practice while strengthening their professional identity as emerging social workers.

Students must recognize that they are the primary drivers of their own professional learning and development during practicum. While practicum instructors, faculty liaisons, and agency staff provide supervision, support, and guidance, students are responsible for actively engaging in learning opportunities, seeking feedback, reflecting on their practice, and demonstrating initiative in their professional growth. Practicum education requires curiosity, accountability, and a willingness to learn from both successes and challenges in the practice environment.

The purpose of practicum education is educational and developmental. Practicum placements are designed to provide structured learning opportunities that support competency development and professional growth. Practicum is not intended to function as a job placement, employment pipeline, or career placement service. While some students may later pursue employment within the agencies or practice areas in which they train, placements are selected primarily based on their educational value and ability to support competency development, not their potential as future employment opportunities.

Participation in practicum requires a significant commitment of time, effort, and professional engagement. Students are expected to approach practicum as a primary component of their graduate education and to organize their personal, academic, and employment responsibilities in a way that allows them to fully participate in this experiential learning process.

Practicum education is structured around agency availability, community needs, and the educational standards of the BSW program. The Practicum Education Office is responsible for coordinating placements that meet educational and accreditation requirements. It is not the responsibility of the Practicum Education Office to accommodate individual student work schedules, personal obligations, or outside commitments. Students are expected to make the necessary adjustments in their personal and professional lives in order to engage fully in the practicum component of the program.

Successful completion of practicum requires consistent participation, accountability, and adherence to all policies established by the School of Social Work and the Practicum Education Office.

All students must:

- **Follow their enrolled program of study.** Students are responsible for enrolling in and completing practicum courses according to the curriculum requirements and sequencing established by the BSW program.
- **Adjust personal, employment, and other outside commitments as necessary to meet practicum requirements.** Practicum education requires a consistent weekly presence at the placement site and participation in agency activities. Students are expected to arrange their schedules in a manner that allows them to fully meet practicum obligations.
- **Take active responsibility for their professional learning and development.** Students are expected to engage intentionally in supervision, ask questions, seek feedback, reflect on their practice, and pursue opportunities that support skill development and professional growth.
- **Engage actively in the learning opportunities available within the practicum setting.** Students are expected to participate in agency work, supervision, meetings, trainings, and community engagement activities that contribute to their professional development and skill-building.
- **Maintain accurate and timely documentation of practicum hours.** Students must keep an up-to-date time log of all practicum activities and hours, which must be verified by the Practicum Instructor in accordance with program procedures.
- **Submit all required documentation and evaluations.** Students are responsible for completing and submitting all required practicum forms, learning plans, evaluations, reports, and other documentation to the Faculty Liaison and the Practicum Education Office by the established deadlines.
- **Complete required professional development activities.** Students must participate in any required professional development hours, trainings, or learning activities associated with practicum education.
- **Comply with agency policies and professional expectations.** Students must follow all agency procedures, ethical standards, and professional conduct requirements while participating in practicum activities.

Practicum hours must be completed during approved placement times and may not conflict with scheduled coursework. Students are responsible for coordinating their schedules to ensure that both academic and practicum obligations can be met.

Failure to meet practicum participation requirements—including failure to maintain hours, submit documentation, demonstrate professional engagement, take responsibility for professional learning, or comply with practicum policies—may result in corrective action, delay in practicum completion, a failing grade in practicum, termination from a placement, or referral for Academic and Professional Review.

BSW Practicum Education Requirements

All BSW students are required by the Council on Social Work Education (CSWE) to complete at least 400 hours of supervised experiential learning through practicum education as part of the requirements for a Bachelor of Social Work degree. Practicum Education, is a central component of accredited social work programs and

provides students with structured opportunities to apply classroom knowledge in real-world practice settings under professional supervision.

The 448-hour practicum required for the UGA BSW Practicum Education program is designed to ensure that students develop competence in the professional practice of social work. Through practicum experiences, students engage with individuals, families, groups, organizations, and communities while developing skills aligned with the nine CSWE competencies.

Practicum hours must:

- Be completed in approved practicum placements arranged through the Practicum Education Office
- Occur under the supervision of a qualified practicum instructor
- Involve structured learning activities aligned with CSWE competencies
- Be accurately documented and verified according to program requirements

Practicum hours cannot be substituted, waived, or replaced by prior work experience. All required hours must be completed in accordance with the policies of the School of Social Work and the accreditation standards of the CSWE.

Completion of the required practicum hours is a graduation requirement for the BSW degree. Students who do not complete the required number of hours, fail to meet practicum performance expectations, or do not follow practicum policies may experience delays in program progression or may be required to repeat practicum coursework.

Practicum Schedule

Practicum placements and schedules are not arranged around students' employment, personal obligations, or outside commitments. Practicum education is a central component of the academic program and is intended to be a focused period of professional skill development and immersive experiential learning.

Practicum hours may not conflict with scheduled coursework and must meet the required weekly hour commitments.

Students in the BSW program have designated days built into the curriculum schedule for practicum: Monday, Wednesday, Friday.

Within those designated days, the specific weekly schedule is developed collaboratively between the student and the agency.

Schedules are determined based on agency operations, client needs, and the learning opportunities necessary to support competency development. Students are expected to coordinate with their Practicum Instructor to determine a schedule that best supports learning and engagement.

Communication About the Practicum Process and Expectations

Students are informed about the practicum process through multiple structured communication points designed to promote clarity, preparation, and ongoing engagement. Practicum information is introduced to students upon their acceptance into the University of Georgia School of Social Work, through a pre-recorded pre-practicum orientation. At the beginning of the first semester, students engage in the New Student Orientation, which includes designated time for Practicum information-sharing. Expectations, explanations and news about the Practicum Education process is reinforced through required pre-practicum orientations held before each level of

practicum, where students receive guidance on timelines, expectations, policies, placement procedures, and professional responsibilities. At the start of each practicum semester, students also participate in semester kick-off orientations that review key requirements, reminders, and expectations for successful engagement in practicum.

In addition to live orientations, students have access to the online practicum handbook, which serves as a central resource for practicum policies, procedures, forms, and guidance. The Practicum Education Office also communicates regularly through email newsletters and direct email correspondence to share updates, deadlines, announcements, and important reminders. Together, these communication methods ensure that students receive practicum information in multiple formats and at multiple points throughout their progression in the program.

Student Progress and Support in Practicum

Student progress in practicum is monitored and supported through an ongoing, collaborative process involving the student, practicum instructor, faculty liaison, and the Practicum Education Office. Progress is assessed through regular supervision, review of learning activities and assignments, evaluation of competency development, and continued communication among all members of the practicum team. Students receive guidance and feedback from their practicum instructor, faculty liaison, and practicum coordinator throughout the semester to support their growth in professional knowledge, values, skills, and use of self in practice.

Faculty liaisons maintain regular contact with students and practicum instructors, review student performance, and help address questions or concerns as they arise. Practicum instructors provide regular supervision and direct feedback on the student's performance, professional behavior, and progress toward learning goals. The Practicum Education Office also remains available to assist with concerns related to the practicum experience, student support needs, or placement-related challenges. When difficulties are identified, the program works collaboratively to clarify expectations, develop a plan for improvement, and provide additional support as needed to promote student success and protect the integrity of the practicum experience.

Chapter 6: Practicum Pathways And Settings

Practicum Placement Settings

Practicum education occurs in a wide range of community organizations that provide opportunities for students to apply social work knowledge, values, and skills in real-world practice environments. These settings serve as the primary learning laboratories for the BSW program, allowing students to integrate classroom learning with supervised professional experience.

Practicum placements are selected to ensure that students engage in meaningful practice activities, receive appropriate supervision, and develop competencies consistent with the educational standards of the School of Social Work and the profession. Placements may occur in traditional social work settings, where social workers are commonly employed and direct services are provided, or in unique or emerging practice settings, where social work perspectives contribute to interdisciplinary work, policy development, research, or innovative community initiatives.

Regardless of the setting, all placements must provide structured learning opportunities, qualified supervision, and experiences that support the development of professional social work competencies.

Traditional Practicum Placement Settings

Traditional practicum placements occur in organizations where social workers are commonly employed and where established supervision structures and learning opportunities support student development. These settings typically provide direct practice experiences with individuals, families, groups, or communities and include supervision by a qualified social worker.

Examples of traditional practicum settings include:

- Community mental health agencies
- Hospitals and health systems
- Schools and school-based programs
- Child welfare agencies
- Nonprofit social service organizations

- Substance use treatment programs
- Government social service departments
- Community-based family service organizations

These settings generally offer well-established social work roles and provide students with structured opportunities to apply social work values, ethics, and practice skills in direct service environments.

Unique or Emerging Practicum Placement Settings

Some practicum placements occur in organizations where social work roles are developing, interdisciplinary, or applied in innovative ways. These settings may offer opportunities for macro practice, policy engagement, program development, research, or interdisciplinary collaboration.

Examples of unique or emerging practicum settings include:

- Policy and legislative organizations
- Advocacy and community organizing groups
- Research institutes or evaluation projects
- Community coalitions or collaborative initiatives
- Integrated health or prevention programs
- Nonprofit program development and evaluation initiatives
- Corporate or workplace wellness programs
- Social impact organizations and foundations

While these placements may differ from traditional direct-service environments, they must still provide structured supervision, meaningful learning activities, and opportunities to engage the competencies and professional standards of social work practice. No alternative arrangement will be approved if it compromises the educational integrity of the practicum experience. All practicum placements must meet the educational and accreditation requirements of the CSWE and BSW program.

Pathways to Placement

The BSW practicum placement process is a structured process designed to match students with learning environments that support the educational goals of the program while meeting the supervision and training capacity of community agencies. Because practicum placements require coordination between the School of Social Work, community partners, and qualified practicum instructors, the placement process follows established procedures to ensure fairness, consistency, and strong educational experiences for all students.

Traditionally Matched Placements – Generalist Students

Most students are placed through the traditional matching process coordinated by the Practicum Education Office. This structured process is designed to ensure equitable access to high-quality placements, alignment with student learning goals, and compliance with accreditation standards.

Placements are determined based on educational fit, not student self-placement.

Phase 1: Generalist Orientation & Preparation

1. Practicum Orientation (Required)

All students must complete a mandatory practicum orientation prior to entering the placement process. Orientations are pre-recorded and available through the Practicum Education Office.

Orientation includes:

- Overview of practicum structure (hours, schedule, expectations)
- Explanation of the matching process and timelines
- Review of professional conduct expectations
- Guidance on appropriate communication with agencies
- Introduction to SONIA
- Policies regarding:
 - Self-placement restrictions
 - Interview expectations
 - Consequences for non-compliance

2. Practicum Readiness Requirements

Students must meet all readiness criteria before being approved to enter the matching process:

- Enrollment in required practicum course(s)
- Academic good standing
- Completion of prerequisite coursework
- Demonstration of professional readiness (as assessed by faculty/program)

Phase 2: Application & Review

3. Practicum Application Submission

Students complete a formal practicum application by the established deadline.

Application components include:

- Resume
- Statement of learning goals and interests
- Relevant experience (work, volunteer, lived experience)
- Transportation/access considerations
- Geographic preferences (within program guidelines)

4. Practicum Application Review

Practicum Coordinators conduct a comprehensive review of each application.

Review includes:

- Assessment of learning goals and educational needs
- Evaluation of readiness for professional placement
- Identification of appropriate practice settings
- Consideration of student strengths and development areas

If concerns arise:

- Student may be contacted for clarification
- Student may be referred for additional readiness review
- Placement may be delayed if necessary

Phase 3: Matching & Agency Coordination

5. Agency Identification

Students are matched, not assigned based on preference alone. Practicum Coordinators identify appropriate agencies based on:

- Educational fit (primary factor)
- Availability of qualified supervision
- Alignment with CSWE competencies
- Agency capacity and prior partnership status
- Student learning needs (not preferences alone)

6. Match Referral (Two Good Faith Matches Policy)

Students are typically provided with up to two “good faith” matches.

A “good faith match” means:

- The placement meets educational requirements
- The agency has appropriate supervision
- The opportunity aligns reasonably with student goals

Students are expected to:

- Accept interviews for assigned matches
- Engage professionally and promptly
- Seriously consider each opportunity

Phase 4: Interview Process

6. Agency Interview

Students participate in an interview with the matched agency. Students may only interview with agencies that have been matched through the Practicum Education Office. Interviews scheduled outside of the procedures outlined by the Practicum Education Office will not be accepted as potential internship matches and will not count toward the Practicum Education experience.

Expectations of Students Upon a Practicum Placement Match:

- Professional communication and preparation
- Timely scheduling and attendance
- Appropriate follow-up (e.g., thank you communication)

Important:

- Interviews are part of the educational process
- They are not optional or exploratory beyond assigned matches

8. Interview Outcome & Feedback

After the interview:

- Agencies provide feedback to the Practicum Office
- Students may be asked to reflect on the experience
- Final placement decisions are made collaboratively

Phase 5: Placement Confirmation

9. Final Placement Approval

Placement is confirmed only after:

- Agency acceptance
- Student agreement
- Practicum Office approval

Students may not:

- Decline a matched placement
- Sabotage the interview process
- Secure placements independently
- Commit to agencies without approval
- Initiate placement outside the formal process

10. Documentation & Onboarding

Once confirmed, students complete all required onboarding steps:

- Affiliation agreements (if applicable)
- Background checks and drug screens (if required)
- Agency onboarding requirements
- Liability insurance verification
- Registration in practicum course

Phase 6: Placement Begins

11. Practicum Start

Students begin placement according to program schedule:

- Generalist placements begin the first week of September
- Begin accruing required hours (296 total across two semesters)

-
- Engage respectfully and professionally
 - Demonstrate openness to learning and adaptability
 - Remain present for all assigned interviews

Students are expected to represent themselves, the BSW program, and the School of Social Work professionally at all times.

Matched Placements

When a student is matched with a placement by the Practicum Education Office, the student is expected to proceed with that placement.

A matched placement is not a suggested placement, preference option, or opportunity for renegotiation. Rather, it reflects a professional decision made through a structured placement process that considers:

- Educational learning opportunities
- Agency capacity and supervision availability
- Program and accreditation requirements
- Student learning needs and readiness

The Practicum Education Office retains final authority over the approval and assignment of all practicum placements.

Students are expected to engage with the matched placement in good faith and with a commitment to learning. Practicum education is designed to develop professional skills, competencies, and professional identity through supervised experiential learning. Students are expected to approach their placement as a learning opportunity and to remain open to professional growth within the assigned setting.

Student Responsibility to Interview With a Matched Placement

When a student is matched with an agency, the student is expected to participate in the confirmation interview. This meeting is intended to introduce the student to the practicum instructor, discuss agency expectations, and confirm placement logistics.

Following a traditional placement match, students are required to email the assigned Practicum Instructor to schedule an interview. This meeting allows the student and practicum instructor to discuss:

- Agency programs and services
- Student learning opportunities
- Practicum schedule expectations
- Supervision structure
- Agency policies and onboarding requirements

This meeting is intended to support the transition into the practicum experience and establish a professional working relationship between the student and agency supervisor.

This interview is not an opportunity for the student to decline the placement or renegotiate the match, except in rare circumstances involving documented ethical conflicts, safety concerns, or issues identified by the Practicum Education Office.

This interview is not intended to determine whether the placement will proceed, as the placement match has already been made through the practicum placement process. Students who refuse to interview with a matched

placement or who attempt to renegotiate placements outside the established process may be considered not in compliance with practicum placement procedures and referred to Academic and Professional Review.

Two Good-Faith Placement Matches

Students will be provided up to two good-faith placement matches through the Practicum Education Office.

A good-faith match means that the Practicum Education Office has:

- Reviewed the student's application and learning needs
- Identified an agency with appropriate supervision and learning opportunities
- Confirmed the agency's capacity and willingness to host a student
- Determined that the placement meets program and accreditation requirements

If a student declines or fails to engage professionally with two good-faith placement matches, the student may:

- Be required to delay practicum enrollment to a later semester, and
- Be required to re-enter the placement process in a future placement cycle

Because practicum placements are developed through extensive coordination with community agencies and occur on a structured timeline, students are expected to engage in the placement process with professionalism, flexibility, and a commitment to learning.

Participation in this process is considered part of the student's professional preparation and responsibility within the BSW program.

Restrictions on Seeking Alternative Placements

Once a student has been provided a practicum placement opportunity through the Practicum Education Office, the student may not independently seek, secure, or pursue alternative practicum placements outside of the established placement process. This includes initiating contact with agencies, scheduling interviews, or attempting to arrange placements outside of those coordinated and approved by the Practicum Education Office.

All practicum placements must be formally reviewed, approved, and coordinated through the Practicum Education Office to ensure compliance with program standards, accreditation requirements, and established community partnerships. Independent placement-seeking behavior outside of this process may disrupt agency relationships, create inequities in placement access, and compromise the integrity of the placement system.

Students who do not adhere to this policy may be subject to:

- Removal from the placement process for the current cycle
- Delay of practicum enrollment
- Referral for academic and professional review

Student Communication with Agencies

Students may not independently contact agencies to seek or secure practicum placements without prior approval from the Practicum Education Coordinator. Students may not independently arrange practicum placements, make commitments to agencies regarding practicum participation, or negotiate placement conditions without authorization from the Practicum Education Office. Unauthorized outreach can disrupt established partnerships, create confusion for community partners, and interfere with the structured placement process used by the program. Moving outside the established practicum placement process is an indication of professional

development and may be grounds for Academic and Professional Review. Placements initiated without the knowledge and approval of the Practicum Education Office will be denied practicum credit.

The only exception to this policy applies to students pursuing approved worksite placements, where the student is already employed by the organization and the placement must still be formally reviewed and approved by the Practicum Education Office to ensure that all educational and supervision requirements are met.

Students may only communicate directly with agencies during scheduled interviews or after a placement has been confirmed. However, any changes to the placement arrangement must be reviewed and approved by the Practicum Education Office.

Students are expected to approach placement as a professional training experience, not as a placement based primarily on schedule preference, financial need, transportation convenience, or personal familiarity with an agency.

Students who fail to follow practicum placement procedures may be subject to review through the School of Social Work's Academic and Professional Review Committee.

Worksite Placements

In some circumstances, students who are already employed in a social service organization may request a worksite placement, which allows them to complete practicum within their current place of employment. Worksite placements are intended exclusively for students who are actively employed in a qualifying setting; they are not a separate placement program administered or coordinated by the Practicum Education Office. All worksite placements must meet the same educational standards, approval processes, and oversight expectations as traditional practicum placements.

The primary purpose of a worksite placement is educational—not employment—and students must be able to demonstrate that new learning opportunities, roles, and responsibilities will be provided beyond their current job duties.

Worksite Placement Approval Process

In addition to completing all standard pre-practicum requirements, students requesting a worksite placement must complete the following:

- Submit a Worksite Practicum Placement Application outlining proposed practicum activities, learning goals, and proposed practicum instructor.
- Obtain Application for Worksite Placement Practicum Instructor completed by both:
 - The proposed Practicum Instructor (who must meet all program requirements for supervision)
 - The student's employment supervisor (if different from the Practicum Instructor)
- Ensure that an affiliation agreement (MOU) is in place between the agency and the School of Social Work (if not already established).

All materials are reviewed by the Practicum Education Office. Approval is not guaranteed and is granted only when the proposed placement demonstrates sufficient educational rigor, appropriate supervision, and clear alignment with BSW program competencies.

Employment Hours and Practicum Credit

Practicum education is designed as experiential, competency-based learning that occurs over time, allowing students to progressively build skills, integrate knowledge, and demonstrate professional development across the duration of the placement. Practicum is not intended to be completed through the accumulation of routine work hours or through condensed or retrospective experiences.

Employment hours do not automatically count toward practicum. Only those hours that are clearly educational in nature, pre-approved through the worksite placement process, and completed within the semester timeframe may be counted toward practicum requirements.

In addition:

- **Cap on Countable Hours:** There is a limit on the number of employment-based hours that may be applied toward practicum requirements. This cap is established to preserve the integrity of practicum as a structured learning experience and will be determined during the approval process.
- **Competency-Based Learning:** All approved practicum hours must be explicitly connected to the CSWE social work competencies and practice behaviors. Activities must be intentionally designed to support competency development, rather than routine or task-based employment functions.
- **Ongoing Structure:** Approved hours must be completed within the structured timeline of the practicum semester and may not be front-loaded, back-loaded, or completed outside of the established practicum schedule.

Failure to adhere to these expectations may result in denial of hours, required reassignment of practicum activities, or additional practicum requirements to ensure competency attainment.

Employment Changes or Termination

If a student's employment status changes during the practicum semester, including resignation or termination, the student must notify their Practicum Coordinator immediately. Because worksite placements are contingent upon continued employment:

- The practicum placement may be terminated effective immediately
- The student may be required to secure a new placement through the standard matching process
- Completed hours may or may not be eligible for transfer, depending on the circumstances and alignment with program requirements
- Delays in practicum progression, including the possibility of extending or repeating the practicum course, may occur

Important Considerations

Worksite placements require a higher level of structure, transparency, and accountability to ensure compliance with accreditation standards. Students should not assume approval and are strongly encouraged to consult with their Practicum Coordinator early in the process.

Failure to adhere to worksite placement policies or to clearly maintain boundaries between employment and practicum roles may result in denial of practicum hours, removal from the placement, or referral for academic and professional review.

CHAPTER 7: SELECTION OF PRACTICUM SETTINGS AND PRACTICUM INSTRUCTORS

Policies, Criteria, and Procedures

Developing and maintaining practicum settings is a collaborative process between the University of Georgia School of Social Work (SSW), the Practicum Education Program, and community agencies. This partnership is ongoing and involves shared responsibilities among the School, the agency, and the student.

Practicum settings are selected based on their ability and willingness to provide high-quality learning experiences consistent with the mission, competencies, and values of social work education. The Practicum Education Office works to maintain a diverse range of placement settings, including agencies that serve different populations, address varied social issues, and utilize multiple intervention approaches.

The following criteria guide the selection, approval, and ongoing evaluation of practicum settings and practicum instructors.

Identification and Recruitment of Practicum Settings

The Practicum Education Office is responsible for the ongoing recruitment and development of a diverse network of practicum agencies. Practicum education settings are identified through multiple pathways to support the development of a diverse and educationally appropriate network of community partners. Agencies may self-identify and request consideration as a practicum site. In addition, agencies may be referred by faculty, students, alumni, or community partners based on their capacity to support social work learning.

The Practicum Education Office also engages in targeted outreach to agencies whose services, populations, and practice opportunities align with the mission, competencies, and educational objectives of the BSW program, as well as areas of demonstrated student interest.

All prospective practicum settings are required to complete an Agency Application for Practicum Site to be considered for approval. The application is available on the School of Social Work website, referenced in the Practicum Instructor Handbook, and provided directly to agencies by the Practicum Education Office. Submission of the application initiates the formal review and approval process.

Agencies are selected to reflect a broad range of service systems, populations, and practice modalities, ensuring that students have access to learning environments that support both generalist and specialized practice.

Agency Criteria for Practicum Settings

Agencies considered for practicum education must meet the following criteria.

Organizational Standards

Agencies must demonstrate sound administrative and professional practices, including:

- Administrative policies that reflect ethical and professional standards of practice.
- Operations consistent with social work values and ethical principles.
- Alignment with the mission, goals, and competencies of the School of Social Work.
- Stability of programming and financial support, or evidence of innovative or emerging practice models.
- Responsiveness to changing community needs.

Learning Environment

Agencies must be able to provide a structured and supportive educational environment for students. This includes:

- A favorable learning atmosphere and commitment to professional education.
- Opportunities for students to engage in diverse and meaningful practice activities appropriate for BSW-level training.
- Practice opportunities consistent with generalist and/or specialization practice methods in the School's curriculum.
- Opportunities for collaboration between the School and agency, such as research, consultation, or professional training.

Supervision and Instruction

Agencies must demonstrate the ability to support student learning through supervision and instruction by:

- Designating a qualified Practicum Instructor responsible for student supervision.
 - A qualified Practicum Instructor is defined as an individual with 2+ years of post-BSW social work experience
- Allowing Practicum Instructors sufficient time to:
 - Provide regular supervision and instruction
 - Participate in training offered by the School
 - Consult with faculty and attend relevant meetings

- Providing access to additional qualified staff for consultation if the practicum instructor is temporarily unavailable.

If the agency does not have a qualified Practicum Instructor on staff, the agency may identify a qualified off-site Practicum Supervisor. If an appropriate supervisor cannot be identified, the Director of Practicum Education determines whether the School can support off-site supervision.

Resources and Facilities

Agencies must provide the physical and operational resources necessary for student learning, including:

- Adequate office space
- Access to necessary equipment and materials
- Access to agency systems required to complete assignments
- Appropriate safety policies and procedures

If students are expected to drive agency vehicles, the student must be covered under the agency's insurance policy.

Financial and Administrative Considerations

Agencies are expected to:

- Inform students during the placement interview of any pre-placement requirements or associated costs (e.g., background checks).
- Reimburse students for reasonable expenses incurred while conducting agency business, such as travel expenses.
- Not require students to transport clients.
- When possible, provide stipends or financial support to students with demonstrated financial need.

Equity, Access, and Non-Discrimination

Agencies must agree that students will not be discriminated against on the basis of:

- Race or ethnicity, gender, color, religion, national origin or ancestry, age, marital status, disability, veteran status, sexual orientation.

In accordance with federal law, state law, and University of Georgia policy, the overall practicum program must be accessible to students with disabilities. While not every individual site may be able to accommodate every disability due to physical or operational limitations, the Practicum Education Office works in collaboration with the UGA Disability Resource Center to ensure students have equitable access to practicum opportunities.

Practicum Instructor Selection Criteria

Practicum Instructors are nominated by the agency and approved by the School of Social Work. Practicum Instructors are responsible for guiding students' learning experiences and supporting the development of professional competencies.

Required Qualifications

Practicum Instructors for BSW students must:

- Hold a Bachelor of Social Work (BSW) degree
- Have a minimum of two years of post-BSW professional social work practice experience

Availability and Supervision Requirements

Practicum Instructors must be appropriately available and accessible to support the student's learning, provide supervision, and ensure a safe and educationally sound practicum experience. Availability includes not only physical presence, but also accessibility for consultation, guidance, and oversight of the student's practicum activities.

Students must receive regular, structured supervision from the Practicum Instructor that focuses on integration of theory and practice, competency development, ethical decision-making, and professional growth. Supervision must go beyond task management and include reflective and educational components.

If the Practicum Instructor is unavailable during certain periods, another qualified staff member must be available for consultation or support to ensure continuity of supervision and appropriate oversight of student activities. This role is known as the Task Supervisor.

Role of Task Supervisors

In some settings, students may work with a Task Supervisor in addition to the Practicum Instructor. A Task Supervisor is typically a staff member who provides day-to-day oversight of specific tasks, projects, or service activities but may not meet the qualifications required to serve as the Practicum Instructor.

When a Task Supervisor is utilized:

- The Practicum Instructor retains full responsibility for the student's educational experience, supervision, and evaluation
- The Practicum Instructor must maintain regular communication with the Task Supervisor to monitor the student's progress and ensure alignment with learning goals
- The student must still receive required supervision from the Practicum Instructor, separate from task-based oversight
- Task Supervisors may provide input into student performance, but final evaluation and grading responsibilities remain with the Practicum Instructor

Use of a Task Supervisor does not replace or reduce the requirement for qualified supervision by a Practicum Instructor. All supervision structures must support competency-based learning and meet program and accreditation standards.

Professional Expectations

Practicum Instructors should demonstrate:

- Competence in professional social work practice
- Commitment to continuing professional development
- Interest in supporting student learning and professional growth
- Adherence to the NASW Code of Ethics
- Availability for regular supervision and instructional meetings

Although student learning may involve multiple agency staff members, the designated Practicum Instructor retains overall responsibility for the student’s educational experience.

Practicum Instructor Training

The School of Social Work implements a structured and ongoing orientation process to prepare Practicum Instructors for their role in supporting student learning and competency development. Orientation is coordinated by the Practicum Education Office and is designed to ensure that instructors understand program expectations, supervision responsibilities, and CSWE competency requirements.

Initial Orientation and Onboarding

Upon approval as a practicum site, Practicum Instructors receive orientation materials that introduce them to:

- The mission and goals of the School of Social Work
- The structure and expectations of the BSW practicum program
- CSWE competencies and expectations for competency-based education
- Roles and responsibilities of Practicum Instructors, Faculty Liaisons, and students
- Requirements for supervision, documentation, and evaluation of student learning

Practicum Instructors are provided access to key resources, including the Practicum Instructor Handbook, learning plan materials, evaluation forms, and program policies.

Training and Ongoing Development

Practicum Instructors are strongly encouraged to participate in formal training opportunities offered through the Practicum Education Collaborative (Clark Atlanta University, Georgia State University, and the University of Georgia), as well as trainings provided by the School.

These training opportunities support instructors in:

- Understanding competency-based supervision
- Facilitating student professional development
- Evaluating student performance
- Integrating classroom learning with practice

Ongoing Communication and Support

Orientation is reinforced through ongoing engagement and support from the Practicum Education Office. Practicum Instructors receive continued guidance through:

- Regular communication with the Faculty Liaison, who serves as the primary academic contact
- Consultation with Practicum Education Coordinators regarding policies, expectations, and student-related concerns
- Access to program updates, resources, and training opportunities

Faculty Liaisons maintain regular contact with instructors, conduct site visits, and support the development and monitoring of student learning plans.

The orientation process is integrated with ongoing evaluation and quality assurance efforts. Practicum Instructors receive feedback through:

- Communication with Faculty Liaisons
- Student evaluations of supervision and learning experiences
- Ongoing dialogue with the Practicum Education Office

This continuous engagement ensures that Practicum Instructors are supported in providing effective supervision and high-quality, competency-based learning experiences.

Offsite Practicum Instructor and Offsite Supervision

The University of Georgia School of Social Work requires practicum settings to demonstrate the capacity to provide qualified supervision as part of the site approval process. Agencies must designate a qualified Practicum Instructor responsible for student supervision. A qualified Practicum Instructor is defined as an individual who holds an BSW degree and has a minimum of two years of post-BSW professional social work practice experience. The School reviews supervision capacity during agency application, site review, and final approval of the practicum setting.

When a practicum setting does not have a qualified Practicum Instructor on staff, the agency may identify a qualified off-site Practicum Supervisor. If an appropriate off-site supervisor cannot be identified by the agency, the Director of Practicum Education determines whether the School can support off-site supervision. This process allows the program to maintain educational continuity while ensuring that students continue to receive supervision from an individual who meets program standards for social work supervision.

The manual also requires agencies to provide access to additional qualified staff for consultation if the practicum instructor is temporarily unavailable. Although multiple agency staff members may contribute to student learning, the designated Practicum Instructor retains overall responsibility for the student's educational experience. This structure helps ensure that students continue to receive guidance, oversight, and support even when day-to-day supervision must be supplemented.

Once approved, off-site or alternative supervision is supported through the same oversight mechanisms used in all practicum placements. Practicum instructors receive orientation to the program's expectations for supervision, competency-based education, documentation, and evaluation of student learning. Faculty Liaisons maintain regular contact with practicum instructors, conduct site visits, and support the development and monitoring of student learning plans. The Practicum Education Office remains involved through consultation, ongoing communication, and quality assurance processes to ensure that alternative supervision arrangements remain appropriate and effective for student learning.

Through this process, the School ensures that students placed in settings without an on-site qualified Practicum Instructor still receive appropriate social work supervision, educational oversight, and support consistent with program and accreditation standards.

Off-Site Supervision

When a practicum setting does not have a qualified on-site Practicum Instructor, the agency may identify a qualified off-site Practicum Supervisor, or the Director of Practicum Education may determine whether the School can support an alternative off-site supervision arrangement. Off-site supervision is provided by a qualified BSW social worker with at least two years of post-BSW practice experience and is supported through regular communication with the agency, Faculty Liaison oversight, and the Practicum Education Office. In addition to individual supervision, students receiving off-site supervision participate in weekly virtual group

supervision sessions to strengthen reflection, professional integration, and competency development across practice experiences.

Procedure for Selecting Practicum Education Settings

The responsibility for recruiting, reviewing, and approving practicum sites rests with the Practicum Education Office.

Practicum Education Setting Evaluation & Approval

Agency Application

Agencies interested in hosting practicum students must submit an Agency Application for Practicum Site online, which includes:

- Description of agency, setting, populations served
- Proposed practicum job description
- Demonstration of opportunities for student support, professional development, skill-building, and learning
- Practicum Instructor résumé
- Agency organizational chart

The Director of Practicum Education reviews submitted materials. Agencies with limited connection to social work practice may be asked to provide additional information.

Agency Review and Site Visit

Following the preliminary review, the Director of Practicum Education or Practicum Education Coordinators meet with agency representatives to evaluate the potential practicum setting.

The purpose of the meeting is to:

- Review the agency's mission and services
- Discuss potential learning opportunities for students
- Assess supervision capacity and agency readiness
- Support the agency's preparedness for students

Site Evaluation

Following the meeting, an evaluation of the agency is finalized. The evaluation assesses:

- Number of students the agency can effectively support
- Types and variety of practice assignments
- Availability of qualified supervision
- Adequacy of office space and resources
- Practicum schedule and hours
- Safety considerations
- Pre-placement requirements
- Opportunities to develop competencies aligned with the nine CSWE social work competencies

The Director of Practicum Education reviews:

- Agency application materials
- Practicum instructor qualifications
- Site visit evaluation

Based on this review, the Director determines whether the agency is approved as a practicum setting.

Approved agencies enter into a Memorandum of Understanding (MOU) with the School of Social Work. The MOU outlines the responsibilities and expectations of both the School and the agency. The agreement is developed in consultation with the UGA Office of Legal Affairs and is renewed every three years.

Ongoing Evaluation of Practicum Settings

Because agencies and service environments evolve over time, practicum settings are continuously evaluated.

Each agency is assigned a Faculty Practicum Liaison, who:

- Serves as the primary contact between the School and the agency
- Visits the site at least once per semester while a student is placed there
- Maintains communication with the practicum instructor and student
- Reports any concerns to the Director of Practicum Education

Additional visits or consultations may occur when needed.

Ensuring Practicum Setting Effectiveness

Practicum settings are evaluated regularly to ensure they continue to support student learning and competency development.

Evaluation sources include:

- Faculty liaison observations and site visits
- Student practicum evaluations
- Practicum instructor evaluations of student performance
- Communication with agency personnel

Sites are expected to provide learning opportunities that support student development across the nine CSWE competencies. Agencies that consistently demonstrate low student competency development may be reviewed for adequacy of supervision, learning opportunities, or overall training capacity.

Process of Ensuring Safety Protocols in Practicum Settings

Student safety in practicum is a shared responsibility of the School of Social Work, the Practicum Education Office, the practicum setting, and the student. The School is committed to placing students in settings that can provide an educationally sound experience while also maintaining reasonable attention to student safety, risk management, and professional practice expectations. Student safety protocols are introduced through the agency evaluation and practicum orientation materials and reinforced through ongoing communication with students, practicum instructors, and agency partners.

As part of the practicum approval and review process, agencies are evaluated for their capacity to provide an appropriate practice environment, including attention to student safety, supervision, orientation, and risk management procedures. The agency evaluation process considers whether the setting has policies, training, and supervision structures in place to support student safety in relation to the population served, service delivery context, home visits, transportation expectations, emergency response, reporting procedures, and exposure to potential risk. Safety considerations are also reviewed as part of the program's ongoing evaluation of practicum setting effectiveness.

At the beginning of the practicum experience, agencies are expected to orient students to site-specific safety policies and procedures. This orientation should include, as applicable, building access procedures, emergency response protocols, reporting expectations for incidents or injuries, infection control or health precautions, de-escalation procedures, communication expectations during community-based work, and guidance related to home visits, travel, or work in high-risk environments. Students are expected to follow all agency safety policies, participate in required trainings, use professional judgment, and promptly communicate safety concerns to their practicum instructor and faculty liaison.

Practicum instructors and faculty liaisons play an important role in monitoring the appropriateness of practicum tasks and helping students process safety-related concerns that arise during the placement. If a safety concern, incident, or risk issue is identified, the student should notify the practicum instructor and faculty liaison as soon as possible. The Practicum Education Office may also be involved as needed to assess the concern, clarify expectations, determine whether additional supports or modifications are necessary, and evaluate whether the setting continues to meet program standards for student learning and safety.

When concerns about student safety cannot be adequately addressed within the practicum setting, the School of Social Work reserves the right to reevaluate the placement, require corrective action, modify student responsibilities, or remove the setting from the approved practicum network. Through these processes, the program seeks to support student well-being while maintaining the educational integrity and professional expectations of practicum education.

Addressing Concerns with Practicum Settings

Students, practicum instructors, faculty liaisons, and practicum coordinators are encouraged to communicate concerns about practicum settings to the Director of Practicum Education.

Concerns may be communicated through:

- In-person meetings
- Phone communication
- Email
- Written correspondence

The Director gathers information about the concern and determines appropriate next steps.

Criteria: Practicum Education sites are expected to maintain the established program benchmark for student achievement in each of the nine competency areas.

Procedures: Students, faculty liaisons, practicum coordinators, and/or practicum instructors are encouraged to communicate with the Practicum Education Director orally or in writing when there are concerns around practicum setting effectiveness. They may do so by utilizing multiple pathways inclusive of in-person meeting, phone contact, email, or letter. The Practicum Director or assigned designate gathers information regarding the concerns. The Practicum Education Director determines when agency affiliations are to be suspended.

If necessary and appropriate based on the information available, the Practicum Director suspends placement assignments to the agency until the identified barrier(s) can be resolved and the integrity of the learning experience restored.

Suspension of Practicum Placements

The Director of Practicum Education may suspend placements at an agency if the integrity of the educational experience cannot be maintained.

Placement assignments may be suspended when:

- Adequate supervision is no longer available
- Appropriate learning experiences are no longer available
- Significant organizational changes occur that affect the agency's ability to support student training

Placements may resume once identified concerns are resolved and the learning environment is restored.

Chapter 8: Practicum Placement Process & Expectations

Practicum education is built on long-standing partnerships between the School of Social Work and community agencies that provide supervised learning opportunities for students. Because practicum placements must meet specific educational, supervisory, and accreditation standards, the placement process requires careful coordination between the Practicum Education Office and agency partners. The structured placement process ensures that students are matched with appropriate learning environments, that agencies are prepared to support student learning, and that opportunities are distributed fairly among students.

Practicum Coordinators begin working months in advance of each practicum cycle to prepare for student placements. This work includes maintaining relationships with community agencies, confirming site availability, identifying qualified Practicum Instructors, reviewing agency learning opportunities, and coordinating the overall placement timeline. Coordinators also review student materials, communicate with agencies about potential matches, and help ensure that placements meet the educational objectives of the BSW program. Because much of this coordination occurs well before the practicum semester begins, timely student participation and responsiveness are essential to the success of the placement process.

For these reasons, students are expected to follow the established practicum placement procedures and timelines. Participation in this process is considered part of the student's professional preparation and responsibility within the BSW program.

Placement Authority

All practicum placements must be arranged through the Practicum Education Office. The placement process requires significant coordination between the School of Social Work, community agencies, and qualified practicum instructors. Identifying appropriate learning environments, confirming supervision capacity, and

ensuring alignment with program and accreditation requirements requires substantial planning and typically occurs months prior to the practicum term.

The Practicum Education Office retains final authority over the approval and assignment of all practicum placements. Practicum sites must meet educational, supervisory, and accreditation standards established by the BSW program and the Council on Social Work Education. As a result, not all agencies or proposed placements will be approved.

Placement availability depends on agency capacity, supervisory resources, and alignment with educational objectives. The program cannot guarantee placement at a specific agency, within a particular practice area, or according to individual scheduling preferences.

Practicum Education Coordinator Responsibilities in the Placement Process

Practicum Education Coordinators play a central role in managing and facilitating the practicum placement process. Coordinators work with students, faculty, and community agencies to identify appropriate learning environments that meet the educational goals of the BSW program and the standards of the Council on Social Work Education (CSWE).

Responsibilities of Practicum Coordinators include:

- Developing and maintaining partnerships with community agencies that provide high-quality learning opportunities for students
- Reviewing student practicum applications and learning needs
- Assessing agency capacity, supervision qualifications, and alignment with program requirements
- Matching students with potential practicum sites that support their educational development
- Providing guidance to students as they prepare for agency interviews and professional engagement
- Supporting agencies and practicum instructors throughout the placement process

Practicum Coordinators must balance many factors when making placement decisions, including agency availability, supervision capacity, student learning needs, and program requirements. For this reason, placements are made through a structured process designed to ensure fairness, consistency, and strong learning opportunities for all students.

Students are expected to engage with Practicum Coordinators in a professional and timely manner throughout the placement process. Clear communication, responsiveness, and adherence to instructions are essential to securing and confirming appropriate placements.

Student Responsibilities in the Placement Process

Students are expected to actively engage in the placement process and meet all requirements established by the Practicum Education Office. This includes completing required documentation, attending required meetings and orientations, responding to communications in a timely manner, and meeting all stated deadlines.

Because placements depend on agency timelines and availability, failure to complete required steps or adhere to deadlines may delay placement or affect a student's ability to begin practicum in the intended semester.

Participation in the placement process is considered part of the student's professional preparation for social work practice. Students are expected to approach all aspects of the process—including communication with the Practicum Education Office, preparation for agency interviews, and adherence to program procedures—with professionalism, accountability, and respect for the collaborative nature of practicum education.

Responsibilities of the Student include:

- Complete all required practicum orientation activities and reviewing practicum policies and expectations
- Submit practicum applications, materials, and required documentation by established deadlines
- Clearly communicate learning interests, professional development goals, and relevant experience in practicum application materials
- Engage professionally, respectfully, and responsively with Practicum Coordinators throughout the placement process
- Prepare for and participating in agency interviews in a professional manner
- Demonstrate reliability, timely communication, and respect when interacting with community partners and agency representatives
- Professionally engage with practicum opportunities and approaching interviews and placement decisions in good faith
- Follow the established placement procedures and not independently seeking or negotiating placements without approval from the Practicum Education Office
- Respond promptly to requests for information, scheduling, or placement-related communication
- Understand that practicum placement is an educational process designed to support professional development rather than a job selection process
- Honor confirmed placement commitments and preparing to begin practicum responsibilities in accordance with program expectations
- Obtain required liability insurance and any placement-required clearance procedures (drug test, background check, vaccinations) prior to beginning the placement.

Considerations During the Placement Process

Placement Is Not Based on Convenience

Practicum placements are determined primarily by educational fit, agency capacity, supervision availability, and the requirements of the BSW curriculum. Placement decisions are not based primarily on student convenience or personal preferences.

Practicum placements are not matched according to:

- Employment schedules or work commitments
- Childcare arrangements or family responsibilities
- Transportation limitations or commute preferences
- Financial circumstances
- Preferred days off or desired schedules
- Personal familiarity with an agency or prior volunteer relationships
- Geographic preferences beyond reasonable placement availability

While the Practicum Education Office may consider student circumstances when feasible, these factors cannot override the educational objectives and structural requirements of practicum education. Community agencies operate according to their own service hours, supervision availability, and program needs, which often determine when and how practicum learning can occur.

Students are responsible for determining whether they can meet the time, scheduling, and professional commitments required for practicum participation. In many cases, students may need to adjust employment schedules, personal responsibilities, or other outside commitments in order to successfully complete practicum requirements.

Students who are unable to meet the scheduling, participation, or professional expectations of practicum may need to delay enrollment in practicum until they are able to fully participate in the required learning experience. Practicum education is a required component of the BSW curriculum and must be successfully completed in order to earn the degree. Because practicum is central to professional social work training, the program of study cannot be modified to accommodate individual scheduling constraints. Students are responsible for ensuring that they are able to meet the time, scheduling, and professional commitments necessary to complete practicum requirements.

Practicum Placement Timeline and Matching Process

The practicum placement process is a structured, multi-stage process that begins several months before the practicum semester and continues through the confirmation of placements and the start of practicum. Because placements require coordination between the Practicum Education Office, community agencies, and students, adherence to the timeline and active student engagement are essential. The following stages outline the general process from preparation to placement confirmation.

1. Practicum Orientation and Preparation

The placement process begins with practicum orientation and preparatory activities designed to help students understand the expectations, requirements, and professional responsibilities associated with practicum education.

During this stage, students typically:

- Attend required practicum orientation sessions
- Review practicum policies, timelines, and expectations
- Learn about the placement process and interview procedures
- Begin reflecting on learning goals, practice interests, and professional development needs
- Prepare application materials required for placement consideration

2. Practicum Application Submission

Students complete and submit a practicum application that provides information about their professional interests, prior experience, learning goals, and geographical area of residence.

The application helps Practicum Coordinators:

- Understand each student's educational needs and interests
- Assess readiness for practicum participation
- Identify potential agencies that may provide appropriate learning opportunities

Students are expected to complete application materials carefully and submit them by the established deadlines. Failure to submit materials by the established deadline may significantly affect a student's placement opportunities. Because the placement process occurs on a coordinated timeline with community agencies, late submissions may limit the range of available placements and may result in the student not being considered for the most desirable or competitive practicum sites.

In some cases, late or incomplete submissions may delay the placement process, which could result in a delayed practicum start date or disruption to the student's academic progression. Repeated failure to meet required deadlines or failure to engage responsibly in the placement process may also raise concerns about professional readiness and may result in referral to the School's Academic and Professional Review process. In certain

circumstances, students may be required to delay practicum enrollment and wait until the next academic year to begin practicum.

3. Agency Matching and Placement Identification

Following review of student applications, Practicum Coordinators begin identifying potential placement matches. This process involves balancing several factors, including:

- Student learning goals and interests
- Agency capacity and available learning opportunities
- Qualifications and availability of Practicum Instructors
- Accreditation and program requirements
- Fair distribution of placements among students

This stage relies heavily on the Practicum Education Office's relationships with community partners and may involve communication with agencies to confirm availability and appropriate supervision.

4. Agency Interview Process

Once a potential match has been identified, students are referred to the agency for an interview. Students are expected to interview with their matched placement as part of the practicum placement process. The interview allows both the student and the agency to determine whether the placement will provide an appropriate educational fit and ensures that the agency has the opportunity to discuss expectations, learning opportunities, and supervision.

During this stage, students are expected to:

- Schedule interviews promptly
- Prepare professionally for agency meetings
- Communicate respectfully and professionally with agency representatives
- Demonstrate readiness to engage in professional learning environments

Agencies may provide feedback to the Practicum Education Office following the interview regarding the suitability of the match. Final placement decisions are made in collaboration between the agency and the Practicum Education Office. Students should approach interviews as a professional responsibility and an important step in the practicum matching process. If a placement does not result in a match, the Practicum Education Office will review feedback and determine next steps. If a student is not accepted after two good-faith placement matches, the School may refer the matter for academic or professional review to determine appropriate options

The Practicum Education Office arranges placement matches between students and agencies. Students are typically assigned to interview with one agency at a time. Students may not interview with multiple agencies at once unless expressly authorized.

The Practicum Education Office does not intentionally place students in direct competition with each other. However, agencies may also interview students from other universities and may make decisions based on their assessment of fit, readiness, and professionalism. For that reason, students are expected to treat the placement process seriously and to present themselves as strong professional candidates.

The responsibility for being accepted by the agency rests in part with the student's preparation, professionalism, responsiveness, and interview performance.

5. Placement Confirmation

When both the agency and the School agree that the placement is an appropriate educational fit, the placement is formally confirmed.

At this stage:

- The agency confirms supervision and placement availability
- The student confirms acceptance of the placement
- The Practicum Education Office records the placement and prepares for the upcoming practicum semester

Once confirmed, the placement represents a professional commitment between the student, the agency, and the School.

6. Pre-Practicum Preparation

Before the practicum semester begins, students may be required to complete additional onboarding activities required by the agency or the University.

These may include:

- Background checks or clearances
- Agency orientation or training requirements
- Completion of learning plans or initial practicum documentation
- Scheduling initial supervision meetings with the Practicum Instructor

Students should be aware that certain onboarding requirements may involve fees or other associated costs. Any expenses related to background checks, screenings, certifications, or required onboarding processes are the responsibility of the student.

Completing these steps ensures that students are prepared to begin practicum responsibilities at the start of the semester.

7. Beginning the Practicum Experience

At the start of the practicum semester, students begin their supervised practicum experience and engage in learning activities aligned with the competencies and educational goals of the BSW program. Throughout practicum, students work closely with their Practicum Instructor, Faculty Liaison, and the Practicum Education Office to support their professional development and successful completion of practicum requirements.

Two Good-Faith Placement Matches

Students will be provided up to two good-faith placement matches through the Practicum Education Office.

A good-faith match means that the Practicum Education Office has:

- Reviewed the student's application and learning needs
- Identified an agency with appropriate supervision and learning opportunities
- Confirmed the agency's capacity and willingness to host a student
- Determined that the placement meets program and accreditation requirements

If a student declines or fails to engage professionally with two good-faith placement matches, the student may:

- Be required to delay practicum enrollment to a later semester, and
- Be required to re-enter the placement process in a future placement cycle

Because practicum placements are developed through extensive coordination with community agencies and occur on a structured timeline, students are expected to engage in the placement process with professionalism, flexibility, and a commitment to learning.

Participation in this process is considered part of the student's professional preparation and responsibility within the BSW program.

Restrictions on Seeking Alternative Placements

Once a student has been provided a practicum placement opportunity through the Practicum Education Office, the student may not independently seek, secure, or pursue alternative practicum placements outside of the established placement process. This includes initiating contact with agencies, scheduling interviews, or attempting to arrange placements outside of those coordinated and approved by the Practicum Education Office.

All practicum placements must be formally reviewed, approved, and coordinated through the Practicum Education Office to ensure compliance with program standards, accreditation requirements, and established community partnerships. Independent placement-seeking behavior outside of this process may disrupt agency relationships, create inequities in placement access, and compromise the integrity of the placement system.

Students who do not adhere to this policy may be subject to:

- Removal from the placement process for the current cycle
- Delay of practicum enrollment
- Referral for academic and professional review

Student Communication with Agencies

Students may not independently contact agencies to seek or secure practicum placements without prior approval from the Practicum Education Coordinator. Students may not independently arrange practicum placements, make commitments to agencies regarding practicum participation, or negotiate placement conditions without authorization from the Practicum Education Office. Unauthorized outreach can disrupt established partnerships, create confusion for community partners, and interfere with the structured placement process used by the program. Moving outside the established practicum placement process is an indication of professional development and may be grounds for Academic and Professional Review. Placements initiated without the knowledge and approval of the Practicum Education Office will be denied practicum credit.

The only exception to this policy applies to students pursuing approved worksite placements, where the student is already employed by the organization and the placement must still be formally reviewed and approved by the Practicum Education Office to ensure that all educational and supervision requirements are met.

Students may only communicate directly with agencies during scheduled interviews or after a placement has been confirmed. However, any changes to the placement arrangement must be reviewed and approved by the Practicum Education Office.

Students are expected to approach placement as a professional training experience, not as a placement based primarily on schedule preference, financial need, transportation convenience, or personal familiarity with an agency.

Students who fail to follow practicum placement procedures may be subject to review through the School of Social Work's Academic and Professional Review Committee.

Placement Appeals and Reassignment Requests

Students are expected to participate in the placement process in good faith and with professional responsibility. Once a student has been matched with a practicum agency by the Practicum Education Office, the student is required to participate in the interview with the assigned agency. The purpose of the interview is to determine whether there is an appropriate educational fit between the student and the agency.

Requests for reassignment prior to completing the interview will not be considered except in rare circumstances approved by the Practicum Education Office.

Requests for reassignment after the interview are strongly discouraged and will be considered only in extenuating circumstances directly related to the student's educational experience or ability to meet practicum learning requirements. Personal preference, convenience, or general dissatisfaction with an assigned agency are not sufficient grounds for reassignment.

Because practicum placement requires significant coordination among agencies, faculty, and the Practicum Education Office, students are expected to proceed through the placement process thoughtfully, respectfully, and professionally.

Students who wish to appeal a placement decision or request reassignment must follow the procedures established by the Practicum Education Office. Students may not independently withdraw from, decline, sabotage, or negotiate alternative placements with agencies without approval from the Practicum Education Office.

Students should understand that:

- reassignment is not guaranteed
- a new placement may not be immediately available
- the start of practicum may be delayed,
- missed practicum hours must need to be made up, and
- a change in placement may affect progression in the BSW program.

Once a placement has been confirmed, it represents a professional commitment between the student, the agency, and the School of Social Work. Students who fail to honor that commitment, who disengage from the placement process, or who engage with practicum-related personnel in an unprofessional manner may be subject to review by the Practicum Education Office and possible referral for academic or professional review in accordance with School policies.

Chapter 9: Professional Expectations of Students

Professional engagement begins well before a student enters a practicum placement. From the initial stages of the placement process through the completion of practicum, students are expected to demonstrate the communication skills, responsibility, reliability, and professional conduct that are foundational to the social work profession. Engaging thoughtfully and respectfully with Practicum Education faculty, staff, and community partners reflects a student's readiness to participate in professional practice environments.

Practicum education introduces students to a network of agencies, supervisors, and professionals who invest significant time and effort in supporting student learning. Demonstrating professionalism throughout this process—such as meeting deadlines, responding to communication promptly, preparing for interviews, and interacting respectfully with agency partners—helps build trust and maintains the strong partnerships that make practicum education possible.

Early professional behavior is essential because practicum serves as a bridge between academic preparation and professional social work practice. The expectations for accountability, ethical conduct, collaboration, and professional communication mirror the standards students will encounter in employment settings. Developing these habits early supports students' professional identity formation and helps ensure that they are prepared to represent both the School and the social work profession with integrity.

Professional Conduct and Ethics

Students participating in practicum education are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics throughout their practicum experience. The Code of Ethics provides the foundational ethical framework for the social work profession and outlines the professional values, responsibilities, and standards of conduct expected of social workers.

Social work practice involves working with individuals, families, groups, organizations, and communities who may be experiencing vulnerability, trauma, and systemic barriers. Because of the level of trust placed in social workers and the potential impact of professional decisions on the well-being of others, ethical conduct is essential to competent and responsible practice. Practicum education is a critical period during which students learn to apply ethical principles in real-world practice settings while developing professional judgment and accountability.

The NASW Code of Ethics outlines professional responsibilities in several key areas, including responsibilities to:

- Clients
- Colleagues and other professionals
- Practice settings and employing organizations
- The social work profession
- The broader society

In the context of practicum education, adherence to the Code of Ethics applies not only to interactions with clients but also to all professional conduct related to the practicum experience. Students are expected to engage ethically in their relationships with:

- Practicum instructors and agency staff
- Community partners and collaborating organizations
- Faculty liaisons and School of Social Work faculty and staff
- Peers and other professionals in the practicum setting
- The communities served by the agency

Ethical conduct includes maintaining professional boundaries, demonstrating honesty and integrity, protecting confidentiality, communicating respectfully, and representing the School of Social Work and the profession in a responsible and professional manner. Students are expected to demonstrate accountability in their professional behavior, including reliability in attendance, appropriate communication, responsible use of agency resources, and respectful engagement in supervision and professional learning.

Students must also recognize the limits of their role as learners. Ethical practice requires students to practice within the scope of their training, seek supervision when needed, and engage thoughtfully in ethical decision-making when challenges arise in practice.

Ethical practice also includes a commitment to cultural humility, equity, and respect for the dignity and worth of all individuals. Students are expected to practice in accordance with the NASW Standards for Culturally Responsive Social Work Practice, which provide guidance on engaging ethically and effectively with diverse individuals, families, and communities.

Students are responsible for familiarizing themselves with these ethical standards and applying them consistently throughout their practicum placement and all practicum-related activities.

The NASW Code of Ethics is available:

- Online at www.naswdc.org
- In Appendix D of this manual

The NASW Standards for Culturally Responsive Social Work Practice are available in Appendix E of this manual.

Failure to adhere to professional ethical standards—including unethical conduct with clients, community partners, agency staff, faculty, or others involved in the practicum process—may result in corrective action. Depending on the nature and severity of the concern, this may include a corrective action plan, additional supervision, removal from practicum activities, termination of the practicum placement, a failing grade in practicum, referral for Academic and Professional Review, or other actions consistent with School of Social Work policies.

Adherence to ethical standards protects clients, supports effective collaboration with community partners, and maintains the integrity of the social work profession. Students who are unable to demonstrate ethical conduct and professional responsibility may not be permitted to continue in practicum education.

Authority to Address Professional Conduct Concerns

Concerns regarding student professionalism and readiness to engage in Practicum Education may be identified and addressed by the following individuals:

Practicum Instructor

The Practicum Instructor has primary responsibility for supervising the student's day-to-day work within the agency. The Practicum Instructor may address concerns related to:

- punctuality and attendance
- preparedness for assignments
- interactions with clients and staff
- adherence to agency policies and procedures
- responsiveness to supervision
- professional communication and behavior

The Practicum Instructor may document concerns and communicate them to the Faculty Liaison and Practicum Education Office.

Faculty Liaison

The Faculty Liaison serves as the School's instructional representative and has the authority to address concerns related to:

- student performance in practicum learning activities
- engagement in supervision and reflective practice
- professional conduct in agency or classroom settings
- compliance with practicum course requirements

The Faculty Liaison may meet with the student to discuss concerns, provide feedback, and develop corrective steps. The Faculty Liaison may also consult with the Practicum Education Office regarding next steps.

Practicum Education Coordinators and Practicum Education Office

The Practicum Education Office has the authority to review concerns regarding student professionalism and to determine appropriate programmatic responses. The Practicum Education Office may:

- review documented concerns from agencies or faculty
- facilitate meetings between the student, agency, and School representatives
- implement corrective action plans
- determine whether a placement should continue or be terminated
- refer concerns for additional academic or professional review

Director of Practicum Education

The Director of Practicum Education has oversight responsibility for the practicum program and may make determinations regarding:

- continuation or termination of a practicum placement

- reassignment decisions when appropriate
- referral of concerns for academic or professional review

Academic and Professional Review Committee

When concerns rise to a level that may affect a student's continuation in the BSW program, the matter may be referred to the Academic and Professional Review Committee. The Academic and Professional Review Committee has the authority to review concerns related to professional conduct and may recommend programmatic actions consistent with School policy, to the extent of removing the student from the BSW program.

Professional Engagement and Communication

Successful participation in practicum education requires consistent professional communication, attention to detail, and timely engagement with program requirements. Because practicum education involves coordination among the School of Social Work, community agencies, and professional supervisors, students are expected to demonstrate the same level of professionalism required in the workplace.

Professional Preparation

The practicum placement process is part of the School of Social Work's preparation for professional practice. In social work settings, professionals are expected to monitor communications, follow instructions, meet deadlines, and engage responsibly with colleagues and supervisors. These expectations apply equally to students during practicum preparation and participation.

Demonstrating reliability, responsiveness, and accountability during the practicum process is an important component of professional development and reflects the standards of the social work profession.

Student Responsibility for Communication

Students are responsible for actively monitoring and responding to all communications related to practicum education. This includes, but is not limited to:

- Reading all emails thoroughly and carefully, including attachments, links, and instructions.
- Responding to communications from the Practicum Education Office, Practicum Coordinators, faculty, and agency partners in a timely manner.
- Completing all required orientations, trainings, and preparatory activities.
- Meeting all deadlines associated with the practicum placement process, including application materials, documentation, scheduling requirements, and practicum-related tasks.
- Following all instructions provided in emails, orientation materials, and practicum manuals.

Students should regularly check their University email account and are responsible for ensuring that important communications are not missed due to email forwarding issues, spam filters, or lack of monitoring.

Professional Standards

Communication with the Practicum Education Team, faculty, and agency partners should reflect professional standards expected in social work practice. This includes:

- Prompt and respectful responses
- Careful attention to instructions and required actions

- Clear and professional written communication
- Accountability for meeting commitments and deadlines

Students are expected to manage their responsibilities proactively and to seek clarification when instructions are unclear.

No Multiple Reminders Policy

Due to the volume and complexity of practicum coordination, and the expectation that students engage with a level of professionalism expected for a graduate-level professional degree, the Practicum Education Team will not send repeated reminders in regard to emails, instructions, or deadlines that have already been communicated.

Students should not rely on multiple reminders to complete required tasks. Information is communicated through official university channels and practicum materials, and students are expected to track and manage their responsibilities accordingly.

Consequences for Failure to Engage Professionally in Communication

Failure to demonstrate professional communication and engagement may result in consequences, including but not limited to:

- Delays in placement processing
- Loss of priority in placement matching
- Removal from the current placement cycle
- Requirement to delay practicum to a later semester
- Documentation of professionalism concerns in the student record
- Referral to the Academic and Professional Review Committee

Students who miss critical deadlines, fail to respond to communication, or do not complete required orientation or training activities may forfeit their ability to participate in practicum during the planned semester.

Professional Expectations for Placement Interviews

Students must participate in placement interviews as professional representatives of themselves, the BSW program, and the School of Social Work. Placement interviews should be approached with the same seriousness as a professional job interview.

These interviews serve as an important part of professional preparation, allowing students to practice communicating their skills, experiences, and learning goals in a professional setting. Interviews also give students the opportunity to learn about agency expectations, practice environments, and the types of learning activities that may be available during practicum.

Because community agencies partner closely with the School of Social Work to support student learning, students' professionalism during interviews reflects not only on themselves but also on the BSW program and the School's reputation within the professional community. Professional conduct—including punctuality, preparation, appropriate communication, and respectful engagement—helps maintain strong relationships with agency partners and supports the School's ability to place future students.

Approaching interviews thoughtfully and professionally is an important step in the development of a student's professional identity and readiness for social work practice.

Students are responsible for:

- promptly contacting the agency to schedule the interview,
- preparing in advance by reviewing agency information,
- arriving on time,
- dressing and communicating professionally,
- bringing any required forms,
- and following up as needed in a respectful and timely manner.

Students should be prepared to discuss:

- their learning goals,
- professional interests,
- readiness for practicum,
- availability within program requirements,
- and questions about supervision, assignments, and learning opportunities.

Students are expected to complete interview follow-up requirements promptly, including submission of the Interview Tracking Form and immediate communication of any concerns.

Student-generated delays in scheduling, interviewing, or confirming placements are inconsistent with professional expectations and may delay practicum participation.

Integrity and Professional Conduct in Placement Interviews

Students are expected to participate in practicum placement interviews in good faith and with the intention of fully considering the learning opportunity presented. Intentionally undermining, sabotaging, or misrepresenting oneself during an interview in order to avoid a placement or to obtain a different placement is considered unprofessional conduct and a violation of the expectations of the BSW program.

Examples of interview sabotage may include, but are not limited to:

- Demonstrating intentional disengagement or lack of preparation during the interview
- Providing misleading or inaccurate information about availability, interest, or qualifications
- Expressing deliberate disinterest in the placement for the purpose of being declined by the agency
- Behaving in a manner intended to cause the agency to reject the student
- Suggesting to the Practicum Instructor that the placement is not a good fit

Because practicum placements involve significant coordination with community partners and reflect the professional reputation of both the student and the School of Social Work, such behavior is taken seriously.

Students who intentionally sabotage a placement interview may be subject to consequences that may include:

- Loss of priority in the placement process
- Delayed placement or delayed start of practicum
- Assignment to an alternative placement based on program availability rather than student preference
- Requirement to meet with the Practicum Education Office to review professional expectations
- Documentation of unprofessional conduct in the student's practicum record
- Referral to the School's Academic and Professional Review process for further evaluation

Students should understand that participation in the placement process is part of professional preparation. Engaging with integrity, professionalism, and openness to learning opportunities is expected of all BSW students.

Potential Consequences of Unprofessional Conduct

If a student fails to demonstrate professional behavior or fails to respond appropriately to feedback and corrective efforts, the School may take one or more of the following actions:

- require a formal professionalism improvement or corrective action plan
- increase monitoring of practicum performance
- require additional meetings with School and agency representatives
- terminate the practicum placement
- assign a failing grade in practicum
- delay progression in the BSW program
- refer the student to the Academic and Professional Review Committee (APRC) for further action

Students are expected to respond to concerns about professionalism with accountability, openness to feedback, and a willingness to improve. Failure to do so may result in further academic or professional consequences.

CHAPTER 10: PRACTICUM EDUCATION POLICIES

The following policies govern eligibility, grading, and academic progress in Practicum Education courses in the BSW program. Practicum education is a core component of professional social work training and is designed to ensure that students develop the competencies, ethical standards, and professional behaviors required for responsible practice in the field. Because practicum involves real clients, community agencies, and professional partnerships, students are expected to adhere to program policies, agency expectations, and standards of professional conduct.

These policies establish the expectations necessary to maintain the integrity of the educational experience, protect community partners and clients, and ensure that students are prepared for competent and ethical social work practice. They also outline the procedures and consequences associated with failing to meet practicum requirements, including issues related to eligibility, performance, professionalism, and completion of required hours. Students are responsible for understanding and following these policies throughout their practicum experience. Failure to adhere to these expectations may affect a student's practicum standing, course grade, progression in the BSW program, and, in serious cases, continued enrollment in the program.

Policy Conflicts

Students are responsible for understanding and complying with both agency policies and the School of Social Work practicum policies during their placement. If a student becomes aware of a potential conflict between agency policies and School practicum requirements, the student must promptly notify the Practicum Instructor and the Faculty Liaison.

The Faculty Liaison will work with the agency and the Practicum Instructor to clarify expectations and determine an appropriate resolution that supports the student's educational experience while maintaining agency operations.

Students may not independently modify practicum expectations, supervision arrangements, or agency responsibilities in response to a policy conflict. Any adjustments must be reviewed and approved by the Faculty Liaison and the Practicum Education Office.

Under no circumstances may alternative arrangements be established that conflict with the Memorandum of Understanding (MOU) between the University of Georgia School of Social Work and the practicum agency.

Academic Eligibility for Generalist Practicum

Students must meet the following requirements to enroll in the first course in the generalist practicum sequence.

Required Course

Students must successfully complete (B- or higher) or be concurrently enrolled in the following courses prior to entering generalist practicum:

- SOWK 2154: Introduction to Social Work
- SOWK 2154S: Introduction to Social Work Service-Learning
- SOWK 2155: Communication as a Helping Professional
- SOWK 2156: Diversity, Equity and Inclusion

This courses introduces the skill, knowledge, and values of generalist social work practice. Content emphasizes the strengths perspective, ecological framework, and family systems theory. Students develop skills in assessment, problem-solving, case planning, and completing biopsychosocial and family assessments.

Progression in the Generalist Practicum Sequence

Generalist practicum consists of a two-semester sequence:

BSW Practicum Education Requirements	Level of Practice	Credits	Course Title	Clock Hours Required	Semester	Designated Practicum Days
SOWK 5835	Generalist	5 credits	Practicum in Social Work I	224	Fall	Monday, Wednesday, Friday
SOWK 5836	Generalist	2 credits	Integrative Seminar in Social Work Practice I		Fall	
SOWK 5845	Generalist	5 credits	Practicum in Social Work II	224	Spring	Monday, Wednesday, Friday
SOWK 5846	Generalist	2 credits	Integrative Seminar in Social Work Practice II			
Totals		14 credits		248 hours		

Practicum Education courses in the BSW program include both the agency-based practicum experience and the accompanying practicum seminar course. The seminar is an integral component of practicum education and is designed to help students integrate classroom knowledge with real-world practice experiences. Through discussion, reflection, case consultation, and applied learning activities, the seminar supports students in developing professional judgment, ethical decision-making, and the ability to critically examine their practice.

The grade for the practicum seminar course is derived from both the student's performance in the practicum placement and their engagement in the seminar classroom. Practicum performance is evaluated through supervision, completion of practicum hours, demonstration of professional competencies, and feedback from the practicum instructor and faculty liaison. Seminar performance reflects the student's preparation, participation in discussions and learning activities, completion of assignments, and ability to thoughtfully connect field experiences with social work knowledge and practice frameworks.

Attendance and active participation in seminar are essential expectations of practicum education and reflect professional engagement in the learning process. Because the seminar is designed to support the integration of practicum experiences, consistent attendance, preparation, and meaningful contribution to class discussions are required. Students are expected to approach seminar with the same level of professionalism as their agency placement. Failure to attend, prepare for, or actively participate in seminar may negatively affect the course grade and may be addressed as a concern related to professional conduct and engagement in practicum education.

Generalist Practicum Performance

Students must earn a minimum grade of B- in both generalist practicum courses.

Coursework Completion

Students may not begin practicum while carrying Incomplete (I) grades in any course. All incomplete grades must be resolved prior to the start of the semester in which the student will enroll in practicum.

Failure to complete course requirements may delay entry into practicum.

Academic Standing

Students may not enter specialization practicum while on Academic Probation.

Students must maintain a minimum cumulative GPA of 3.00 prior to enrollment in specialization practicum.

Incomplete in Practicum

There are occasions where a student may be unable to complete their practicum hours within the given semester. As stated by the University of Georgia and the School of Social Work Practicum Education Office, an incomplete must meet the following requirements:

- The student was doing satisfactory work but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course.
- An Incomplete should not ordinarily be given unless the student has completed a substantial part of the course.
 - The student has accrued over $\frac{3}{4}$ of the required practicum hours for the semester.

- The instructor of the course should indicate to the student the deadline for completing the work in the course. No more than three weeks after final grades are due may be allowed to complete the work in the course, but the instructor may specify an earlier deadline.
 - If a student requires more than three weeks after the spring semester to complete Practicum Education hours, the student must register for a summer Practicum Education course.
- If an I grade is not satisfactorily removed within three weeks after the end of the semester, the I grade will be changed to a grade of “F”.

Process for Navigating an Incomplete

- The Practicum Education Office requires that all incomplete grades in Practicum Education are documented by the student and Faculty Liaison, and submitted to the Practicum Education Office.
Process for assigning an incomplete in Practicum Education:
 1. Prior to the final week of classes, the student, Faculty Liaison, and Practicum Instructor must meet to discuss the circumstances leading to the incomplete.
 2. If the Faculty Liaison and Practicum Instructor approve the incomplete (the student’s extension of time engaging in the practicum site), the *Incomplete Practicum Plan* form must be submitted by the student and Faculty Liaison to the Practicum Education Office by final day of class for the semester.
 3. Upon submission of the *Incomplete Practicum Plan*, the student and Faculty Liaison must email the designated Practicum Education Coordinator and Director of Practicum Education, notifying them of the intention to assign an incomplete for the semester.

Please note: To submit the final grade, the instructor follows the change of grade process. The I grade is not included in the grade point average computation.

Inadequate Performance in Practicum

Practicum education requires a high level of professional responsibility, engagement, and performance. Because students in practicum settings represent both the profession of social work and the School of Social Work while working with real clients and community partners, students are expected to demonstrate consistent professionalism, accountability, and commitment to their learning. Failure to meet practicum expectations indicates that a student may not yet be prepared for professional social work practice and therefore carries serious academic consequences.

The following policies outline the expectations and consequences related to failing practicum courses:

- **Failure of Generalist Practicum:**
If a student fails either semester of generalist practicum (grade of B- or lower), the student will be referred to Academic and Professional Review. A failure of generalist practicum requires the student retake the SOWK 5835, SOWK 5836, SOWK 5845, and SOWK 5846. Retaking a practicum course requires the student to demonstrate renewed commitment to professional learning and to successfully meet the performance expectations of the practicum setting and seminar.
- **Second Failure of Generalist Practicum:**
If a student fails a generalist practicum course (grade of B- or lower) a second time, the student will be dismissed from the BSW program. Repeated failure indicates that the student has not demonstrated the level of professional competence required for progression in social work training.

Withdrawal and Registered Attempt Policies

Practicum courses represent a professional and academic commitment. Students are expected to fully engage in the practicum experience and demonstrate accountability for their performance. Withdrawal policies are not intended to allow students to avoid responsibility for inadequate engagement or performance.

- Students may not use course withdrawals to avoid accountability for inadequate performance in practicum.
- A registered attempt is defined as registering for a practicum course but withdrawing before the withdrawal deadline.
- If two registered attempts in either SOWK 5835, SOWK 5836, SOWK 5845, or SOWK 5846 result in withdrawals, the student will be dismissed from the BSW program.

These policies reflect the professional standards of the social work field and the responsibility of the BSW program to ensure that graduates demonstrate the competence, reliability, and professional integrity required for social work practice. Students are expected to approach practicum with seriousness, preparation, and sustained professional engagement.

Leave of Absence (LOA) & Withdrawals from Practicum

Practicum Education is the signature pedagogy of the BSW program and requires continuous, sequential engagement. Because students represent the School of Social Work, the University, community partners, and the profession, interruption of practicum through Leave of Absence (LOA) or withdrawal requires formal approval, structured communication, and demonstration of professional responsibility. Students may not use withdrawal or leave of absence to avoid accountability for inadequate performance.

Professional Responsibility and Foundational Expectations

Enrollment in practicum reflects a professional commitment to, clients and client systems, community partner agencies, Practicum Instructors and Faculty Liaisons, the CSWE standards for social work education, and the ethical standards of the social work profession. Students are expected to demonstrate professional conduct at all times, including when experiencing academic, personal, or health-related challenges. Withdrawal or LOA does not suspend expectations of professionalism.

Withdrawing from Practicum

Withdrawal from practicum is a significant academic and professional action. Practicum is not only a course but the signature pedagogy of social work education, involving direct responsibility to clients, agencies, supervisors, and the profession. A withdrawal disrupts client services, agency operations, and long-standing community partnerships, and therefore must be approached with the highest level of professionalism and deliberation.

Academically, a withdrawal constitutes a registered attempt in practicum. As outlined in program policy, two registered attempts in SOWK 5835, SOWK 5836, SOWK 5845, or SOWK 5846 resulting in withdrawals will result in dismissal from the BSW program. Students may not use withdrawal to avoid evaluation, remediation, or accountability for performance concerns.

Professionally, students are expected to follow all termination procedures, including timely communication, participation in problem-solving efforts, completion of required documentation, and ethical transition of client and agency responsibilities. Ceasing attendance without formal approval or failing to follow practicum

procedures may result in a failing grade, professional review, delayed progression through the program, or dismissal.

Withdrawal from practicum should only occur after consultation with the Practicum Instructor, Faculty Liaison, Practicum Education, and Director of Practicum Education, and after careful consideration of both academic consequences and professional responsibilities.

Prior to withdrawing from the registered practicum course, students must:

1. Discuss concerns with the Practicum Instructor.
 2. Attempt resolution at the agency level when appropriate.
 3. Meet with Faculty Liaison.
 4. Meet with the designated Practicum Education Coordinator and Director of Practicum Education prior to final withdrawal.
 5. Submit required termination documentation.
- Students who do not move through the practicum course withdrawal process through the process outlined above may be referred to Academic and Professional Review.
 - Students may not use withdrawal to avoid accountability for ethical concerns or professional misconduct.
 - Students cannot use withdrawals to avoid accountability for inadequate performance in practicum.
 - A registered attempt is defined as registering for Practicum, but withdrawing before the withdrawal deadline.
 - If two registered attempts in either SOWK 7115, SOWK 7125 or SOWK 7225 result in Withdrawals, the student will be dismissed from the BSW program.

Taking an LOA Prior to Entering Practicum

Practicum placement matching is a structured, multi-month process that begins well in advance of the semester in which students enter the field. The Practicum Education Team invests significant time in preparing students for placement, including orientation programming, application review, agency consultation, affiliation agreement coordination, and individualized placement planning. Agencies likewise commit time and resources to preparing for student engagement.

For these reasons, students who anticipate taking a Leave of Absence (LOA) prior to beginning practicum must notify the Practicum Education Office as early as possible. If an LOA is taken after practicum orientation has been offered or after placement planning has begun, the student will be required to develop a formal transition plan with the Practicum Team. This plan may include written notification to agencies, withdrawal from placement processes, and—upon return—recompletion of orientation requirements or updated placement documentation.

Because practicum placements are semester-specific and developed well in advance, placements cannot be deferred or guaranteed following an LOA. Students returning from an LOA must re-engage in the placement process in accordance with established timelines.

Timely communication reflects professional responsibility and respect for agency partners, faculty, and the work of the Practicum Education Team.

Students anticipating a LOA before entering practicum must:

Provide Advance Written Notification

Before submitting a formal LOA request to the School, the student must notify:

- Academic Advisor
- Practicum Education Director
- Designated Practicum Education Coordinator
- Faculty Liaison (if assigned)
- Agency (if placement has already been confirmed)

Notification must be via email, timely and professional.

Placement Implications

- Placements are not deferred or held during LOA.
- Students are responsible for re-initiating the practicum placement process prior to their return from their LOA, in accordance with the timeline set by the Practicum Education Office.
- There is no guarantee of assignment to the same agency.
- Failure to communicate in a timely and professional manner may affect future placement eligibility.

Taking a Leave of Absence (LOA) While Enrolled in Practicum

Because practicum courses require clock hours and sequential semester enrollment for experiential learning, an LOA during practicum constitutes a disruption of the educational placement. Students who withdraw from their practicum placement are required to reenter practicum in the fall semester and complete two consecutive semesters at the same placement.

Students must complete the following steps:

Step 1: Immediate Notification. Prior to withdrawing from the Practicum course (SOWK 5835, SOWK 5836, SOWK 5845, or SOWK 5846), the student must notify each of the following:

- Practicum Instructor
- Faculty Liaison
- Practicum Education Coordinator

Step 2: Depending on the timing and circumstances for the LOA, a formal meeting may be required between the student and any of the following:

- Faculty Liaison
- Practicum Education Coordinator
- Director of Practicum Education (as needed)

The purpose of the meeting is to determine:

- Whether an Incomplete is appropriate (if hours can reasonably be completed)
- Whether the student must withdraw from the course
- Whether termination of placement is required
 - If termination of placement is required, procedures outlined in the Practicum Termination policy must be followed.

The practicum-matching process is one of the most complex and labor-intensive components of the BSW program. The process begins many months in advance and involves extensive coordination behind the scenes. Professional social work practice begins in how students engage with the practicum process itself. Timely communication, adherence to deadlines, and proactive planning demonstrate reliability, respect for community partners, and readiness for client-facing responsibilities. Practicum placement is a shared professional endeavor. Early engagement is not simply administrative compliance—it is an essential demonstration of professional identity and ethical responsibility.

The Practicum Education Team engages in sustained, relationship-based work with community agencies. Agencies, in turn, allocate staff time, supervision hours, workspace, and client access in anticipation of student engagement. When students delay communication, withdraw late, or disengage from the placement process without timely notice, it impacts not only their own academic progression but also agency partners, future students, and the integrity of the program.

Students are therefore expected to take early and consistent responsibility for:

- Monitoring practicum-related emails and timelines, even while on LOA.
- Completing required documentation promptly, before the established deadline.
- Engaging fully in orientation and preparation processes.

A Leave of Absence is not a disengagement from professional identity. Students on LOA are expected to maintain professional conduct in any related employment or volunteer roles, avoid behavior that would violate the NASW Code of Ethics, address circumstances that contributed to academic or practicum disruption, and engage in recommended remediation, if applicable.

Return to practicum from a LOA or previous withdrawal requires intentional preparation on behalf of the student to ensure academic readiness, professional competence, and successful re-entry into practicum. Because practicum involves direct client contact and representation of the University in community settings, readiness for return must be formally reviewed and approved.

Re-entry into practicum is not automatic. Students may not re-enter practicum if they miss the established deadlines.

Student Responsibility for Re-Engagement

Students are responsible for initiating the return process. Failure to proactively engage may result in delayed enrollment in practicum until the following academic year and/or delayed graduation.

1. Engagement in Annual Orientation & Application Process

Because practicum planning occurs on an academic-year cycle, students returning from an LOA must participate in the same orientation and application process as their cohort.

Students intending to enter practicum in the following academic year must:

- Submit written notification of intent to return to the Practicum Education Office (sswpracticum@uga.edu) **no later than October 1** of the academic year preceding practicum placement.
- Register for and attend required practicum orientation sessions.

- Complete and submit all required practicum application materials by established deadlines.

Placement development begins immediately after the October 1 notification deadline. Students who fail to notify the Practicum Office by October 1 may forfeit placement priority, experience delayed placement processing, or be deferred to a later practicum cycle.

Practicum placements are not held or reserved during an LOA and are not guaranteed upon return.

2. Completion of Remediation Requirements

If required, students must complete assigned remediation prior to practicum placement. This may include:

- Ethics training or refresher coursework
- Skills development workshops
- Professional communication training
- Counseling or support verification (when appropriate)
- Employment or volunteer documentation demonstrating reliability
- Updated resume and placement materials

Failure to complete remediation will result in ineligibility for placement and submission to Academic and Professional Review.

Background Checks

Due to the nature of social work practice with vulnerable populations, many practicum agencies require criminal background checks and/or drug screening as a condition of placement. Practicum sites that do not require these screenings are extremely limited.

Students are responsible for being willing and able to complete any required background checks or drug screens requested by a practicum agency. These screenings may review issues such as prior arrests, misdemeanor or felony convictions, illegal drug use, and certain motor vehicle offenses.

Student Disclosure Responsibilities

Students who have a criminal history, pending charges, or concerns about passing a background check or drug screen must take the following steps:

- Consult with their designated Practicum Education Coordinator prior to or during the practicum application process to discuss the situation.
- Disclose any anticipated concerns regarding background checks or drug screening on the confidential form submitted with the practicum application.

Many practicum agencies require background checks, drug screening, or other forms of clearance before students are permitted to begin placement. These requirements are determined by the agencies themselves and are often tied to regulatory standards, licensure requirements, contractual obligations, and policies designed to protect vulnerable populations. Because these requirements vary across agencies, a criminal history, pending legal matter, or failed screening may significantly limit the number and type of agencies that are willing or able to host a student for practicum.

Early and transparent disclosure allows the Practicum Education Office to assess potential limitations, identify agencies whose requirements may align with the student's circumstances, and provide guidance throughout the placement process. Failure to disclose relevant information may result in agencies rescinding placement offers, delayed placement timelines, or an inability to secure an appropriate practicum site. In some situations, nondisclosure may also be addressed as a concern related to professional integrity.

The School of Social Work will make reasonable efforts to identify potential practicum opportunities for students who disclose criminal history concerns or potential screening barriers. A reasonable effort may include consultation with the student, identifying agencies that may consider applicants on a case-by-case basis, and attempting placement referrals where appropriate. However, the School cannot guarantee placement in situations where agency requirements cannot be met.

Practicum placements ultimately depend on agency approval, and the School of Social Work cannot require an agency to accept a student who does not meet its screening standards. Therefore, the School cannot assume responsibility for securing a practicum placement for students who are unable to pass required background checks or drug screenings.

If, after reasonable efforts by the Practicum Education Office, a suitable placement cannot be secured due to a student's criminal background, pending charges, or inability to pass required screenings, the student may be unable to enroll in or complete the practicum course. Because practicum education is a required component of the BSW curriculum, the inability to obtain a qualifying practicum placement may delay progression in the program or prevent completion of degree requirements.

Students should also understand that many employers in social work and related human service fields require the same types of background checks and drug screenings as practicum agencies. As a result, an inability to meet these requirements during practicum may also indicate potential barriers to employment and professional practice as a social worker after graduation. When practicum participation cannot be secured due to these issues, the School may determine that the student is unable to meet essential program requirements. In such cases, students may be referred for Academic and Professional Review to determine appropriate next steps regarding continuation in the BSW program.

Student Responsibility for Record Review

Students are strongly encouraged to review their own criminal background record for accuracy and completeness prior to the practicum application process. This allows students to anticipate potential concerns that may arise when agencies conduct their own screenings.

Costs of Screening

The cost of background checks and drug screening may be covered by the practicum agency, or paid by the student, depending on agency policy.

Students are responsible for covering these costs when required by the agency.

Future Licensing Considerations

Students should also be aware that criminal history or drug-related offenses may affect future eligibility for social work licensure, depending on the requirements of the relevant state licensing board.

Credit for Work Experience

In accordance with the standards of the Council on Social Work Education (CSWE), academic credit for practicum education cannot be granted for prior or current employment or other previous work experience.

Practicum hours must be completed as part of the approved educational practicum placement and under the supervision of an approved Practicum Instructor.

Students may only accrue practicum hours during the semester in which they are officially registered for the practicum course. Hours completed before the start of the semester, after the semester has ended, or during semesters in which the student is not enrolled in the practicum course cannot be counted toward practicum requirements.

All practicum activities and hours must occur within the designated practicum placement and within the timeframe of the registered practicum course in order to receive academic credit.

Students Working Full-Time

Practicum Education is a central and intensive component of the BSW curriculum and is designed to provide students with supervised, applied learning experiences that support the development of professional social work competencies. Practicum requires a significant commitment of time, preparation, and engagement and should be viewed as a primary educational responsibility during the semesters in which students are enrolled in practicum courses.

Students who are employed while pursuing the BSW degree should anticipate the need to reduce work hours, adjust work schedules, or otherwise modify outside commitments in order to meet the requirements of practicum education. The combined demands of graduate coursework, practicum responsibilities, and full-time employment can limit a student's ability to fully engage in the learning process and may negatively impact the quality of the practicum learning experience.

Students are responsible for making the necessary adjustments to employment or personal schedules to successfully complete practicum requirements. Practicum placements are arranged based on educational objectives, agency capacity, and the availability of qualified supervision, not on student convenience, personal schedules, or employment obligations.

Most practicum placements occur during standard business hours, and placements that allow all practicum hours to be completed exclusively during evenings and/or weekends are not available.

The Practicum Education Office cannot guarantee placement options that accommodate employment schedules, and the inability to adjust work commitments does not constitute grounds for an alternative placement arrangement.

Students who are unable to meet practicum scheduling requirements due to employment or other outside commitments may need to reconsider the timing of their practicum enrollment or adjust their academic plan in consultation with the Practicum Education Office and their academic advisor. The BSW program of study, including practicum requirements and scheduling expectations, cannot be modified to accommodate individual employment schedules or other personal obligations.

Acceptance into the BSW program does not guarantee a practicum placement that accommodates employment schedules or other outside commitments.

Practicum Schedule

Students are responsible for managing their practicum schedule, coordinating with their agency, meeting weekly hour requirements, and ensuring full engagement throughout the semester. Practicum education is a central component of professional social work training and requires a level of responsibility, initiative, and professional commitment comparable to that expected of employed social workers in the field.

Students are expected to adapt their personal and employment schedules to meet the requirements of their practicum placement. Because agency operations, client availability, supervision schedules, and community needs shape the structure of practicum experiences, students must demonstrate flexibility and readiness to participate in activities that may occur during standard business hours or other times determined by the agency. Practicum placements are designed to meet educational and professional learning goals and are not arranged around student convenience, work schedules, or outside commitments.

Effective participation in practicum requires students to communicate regularly with their practicum instructor, follow agency policies and procedures, arrive prepared and on time, and maintain consistent attendance according to the agreed-upon schedule. Students are responsible for monitoring their accumulated hours, planning their weekly schedules to ensure timely completion of required hours, and notifying their practicum instructor and faculty liaison promptly if concerns arise that may affect attendance or participation.

Practicum provides students with the opportunity to apply classroom knowledge in real-world settings, develop professional judgment, and build the skills necessary for competent and ethical social work practice. Full engagement in practicum activities—including supervision, client interactions, documentation, team meetings, and agency projects—is essential to developing professional competence and building a strong professional foundation.

Because practicum placements involve commitments to community partners, agencies, and clients, students must demonstrate reliability, accountability, and professionalism throughout the experience. Failure to appropriately manage practicum responsibilities—including missed hours, inconsistent attendance, poor communication with the agency, or lack of engagement in assigned learning activities—may be addressed as concerns related to professional conduct and may impact the student's practicum evaluation, course grade, or progression in the BSW program.

Night and Weekend Placement Schedule

Evening and weekend practicum opportunities are extremely limited. There are no practicum sites that offer placements in which all hours can be completed exclusively during evenings and/or weekends, and only a small number of agencies offer any evening or weekend hours at all.

Students are responsible for ensuring that their schedules allow them to participate in practicum during the hours required by the placement agency. Students should not expect that practicum placements will accommodate personal schedules, employment obligations, or preferences for evening or weekend hours.

Under no circumstances will the educational objectives of the BSW curriculum be compromised in order to create a non-traditional placement schedule. In addition, practicum instructors must be available on-site for a

minimum of 10 hours per week for generalist students and 16 hours per week for specialization students to provide supervision and instruction.

The Practicum Education Office cannot guarantee that evening or weekend hours will be available as part of a student's practicum placement, and students must plan accordingly when arranging employment and other outside commitments.

Practicum Schedule & Student Responsibilities

Students are responsible for managing their practicum schedule, coordinating with their agency, meeting weekly hour requirements, and ensuring full engagement throughout the semester.

Designated Practicum Days

Students enrolled in the Athens BSW program have designated practicum days that are structured around the program's academic course schedule. This structure ensures that students have protected time for practicum while avoiding conflicts with required coursework. The designated practicum days are:

- Monday, Wednesday, Friday

Practicum schedules are developed in coordination with the agency and should prioritize the needs of the agency and the availability of meaningful learning opportunities. Students are responsible for ensuring that their practicum schedules do not conflict with their academic course requirements and that they remain available during times when client services and professional activities typically occur.

Weekly Schedule

- The exact weekly schedule is determined individually with each agency based on client needs and opportunities for learning.
- Students are responsible for coordinating and adhering to the schedule established with their agency. Practicum hours must not conflict with course obligations.

Clock Hours and Time Management

- Students may occasionally extend practicum hours to meet professional responsibilities or access special learning opportunities.
- Maximum counted hours per week: 20 hours
- Students exceeding weekly hours may take "compensatory" time off, which must be pre-approved by the Practicum Instructor. Compensatory time cannot shorten the overall practicum duration.
- Students must remain actively engaged in their practicum placement through the duration of the semester.
- Hours are logged and approved in the Practicum software management system, SONIA.

Evening and Weekend Hours

- Some sites offer evening or weekend hours, but most services occur during standard business hours (Monday–Friday, 8:00 a.m.–5:00 p.m.).

- Students are expected to be present during peak agency hours to maximize opportunities for client interaction, professional collaboration, and participation in decision-making.

Travel and Breaks

- Commute time to and from the agency is not counted toward practicum hours.
- Travel during agency work (e.g., home visits, community meetings) counts as practicum hours.
- Lunch and personal breaks are not counted toward practicum hours.

Agency Expectations and Orientation

- Students must clarify practicum hours and expectations during the initial agency interview.
- Formal agency orientation or training without client contact may count toward hours only if approved by the Practicum Instructor.
- If orientations or trainings are required by the agency prior to the semester, students may accrue practicum hours, but also must remain in the practicum setting for the duration of the semester.

Vacations, Holidays, Agency Furlough Days, Semester Breaks, other Absences from the Practicum

Students are responsible for managing their practicum attendance and ensuring that all required practicum clock hours are completed within the designated semester timeframe.

Notification of Absences

Students must notify their practicum agency as early as possible whenever they will be absent. Prompt communication is a professional responsibility and ensures that client services and agency operations are not disrupted.

Making Up Missed Hours

All absences from practicum must be made up before a final grade can be assigned for the semester.

In most cases, students who need to complete make-up hours will do so during the final week of the semester (exam period).

If a student is in good standing but, due to unexpected circumstances is absent for an extended period, and cannot complete the required hours during the semester, the following may occur:

- The student, Practicum Instructor, and Faculty Liaison may develop a formal plan to complete the remaining hours in a subsequent semester
- The Faculty Liaison may assign a grade of Incomplete (I)

According to University policy, an Incomplete may be assigned only when:

- The student was making satisfactory academic progress, and
- Circumstances beyond the student's control prevented completion of course requirements.

An Incomplete is appropriate only when the student has completed a substantial portion of the practicum requirements.

University and Agency Holidays

The following holidays are observed by the University of Georgia. Students are expected to be absent from practicum on these days:

- Dr. Martin Luther King Jr. Day
- Memorial Day
- Juneteenth
- Independence Day (Fourth of July)
- Labor Day
- Thanksgiving

Students may also observe holidays recognized by their practicum agency. However, students remain responsible for ensuring that all required practicum clock hours are completed, even when agency holidays are observed.

Students are excused from practicum if the University closes due to inclement weather, but missed hours must be completed at another time.

Students are also excused from practicum during University fall and spring breaks. Students placed in school settings must follow the school system's calendar rather than the University calendar, but they are still responsible for completing the full practicum hour requirement.

Illness or Emergency Absences

Occasional illness or emergencies may require students to miss practicum hours. When this occurs, students must:

- Notify their Practicum Instructor as soon as possible
- Arrange with the Practicum Instructor to make up the missed hours

Many students accumulate additional hours during the semester that can be used as compensatory time. However, all absences must be made up.

If a student anticipates being absent for more than a few days, the Faculty Liaison must also be notified.

Under no circumstances will arrangements be approved that result in a deficit in the required practicum hours or the required practicum timeframe.

Course Activities Outside Regular Class Times

Occasionally, a course instructor may schedule required academic activities outside of the regular class meeting time. When this occurs:

- The student is responsible for discussing the absence with the Practicum Instructor in advance
- The student must ensure that agency responsibilities are appropriately managed
- Time away from the agency for course activities does not count toward practicum hours

Professional Conferences and Trainings

Students may have opportunities to attend professional conferences or trainings during practicum days. Attendance must be approved in advance by the Practicum Instructor.

Conference or training hours may be counted as practicum hours only when the activity is clearly relevant to the mission and work of the practicum agency.

Students are responsible for requesting approval early enough to allow the agency to arrange coverage if necessary.

Financial Support and Stipends

Practicum placements are primarily educational experiences, and financial compensation is not guaranteed. Students should plan for practicum participation without assuming that a stipend or other financial support will be available.

The Practicum Education Office does not match students with practicum placements based on financial circumstances or the availability of stipends. While the Practicum Office encourages agencies to provide paid practicum opportunities when possible, it does not control, monitor, or determine whether agencies offer stipends or the amount of financial support provided. Decisions regarding compensation are made solely by the practicum agency.

Students are responsible for planning accordingly and ensuring that they are able to meet the academic and professional requirements of practicum regardless of whether a placement offers financial support.

Some practicum agencies choose to offer stipends to support students who may incur additional expenses while completing their graduate education. In some cases, agencies may offer stipends when:

- A student is able to contribute time beyond the required practicum hours, or
- The agency wishes to strengthen recruitment for a particular placement.

Occasionally, agencies may receive external funding that allows them to provide modest stipends to students.

Professional Liability Insurance and Health Insurance

Students are responsible for obtaining and maintaining professional liability insurance for the duration of their participation in the Practicum Education program.

Prior to beginning practicum, students must:

- Purchase professional liability insurance that provides appropriate coverage for their activities as a student intern, and
- Submit proof of insurance coverage to the Practicum Education Office through SONIA.
- Students may not begin practicum until documentation of coverage has been received by the Practicum Education Office in SONIA.

The Practicum Education Office provides information about obtaining professional liability insurance as a courtesy to students (see Appendix A). However, securing and maintaining coverage is the sole responsibility of the student.

Students are also responsible for ensuring they have adequate health insurance coverage while participating in practicum. Student fees associated with full-time program options allow students to access treatment at

University Health Services on the Athens campus. However, students must confirm that their health insurance will cover any injuries, accidents, or illnesses that may occur while at their practicum site.

The UGA School of Social Work Memorandum of Understanding between the School and practicum agencies specifies that health insurance and professional liability coverage are the responsibility of the student, not the agency.

Students should proactively address any concerns related to health or safety risks at their practicum site by discussing them with their Practicum Instructor and/or Faculty Liaison. Students remain responsible for ensuring they understand and comply with agency safety policies and procedures while participating in practicum activities.

Official University Email and Professional Communication

All students are required to maintain an active University of Georgia UGAMail account for official University communications. The UGAMail system is the University's designated method for distributing important information related to academic programs, practicum education, and University operations.

Students are responsible for regularly monitoring their UGAMail account and responding to communications in a timely and professional manner. Important information regarding coursework, practicum placement, program requirements, and administrative matters will be sent to the student's UGAMail account.

When a student creates a MyID, a UGAMail account is automatically established. Students may choose to forward their UGAMail messages to another email address; however, students who elect to forward their email assume full responsibility for receiving, reviewing, and responding to all communications sent to their UGAMail account.

Students are expected **to** check their University email account, or the account to which it is forwarded, at least three times each week, and more frequently when engaged in practicum placement processes, active practicum participation, or other time-sensitive program activities. Failure to review University communications does not excuse a student from meeting program expectations, deadlines, or requirements.

Professional and timely communication is an essential component of social work practice. Students are expected to demonstrate professional responsibility in all written and electronic communications, including communication with the Practicum Education Office, faculty, practicum instructors, agency personnel, and peers.

Students must also demonstrate respectful and professional conduct in all digital communications and online environments, including email, learning management systems, virtual meetings, and other electronic platforms used for coursework or practicum. Communication should reflect the ethical standards and professional expectations of the social work profession. Messages that are disrespectful, unprofessional, or inappropriate may be addressed through the School's academic or professional review processes.

Students should recognize that their electronic communications and online presence represent both themselves as emerging professionals and the University of Georgia School of Social Work. Students are expected to communicate in a manner that reflects professionalism, respect, and accountability at all times.

Students should also be aware that their UGAMail address may appear in the University's Online Phonebook, unless they have elected to restrict their directory information through University privacy settings.

Students are responsible for ensuring that they have reliable transportation to fulfill the requirements of their practicum placement. Many practicum agencies, including those in healthcare, mental health, and family services, operate in community-based settings that require students to travel for activities such as outreach, home visits, community meetings, and other agency-related responsibilities.

Practicum placements are made based on the quality and appropriateness of the learning experience, not on student transportation limitations. The Practicum Education Office does not match students with placements based on access to a personal vehicle or transportation constraints. Students are responsible for ensuring that they can travel within a 60-mile radius of their campus or home to participate fully in the assigned placement.

Students must ensure that they have the transportation necessary to complete assigned practicum activities, including travel to the agency site and participation in community-based work required by the agency.

Students are not permitted to transport clients in their personal vehicles. In addition, students may only operate an agency vehicle if the agency's automobile insurance policy explicitly provides coverage for student interns. Insurance policies that cover volunteers are not considered sufficient coverage for student interns.

Many practicum placements are located outside the immediate Athens area. Students are responsible for arranging transportation to and from their assigned placement sites. Access to a personal vehicle or coordinating transportation with other students may significantly expand placement options. The Practicum Education Office is not responsible for coordinating student travel to and from the practicum placement.

Students who do not have access to a personal vehicle should understand that placement options may be limited. In such situations, students may need to prioritize placement location over specific areas of interest in order to secure a placement within a reasonable commuting distance or within available public transportation routes. Some agencies also require the use of a personal vehicle for practicum-related activities, which may further limit placement options for students without access to a vehicle.

Professional Expectations of Students

Professional expectations in practicum extend beyond task completion and are central to the development of each student's professional identity. Students are expected to demonstrate consistent professionalism in their communication, behavior, decision-making, and interactions with clients, colleagues, and community partners. This includes adherence to ethical standards, accountability, reliability, and the ability to engage in reflective practice.

During practicum, students are not only representing themselves as emerging professionals, but also the School of Social Work, the University of Georgia and the broader social work profession. Student conduct contributes to the strength of community partnerships and the reputation of the program. Students are expected to uphold these standards across all settings, including in-person, virtual, and public or online spaces.

Professional identity development is an ongoing process that continues beyond graduation. As alumni, graduates remain representatives of the School and the profession, and are expected to carry forward the values, ethics, and standards established during their training.

Required Professional Behaviors

Students are expected to demonstrate the following behaviors at all times in the practicum setting:

Attendance and Reliability

- Arrive on time and be present for all scheduled practicum hours, supervision, and required meetings
- Notify the practicum instructor in advance of any absence, tardiness, or schedule change in accordance with agency policy
- Complete all required practicum hours within the designated semester timelines
- Use practicum time appropriately and remain engaged in assigned responsibilities

Communication

- Use professional, respectful, and clear communication in all verbal, written, and electronic correspondence
- Respond to emails and messages from practicum instructors, faculty liaisons, and agency staff within 24–48 business hours
- Use agency-approved communication channels only; do not use personal phones, email, or social media to communicate with clients unless explicitly authorized

Professional Presentation

- Adhere to the agency’s dress code and maintain a professional appearance appropriate to the setting
- Present yourself in a manner that reflects respect for clients, colleagues, and the professional environment

Ethical Practice and Boundaries

- Maintain strict confidentiality in accordance with agency policy, HIPAA, and professional ethics
- Refrain from dual relationships or conflicts of interest with clients or colleagues
- Do not give or receive gifts, engage in personal relationships with clients, or share personal contact information unless explicitly permitted by the agency
- Immediately report ethical concerns, safety issues, or boundary concerns to the practicum instructor

Professional Expectations for Technology Use

Students are responsible for using technology in a manner that reflects professional conduct, ethical practice, and protection of client confidentiality. All technology use in practicum—including phones, video platforms, messaging systems, electronic records, and other forms of digital communication—must comply with agency policies, applicable laws, and the ethical standards of the National Association of Social Workers Code of Ethics.

Professional use of technology is an essential component of modern social work practice. Students are expected to demonstrate integrity, discretion, and professionalism in all digital environments, recognizing that their actions reflect on themselves, the School, and the profession.

Required Technology Use Behaviors

At a minimum, students must adhere to the following expectations:

Professional Boundaries in Electronic Communication

- Maintain clear professional boundaries when using phones, email, or messaging systems
- Do not use personal phone numbers, email addresses, or social media accounts to communicate with clients

- When allowed, take protective steps such as using agency-approved platforms, blocking personal contact information, or using a secondary number
- Do not engage in informal, personal, or ongoing communication with clients outside of approved channels

Confidentiality and Privacy

- Protect all client information in accordance with agency policy, HIPAA, and professional ethics
- Do not store, download, or transmit confidential information on personal devices unless explicitly authorized and secured
- Log out of shared systems and secure devices when not in use
- Never photograph, record, or screenshot client information

Virtual and Telehealth Conduct

- Ensure that only appropriate, non-confidential visual information is visible during video sessions
- Position cameras to avoid displaying client records, identifying information, or other individuals
- Conduct all virtual sessions and professional conversations in a private, secure environment
- Use headphones or other safeguards to prevent others from overhearing confidential discussions

Use of Personal Cell Phone

Students are responsible for maintaining professional boundaries and appropriate communication practices while participating in practicum. While students may communicate with their Practicum Instructor or Task Supervisor using personal cell phones when appropriate, all communication must remain professional and consistent with agency policies.

Students are strictly prohibited from providing their personal cell phone numbers to agency clients or engaging in client communication through personal devices unless explicitly authorized by the agency and consistent with agency communication policies. Students are expected to use approved agency communication methods when interacting with clients and to follow all agency guidelines regarding confidentiality, professional boundaries, and client contact.

Personal Online Presence and Professional Representation

Students are expected to maintain a professional online presence that reflects the values of the social work profession and the standards of the School.

- Do not post any information related to practicum sites, clients, supervisors, or agency activities on social media or public platforms
- Avoid sharing identifiable or indirect information that could compromise confidentiality
- Maintain professional boundaries by not “friending,” following, or engaging with clients on social media
- Be mindful that personal content (photos, comments, affiliations) may be viewed by practicum sites, future employers, and community partners
- Avoid posting content that could be perceived as discriminatory, unethical, unprofessional, or inconsistent with social work values
- Do not represent personal opinions as those of the School, the agency, or the profession

Students should understand that their digital presence contributes to their professional identity and may have lasting implications for their reputation and career opportunities.

Use of Artificial Intelligence and Digital Tools

- Any use of AI tools (e.g., for writing, documentation support, or idea generation) must comply with agency policies and confidentiality standards
- Students must not input client information or sensitive data into AI platforms or unsecured systems
- All submitted work, documentation, and communication must reflect the student’s own professional judgment and responsibility

Compliance and Accountability

Students are responsible for understanding and complying with all agency-specific technology policies and professional standards governing electronic communication and confidentiality.

Failure to use technology in a professional and responsible manner—including breaches of confidentiality, inappropriate online behavior, or misuse of communication tools—may result in:

- Immediate corrective action or removal from the practicum site
- Referral to the Practicum Education Office
- Development of a Professional Improvement or Risk Reduction Plan
- Referral to the Academic and Professional Review Committee

Serious violations may impact a student’s ability to continue in practicum and progress in the program.

Substance Use and Impairment Policy

Students are responsible for understanding how substance use may affect their professional responsibilities and are expected to make decisions that prioritize client safety, ethical practice, and professional integrity.

Students are expected to be fully present and capable of performing their responsibilities safely and ethically during practicum hours.

- Students must not attend practicum under the influence of alcohol, cannabis, vaping products (including nicotine or THC), or any other impairing substance, regardless of legality
- The use of vaping devices (e.g., e-cigarettes, vape pens) is prohibited during practicum hours and in all agency spaces, in accordance with agency policies
- The recreational or medical use of substances outside of practicum hours must not impact professional performance, judgment, or reliability
- Misuse of prescription medications or use of illicit substances is strictly prohibited in practicum settings
- Agencies may require drug screenings, and students must comply with all site-specific policies

Any indication of impairment during practicum may result in:

- Immediate removal from the practicum site
- Notification of the Practicum Education Office
- Referral for review, which may include a required assessment, risk reduction plan, or further disciplinary action

Employment and Professional Boundaries Following Practicum

Occasionally, a practicum agency may express interest in employing a student with whom they have worked during the practicum placement. If an employment opportunity arises while the student is still actively enrolled in practicum, the student is responsible for promptly informing their Practicum Instructor, Faculty Liaison, and the Director of Practicum Education before accepting or negotiating any employment arrangement.

The School must review these situations to ensure that appropriate safeguards are in place to protect the integrity of the educational experience and maintain appropriate supervision and evaluation processes. Students may not alter their practicum responsibilities or supervision arrangements without approval from the Faculty Liaison and Director of Practicum Education.

If employment begins after the practicum placement has formally concluded, no special arrangements with the School are required.

Following completion of practicum, students are expected to maintain clear professional boundaries with the agency and its clients. Students should not independently continue to provide services at the agency in a volunteer capacity unless this arrangement has been explicitly requested by the agency and is appropriate within the agency's policies and professional standards.

Students are also responsible for maintaining appropriate professional and ethical boundaries with clients after the practicum has ended. Continuing to provide professional services to a client assigned during practicum—unless specifically requested and authorized by the agency—may constitute a breach of professional social work ethics.

Students are expected to consult with agency leadership and follow agency policies when questions arise regarding post-practicum roles, volunteer work, or continued client contact. Maintaining clear professional boundaries is an essential component of ethical social work practice.

Culturally Responsive and Ethical Practice

Consistent with the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS), students are expected to engage in culturally responsive, ethical, and inclusive social work practice throughout their practicum experience. Students are responsible for demonstrating respect for diversity and for integrating culturally responsive approaches when working with individuals, families, groups, organizations, and communities.

Students are expected to continually develop self-awareness, cultural humility, and professional competence in working with people from diverse backgrounds, including differences in race, ethnicity, culture, religion, gender identity, sexual orientation, ability, age, socioeconomic status, immigration status, and other aspects of identity.

The National Association of Social Workers (NASW) has established the *Standards and Indicators for Cultural Competence in Social Work Practice*, which provide guidance for culturally responsive and ethically grounded practice. Students are responsible for becoming familiar with these standards and applying them in their practicum learning and professional development.

The NASW Standards and Indicators for Cultural Competence in Social Work Practice are included in Appendix E of this manual and are also available online through the NASW website:

<https://www.socialworkers.org/Practice/Practice-Standards-Guidelines>

Students are expected to engage in ongoing reflection, learning, and professional growth to ensure that their practice reflects the ethical commitment of the social work profession to equity, dignity, and respect for all individuals and communities.

Freedom of Information

Information about a student intern that a practicum instructor shares with the Practicum Education Office may be shared with the student. Similarly, students may request to see their Practicum Education record. These records are maintained in the Practicum Office and are available for review by written request to the Director of Practicum Education. Educational records are retained and destroyed consistent with University of Georgia records retention policies.

If Issues Arise in Practicum

Students are expected to demonstrate professional responsibility, respectful communication, and appropriate problem-solving if concerns arise during their practicum experience. Addressing issues in a timely and professional manner is an important part of professional development and ethical social work practice.

Students are responsible for communicating concerns directly, respectfully, and through the appropriate chain of communication. In most cases, concerns should first be discussed with the individual most directly involved. Students are expected to approach these conversations with professionalism, openness to feedback, and a commitment to collaborative resolution.

Concerns should be raised promptly so that appropriate support and guidance can be provided. Skipping steps in the communication process or contacting administrators without first attempting to resolve concerns through the appropriate channels may delay resolution and does not reflect professional practice expectations.

Using the appropriate communication structure supports effective resolution of concerns and models the professional collaboration expected in social work practice.

Throughout the issue-resolution process, students are expected to demonstrate professional behavior consistent with the standards of the social work profession. Students are expected to:

- Communicate concerns promptly and respectfully
- Engage in good faith problem-solving
- Remain open to feedback and supervision
- Follow the established communication chain

Professional communication and respectful engagement are essential components of social work practice and are expected of all students participating in practicum education.

Failure to engage in this process in a professional manner—including bypassing the established communication chain, communicating disrespectfully with agency or School personnel, failing to address concerns in a timely manner, or refusing to participate in good faith problem-solving—may result in formal review by the Practicum Education Office. Depending on the nature and severity of the concern, consequences may include corrective action plans, referral to the Academic and Professional Review Committee (APRC), termination of the practicum placement, a failing practicum grade, or additional academic or professional sanctions in accordance with School of Social Work policies.

Communication Chain of Command

1. Faculty Liaison – First Point of Contact

The Faculty Liaison serves as the primary connection between the student, the practicum agency, and the School of Social Work. Students should first discuss practicum concerns with their Faculty Liaison. The Faculty Liaison can:

- Provide guidance and consultation
- Clarify practicum expectations and policies
- Help facilitate communication between the student and the agency
- Support early problem-solving and learning-related concerns

2. Practicum Coordinator – Programmatic Support

If concerns cannot be resolved at the liaison level, students may be directed to the Practicum Coordinator. The Practicum Coordinator assists with:

- Administrative and placement-related concerns
- Coordination of practicum processes
- Consultation regarding practicum requirements or procedures
- Supporting communication between the agency and the Practicum Education Office

3. Director of Practicum Education – Program Oversight

The Director of Practicum Education provides oversight of the practicum program and becomes involved when concerns require higher-level review. The Director may:

- Review complex or unresolved practicum issues
- Provide guidance on program policies and practicum expectations
- Facilitate resolution between the School, student, and agency
- Determine appropriate next steps related to placement concerns

4. Associate Dean for Academic and Faculty Affairs – Academic Review

If concerns involve broader academic or professional issues that cannot be resolved within the Practicum Education Office, they may be referred to the Associate Dean for Academic and Faculty Affairs. The Associate Dean may:

- Review academic or professional conduct concerns
- Provide guidance regarding School policies
- Determine whether additional academic processes should be initiated

5. Dean of the School of Social Work – Final Administrative Authority

The Dean of the School of Social Work provides final administrative oversight for the School. Issues are elevated to the Dean only in rare circumstances when prior levels of review have not resolved the concern or when administrative action at the highest level is required.

CHAPTER 11: TERMINATION PROCEDURES

Professional Engagement

Students are expected to engage with Practicum Coordinators in a professional and timely manner throughout the placement process. Clear communication, responsiveness, and adherence to instructions are essential to securing and confirming appropriate placements.

Professional communication includes responding to emails and requests in a timely manner, meeting required deadlines, following instructions provided by the Practicum Education Office, and interacting respectfully with practicum staff. Because the placement process operates within structured timelines and requires coordination with community agencies, delays in communication or failure to complete required tasks can disrupt the placement process.

Students who fail to respond to communications, repeatedly miss deadlines, or engage in unprofessional communication with Practicum Coordinators may experience delays in placement, removal from the current placement cycle, or reassignment to a later placement process when agency opportunities are available. Persistent unprofessional conduct may also be referred for review through the School of Social Work's academic and professional standards process.

Engaging professionally with Practicum Coordinators is considered part of the student's preparation for professional social work practice and reflects the standards of communication and accountability expected within the profession.

Authority to Address Professional Conduct Concerns

Concerns regarding student professionalism may be identified and addressed by the following individuals:

Practicum Instructor:

The Practicum Instructor has primary responsibility for supervising the student's day-to-day work within the agency.

The Practicum Instructor may address concerns related to:

- Punctuality and attendance
- Preparedness for assignments
- Interactions with clients and staff
- Adherence to agency policies and procedures
- Responsiveness to supervision
- Professional communication and behavior

The Practicum Instructor may document concerns and communicate them to the Faculty Liaison and Practicum Education Office.

Faculty Liaison:

The Faculty Liaison serves as the School's instructional representative and has the authority to address concerns related to:

- Student performance in practicum learning activities
- Engagement in supervision and reflective practice
- Professional conduct in agency or classroom settings
- Compliance with practicum course requirements

The Faculty Liaison may meet with the student to discuss concerns, provide feedback, and develop corrective steps. The Faculty Liaison may also consult with the Practicum Education Office regarding next steps.

Practicum Education Coordinator:

The Practicum Education Coordinator has the authority to review concerns regarding student professionalism and to determine appropriate programmatic responses.

The Practicum Education Coordinator may:

- Review documented concerns from agencies or faculty
- Facilitate meetings between the student, agency, and School representatives
- Implement corrective action plans
- Determine whether a placement should continue or be terminated
- Defer concerns for additional academic or professional review

Director of Practicum Education:

The Director of Practicum Education has oversight responsibility for the practicum program and may make determinations regarding:

- Continuation or termination of a practicum placement
- Reassignment decisions when appropriate
- Referral of concerns for academic or professional review

Academic and Professional Review Committee:

When concerns rise to a level that may affect a student's continuation in the BSW program, the matter may be referred to the Academic and Professional Review Committee. The Academic and Professional Review

Committee has the authority to review concerns related to professional conduct and may recommend programmatic actions consistent with School policy.

Practicum Readiness Review During Application and Placement Process

Students must demonstrate readiness for professional practice during the practicum application and placement process, prior to entering the practicum setting. The practicum preparation period - including application submission, interviews, and communication with the Practicum Education Office - is considered part of the professional training experience.

If a student demonstrates behavior indicating they may not be prepared for practicum, the Practicum Director or Practicum Education faculty may initiate a Practicum Readiness Review. As part of this process, the student may be referred for professional review through the School's Academic and Professional Review Committee procedures prior to being placed in a practicum setting.

Students may not be placed in practicum until readiness concerns are resolved.

Outcomes of a Practicum Readiness Review

Following review of readiness concerns, the Practicum Education Office may take one or more of the following actions:

- Require the student to complete preparatory steps prior to placement
- Delay the student's practicum start
- Refer the student to the Academic and Professional Review Committee
- Determine that the student is not eligible to enter practicum at that time

Students should understand that practicum placements involve significant coordination with community agencies and represent a professional commitment. Failure to demonstrate readiness for practicum may delay progression or dismissal from the BSW program.

Examples of Behaviors Indicating Lack of Practicum Readiness

The following are examples of behaviors that may indicate a student is not prepared to enter practicum. These examples are illustrative and not exhaustive.

Professional Conduct

- Demonstrating unprofessional communication with practicum staff, faculty, or agency partners
- Failing to respond to practicum-related communications in a timely or appropriate manner
- Displaying disrespectful, hostile, or inappropriate behavior toward staff, faculty, or agency representatives
- Demonstrating an inability to receive or respond appropriately to feedback

Engagement in the Practicum Process

- Failure to complete required practicum application materials accurately or on time
- Failure to attend required practicum orientation sessions or preparatory meetings
- Repeated failure to follow instructions or procedures outlined by the Practicum Education Office
- Attempting to independently secure or negotiate a practicum placement without authorization

Professional Judgment and Expectations

- Demonstrating unrealistic or inflexible expectations regarding practicum placement
- Refusing to interview with an assigned practicum agency
- Attempting to dictate practicum placement terms that conflict with program requirements
- Demonstrating an unwillingness to adapt to the professional expectations of practicum settings

Professional Readiness

- Evidence of significant concerns related to professional boundaries, ethical awareness, or professional responsibility
- Demonstrated inability to manage time commitments necessary for practicum participation
- Academic or conduct concerns suggesting the student may not be able to safely or effectively engage in professional practice

Students are expected to respond to concerns about professionalism with accountability, openness to feedback, and a willingness to improve. Failure to do so may result in further academic or professional consequences.

Failure to Demonstrate Professionalism During Placement

Professionalism is a fundamental expectation of practicum education and a core competency of social work practice. Professional engagement in the practicum process and within the community setting is a professional privilege and a central component of the BSW educational experience. Students are expected to conduct themselves in a manner consistent with the NASW Code of Ethics, agency policies, and the professional standards of the University of Georgia School of Social Work. Students are expected to demonstrate professional readiness, responsibility, and engagement throughout the practicum preparation, application, placement, and participation processes.

Concerns about a student's readiness for practicum may be raised at any time by faculty, practicum staff, agency personnel, or other university representatives involved in the practicum process. When concerns arise regarding a student's professional conduct, academic readiness, or ability to function effectively in a professional setting, the student may be subject to review and potential termination from practicum.

Termination from practicum is a serious academic action. A student who is terminated from practicum may be required to withdraw from the practicum course, repeat the practicum, delay progression in the BSW program, or be referred to the School's Academic and Professional Review Committee (APRC) for further review.

If concerns arise regarding a student's professionalism, several individuals within the practicum structure have the authority and responsibility to identify, document, and address those concerns.

Grounds for Practicum Termination

Practicum may be terminated for reasons including, but not limited to, the following:

1. Insufficient Professional Preparation or Readiness

Students entering practicum are expected to demonstrate professional behaviors consistent with participation in a professional practice environment. These include, but are not limited to:

- arriving on time and maintaining consistent attendance
- managing schedules and communicating availability appropriately
- demonstrating professional conduct, demeanor, and self-presentation
- engaging in appropriate and respectful interpersonal interactions
- responding constructively to supervision and feedback

For students entering specialization practicum, it is expected that they have successfully developed the foundational knowledge and competencies associated with generalist social work practice.

If a student demonstrates a level of professional preparation that is insufficient for safe and effective participation in the practicum environment—and if reasonable efforts by the Practicum Instructor and Faculty Liaison to address these concerns are unsuccessful—the agency may withdraw the practicum placement and the student may be referred for Academic and Professional Review.

2. Failure to Comply with the NASW Code of Ethics

Students are expected to adhere to the NASW Code of Ethics and all professional and legal standards governing social work practice. Violations of ethical standards or professional conduct expectations may result in immediate termination from practicum and referral for Academic and Professional Review.

3. Agency Inability to Meet Practicum Requirements

In rare cases, practicum may be terminated if the agency is unable to fulfill the requirements outlined in the Memorandum of Understanding (MOU) with the University, including provision of appropriate supervision, learning opportunities, or a suitable educational environment.

4. Significant Unexpected Circumstances

Practicum may be terminated due to significant unforeseen events that substantially interfere with the student's ability to complete the practicum or with the agency's ability to provide an appropriate learning environment. Examples may include major agency restructuring, closure of programs, or serious personal circumstances affecting the student's ability to participate in practicum.

5. Significant Learning or Professional Mismatch

In rare cases, substantial differences in learning style, supervision expectations, or professional interaction between the student and the practicum instructor or agency may limit the effectiveness of the practicum experience. When such situations occur and cannot be resolved through consultation and support, a change in practicum arrangements may be considered.

Potential Consequences

If a student fails to demonstrate professional behavior or fails to respond appropriately to feedback and corrective efforts, the School may take one or more of the following actions:

- require a formal professionalism improvement or corrective action plan
- increase monitoring of practicum performance
- require additional meetings with School and agency representatives
- terminate the practicum placement
- assign a failing grade in practicum
- delay progression in the BSW program

- refer the student to the Academic and Professional Review Committee for further action

Practicum Instructor–Initiated Practicum Termination

If a practicum instructor identifies concerns that place the student’s continuation in the practicum at risk, the instructor must promptly discuss these concerns with the student and the faculty liaison. The purpose of this discussion is to clearly identify the concerns, provide constructive and instructional feedback, and attempt to resolve the situation when possible.

Practicum instructors are expected to approach these conversations as part of the student’s professional learning process. When concerns arise, instructors should provide clear guidance regarding the professional skills, behaviors, or competencies that require further development.

If the concerns cannot be resolved despite reasonable efforts by the practicum instructor and faculty liaison, the practicum instructor may request termination of the placement. In such cases, the practicum instructor should clearly identify the areas in which the student requires additional growth in order to be successful in a future practicum setting.

Termination of a practicum placement should be understood as part of the professional learning process. When termination occurs, the practicum instructor’s feedback serves as an important opportunity for reflection, instruction, and preparation for future professional practice.

Once all reasonable efforts to address the concerns have been exhausted and termination of the practicum is necessary, the designated Practicum Education Coordinator will take the following steps:

1. Notify the Faculty Liaison that the placement must be terminated.
2. Direct the student to review the Practicum Manual and follow the procedures related to practicum termination, and advise the student to schedule a meeting with their Faculty Liaison.
3. Request that the practicum instructor complete a “Change/Termination of Practicum Placement” form and submit it to the designated Practicum Education Coordinator and Director of Practicum Education. If the practicum instructor is unable or unwilling to complete the form, the Faculty Liaison and/or Practicum Education Coordinator will complete the form with as much detail as possible.
4. Ensure the student has the opportunity to review, respond to, and sign the form, acknowledging their understanding of the circumstances of the termination and the areas identified for further professional development.
5. Prepare a written summary of the termination, including the events leading to the decision and the reasons for the termination. The Practicum Education Coordinator and Faculty Liaison will also recommend to the Director of Practicum Education either:
 - that the student be considered for placement in another practicum setting, or
 - that the student be referred for Academic and Professional Review.
6. Sign and submit the completed documentation to the Practicum Education Office for inclusion in the student’s academic file. The student should retain a copy of this documentation for their records.

Through this process, feedback provided by the Practicum Instructor, Practicum Education Coordinator, and Faculty Liaison serves both as documentation of the decision and as a teaching tool to support the student’s continued professional development.

Practicum placements represent a professional commitment between the student, the University, and the agency. Because practicum placements require significant coordination with community partners and are designed to provide a structured educational experience, student-initiated termination of a practicum placement is strongly discouraged and permitted only under limited and compelling circumstances.

Students are expected to engage in good faith with their assigned practicum placement and to work constructively with their Practicum Instructor and Faculty Liaison to address challenges that arise. Difficulties encountered in the practicum setting are often part of the professional learning process and should be addressed through supervision, consultation, and problem-solving.

Students may not independently withdraw from, disengage from, or otherwise undermine a practicum placement without following the procedures outlined below. Actions that intentionally disrupt, disengage from, or sabotage a practicum placement may be considered unprofessional conduct and may result in referral for Academic and Professional Review.

Requests to terminate or change a practicum placement will only be considered when compelling educational or professional circumstances exist.

Students should understand that a change in placement may require:

- participation in a new agency orientation
- delays in beginning practicum activities
- difficulty securing a new placement
- delays in accumulating required practicum hours
- possible delays in program progression

Approval of a new placement is not guaranteed.

Procedures for Student-Initiated Practicum Termination

Before a decision regarding termination or transfer is considered, the student must take the following steps:

1. **Discuss concerns with the Practicum Instructor.**
The student must first address concerns directly with the practicum instructor and seek guidance through supervision.
2. **Consult with the Faculty Liaison.**
The student must arrange a meeting with their faculty liaison to discuss the concerns, the steps already taken to address them with the practicum instructor, and whether the concerns relate to the student's educational experience.
3. **Explore adjustments within the current placement.**
The student, Practicum Instructor, and Faculty Liaison will determine whether modifications within the current placement may resolve the concerns. In some cases, adjustments to assignments, supervision, or learning activities may address the issue.
4. **Consider internal placement adjustments when possible.**
If a change is warranted, options within the same agency will be considered before exploring a transfer to another agency.
5. **Submit a Statement of Practicum Termination.**
If termination or transfer is recommended, the student must submit a Statement of Practicum Termination to the Director of Practicum Education. This form, obtained from the Practicum Coordinator, must include:
 - a written explanation of the circumstances prompting the request

- documentation of steps taken to address the concerns
- a proposed plan for termination or transition

The Director of Practicum Education will review the request and determine the appropriate next steps. Depending on the circumstances, the student may be considered for another placement, required to delay practicum enrollment, or referred for Academic and Professional Review.

Students should understand that professional responsibility and accountability are essential expectations of social work practice, and the practicum placement process reflects these professional standards.

Consequences of Practicum Termination

Practicum is a central component of professional preparation in social work. Termination of a practicum placement is a serious academic and professional matter that may significantly affect a student's progression in the BSW program. Practicum placements represent professional commitments to agencies, clients, and community partners. When a practicum placement is terminated, the School must evaluate the circumstances to ensure that professional standards, ethical practice, and readiness for social work practice are upheld.

Consequences following practicum termination are determined on a case-by-case basis and will be reviewed by the Practicum Education Office, which may include the Practicum Education Director, Practicum Education Coordinators, and/or the School of Social Work Academic and Professional Review Committee. Recommendations from the Faculty Liaison and Practicum Instructor will inform this review.

Termination from practicum serves as a significant point of professional evaluation and reflection. The outcome of a practicum termination is guided by the School's responsibility to protect the integrity of the social work profession and ensure that students entering practice demonstrate appropriate professional readiness.

Consequences for Termination from Generalist Practicum

Termination from the generalist practicum may result in one or more of the following consequences:

1. Additional Practicum Hours or Restart of Hours

The student may be required to complete additional practicum hours beyond the minimum requirement. In some cases, previously accrued hours may not count toward practicum requirements, requiring the student to begin accumulating hours again. This may delay entry into the specialization practicum. Depending on the nature of the termination, students may be required to redo the generalist practicum in its entirety, two consecutive semesters.

2. Development of a New Learning Plan and Professional Development Plan

If a student is approved for placement in a new agency, a new Learning Plan and a professional development or risk reduction plan will be created with the new practicum instructor to address areas requiring growth.

3. Course Failure and Repetition of Practicum Course

Practicum termination may result in a failing grade, requiring the student to repeat the practicum course in accordance with School policies.

4. Academic and Professional Review

- 5.** The Faculty Liaison, Practicum Faculty, or Director of Practicum Education may refer the student for Academic and Professional Review when the termination raises concerns about the student's professional conduct, readiness for practice, or ability to continue in the BSW program. The Academic and Professional Review Committee may determine whether the student may continue in the program or whether conditions must be placed on continued enrollment.

6. Delay in Practicum Re-entry

Students approved to continue in the program may be reassigned to another agency based on the student's educational needs and professional development goals. Because generalist practicum must occur concurrently with the Integrative Seminar, reassignment may require the student to delay re-entry into practicum until the following academic year.

CHAPTER 12: Supporting Student Safety, Well-Being, and Professional Resilience

Practicum Education places students in real-world social work environments where they engage with individuals, families, and communities experiencing complex challenges. Because of this, practicum work can be emotionally demanding, intellectually challenging, and at times uncertain. These experiences are an expected and essential part of professional social work training.

The School of Social Work is committed to supporting student safety and well-being throughout practicum education. At the same time, students must recognize that social work practice inherently involves working with difficult situations, complex systems, and vulnerable populations. Developing the ability to tolerate uncertainty, navigate discomfort, and engage thoughtfully with challenging environments is a core component of professional preparation.

Students are expected to distinguish between normal professional uncertainty or discomfort—which is part of learning—and legitimate safety or ethical concerns that require intervention. Practicum education provides the supervised environment in which students develop judgment, resilience, and the professional skills necessary to safely serve clients in complex settings.

Ultimately, social workers must develop the ability to manage their own reactions, emotions, and challenges in order to effectively support others. Learning to recognize and appropriately address personal concerns is an important part of becoming an ethical and effective practitioner.

Student Well-Being and Support Resources

Social work education is rigorous and intellectually demanding. During practicum, students often engage directly with individuals and communities experiencing trauma, poverty, violence, systemic inequities, and

complex life challenges. At the same time, students are balancing coursework, professional responsibilities, and personal obligations. It is normal for students to experience periods of stress, uncertainty, or emotional fatigue as they develop the professional skills required for social work practice.

Maintaining personal well-being is an important component of ethical and sustainable social work practice. Professional social workers must develop the ability to recognize when they need support, practice self-awareness, and utilize appropriate resources to maintain their own health and functioning. Practicum education provides an opportunity for students to begin developing these professional habits.

Students are encouraged to take an active role in supporting their own well-being by using supervision effectively, maintaining healthy routines, seeking support when needed, and utilizing available campus resources. Seeking support is a responsible professional behavior and reflects an understanding of the emotional demands associated with social work practice.

The University of Georgia provides a wide range of services designed to support student well-being, health, and academic success. These resources are available to help students manage stress, address personal challenges, and maintain the capacity to fully engage in their academic and professional training.

Seeking Support Early

Students are encouraged to seek support early when challenges arise rather than waiting until difficulties become overwhelming. Utilizing campus resources is a proactive and responsible approach to maintaining personal well-being while completing the demands of graduate education and practicum training.

Learning to recognize personal stress, seek consultation, and access appropriate resources is an important professional skill for social workers. Developing these habits during practicum education helps prepare students to sustain themselves in the emotionally demanding work of the profession.

UGA Well-Being and Support Services

Counseling and Psychiatric Services (CAPS)

Confidential mental health counseling is available for students experiencing stress, anxiety, depression, trauma exposure, or other mental health concerns. Services include individual counseling, group therapy, crisis intervention, and psychiatric consultation.

Counseling and Psychiatric Services (CAPS)

Address: University Health Center, 55 Carlton Street, Athens, GA 30602

Phone: 706-542-2273

Website: <https://caps.uga.edu>

24-Hour Crisis Support:

Students experiencing an urgent mental health crisis can call CAPS after hours through the same phone number to reach the UGA CAPS Crisis Line.

University Health Center

The University Health Center provides comprehensive medical care for students, including primary care, preventative services, urgent care, and referrals to specialized providers. These services support students in maintaining physical health while enrolled at the University.

University Health Center

Address: 55 Carlton Street, Athens, GA 30602

Phone: 706-542-1162

Website: <https://healthcenter.uga.edu>

Health Promotion and Wellness

Health Promotion provides programs designed to help students build healthy habits, manage stress, and support overall wellness. Programs address areas such as stress management, sleep health, nutrition, substance use education, and physical well-being.

UGA Health Promotion

Address: Fontaine Center, 540 Baxter Street, Athens, GA 30602

Phone: 706-542-8690

Website: <https://healthpromotion.uga.edu>

Student Care and Outreach

Student Care and Outreach provides support for students experiencing significant life challenges that may affect their academic success or well-being. The office assists students in navigating difficult situations and connecting with campus resources. Faculty or staff may also consult with the office if they are concerned about a student.

Student Care and Outreach

Address: Tate Student Center, 45 Baxter Street, Athens, GA 30602

Phone: 706-542-7774

Website: <https://sco.uga.edu>

Disability Resource Center

Students with disabilities or medical conditions that affect academic participation may seek support through the Disability Resource Center. The office coordinates academic accommodations and helps ensure equitable access to University programs and activities.

Disability Resource Center

Address: Clark Howell Hall, Athens, GA 30602

Phone: 706-542-8719

Website: <https://drc.uga.edu>

UGA Well-Being Initiative

The **UGA Well-Being Initiative** coordinates many of the University's student support services and promotes a campus culture that prioritizes student health, resilience, and success. The initiative provides centralized information about wellness programs, mental health resources, and other student support services.

Website: <https://well-being.uga.edu>

The safety of students in practicum settings is a shared responsibility among the School of Social Work, practicum agencies, practicum instructors, and students themselves.

Practicum agencies are responsible for providing safe learning environments and appropriate supervision. Practicum instructors are responsible for orienting students to agency policies, procedures, and safety protocols. Students are responsible for following agency policies, using professional judgment, and communicating concerns promptly.

Students who experience safety concerns should first discuss the situation with their Practicum Instructor, who is responsible for supervising daily activities and helping assess risk. If additional consultation is needed, students may also contact their Faculty Liaison or the Practicum Education Office.

In most cases, concerns can be addressed through clarification of expectations, supervision, additional preparation, or modification of assignments. However, students should understand that learning to assess and manage risk is an important part of professional social work practice.

Home Visit Safety Planning

Home visits are a common and valuable component of social work practice. They allow social workers to better understand a client's environment, strengthen engagement, and provide services in community settings. However, home visits also introduce additional safety considerations and must be approached with careful preparation, supervision, and clear agency protocols.

Because students are still developing professional judgment and experience, students should not conduct home visits independently. Home visits must occur under the supervision and direction of the practicum agency and typically involve accompaniment by agency staff or clear supervisory oversight. Students should follow the agency's established procedures regarding field visits and should consult with their Practicum Instructor before participating in any home visit.

Prior to conducting or participating in a home visit, the following factors should be addressed with the Practicum Instructor and agency staff:

Assessment of Potential Safety Concerns

The agency and Practicum Instructor should assess any known safety concerns related to the client, household members, or environment. This may include reviewing client history, identifying past incidents of aggression, or determining whether additional staff support may be needed during the visit.

Transportation Arrangements and Travel Safety

Students should clarify transportation arrangements prior to conducting field visits. This includes identifying safe routes, determining whether agency transportation policies apply, and confirming how travel will be documented and communicated with supervisors.

Awareness of Neighborhood and Environmental Conditions

Students should receive guidance about the neighborhood or community where the visit will occur. Understanding the physical environment, building access, parking considerations, and surrounding conditions can help students prepare appropriately for the visit.

Clear Purpose and Plan for the Visit

Home visits should have a clearly defined purpose and structure. Students should understand the goals of the visit, the expected duration, and the roles of each staff member participating in the visit.

Emergency and Safety Response Procedures

Students should know how to respond if a safety concern arises during a visit. This includes knowing when to leave a situation, how to contact supervisors or agency staff, and how to access emergency services if necessary.

Availability of Supervisory or Agency Support

The Practicum Instructor or designated agency staff should be aware of the timing and location of home visits. In many cases, students may accompany experienced staff members who can provide guidance and respond appropriately if concerns arise.

In some situations, agencies may determine that a home visit presents an elevated safety risk. In these cases, alternative service arrangements may be used or additional staff may accompany the visit. Students should follow the guidance of their Practicum Instructor and agency policies when determining whether a home visit is appropriate.

Personal Safety and Risk Reduction

The School of Social Work provides students with guidance and training on personal safety and risk reduction as part of their professional preparation. These strategies are designed to help students assess environments, recognize early warning signs of potentially unsafe situations, and respond appropriately when challenges arise.

While it is not possible to anticipate every situation that may occur in professional practice, students are encouraged to use situational awareness, professional judgment, and supervision when navigating unfamiliar or potentially challenging environments. Developing these skills is an important component of professional social work training.

Students should follow general safety practices while engaged in practicum activities, including:

- **Maintaining awareness of surroundings.** Students should remain attentive to environmental cues, the behavior of others, and changes in a situation that may signal increasing tension or risk.
- **Identifying safe locations and exit routes.** When entering unfamiliar environments, students should be mindful of where exits are located and how they can leave a situation safely if necessary.
- **Using professional communication and de-escalation strategies.** Calm, respectful communication and active listening can often help reduce tension in emotionally charged situations.
- **Maintaining a safe workspace.** Work areas should be arranged in a way that allows clear movement and access to exits when possible.
- **Informing supervisors of location and schedule.** When conducting work outside of the agency office, students should ensure that their Practicum Instructor or designated staff member knows where they are and when they expect to return.
- **Seeking assistance when concerns arise.** If a student feels uncertain or uncomfortable in a situation, they should seek guidance from their Practicum Instructor or agency staff rather than attempting to manage the situation independently.

In situations where aggression or emotional escalation occurs, maintaining calm communication, non-threatening body language, and clear professional boundaries can often help de-escalate tension. Students should rely on supervision and agency guidance when responding to these situations and should prioritize their safety and the safety of others at all times.

Social work frequently occurs in environments where clients experience significant stress, trauma, mental health concerns, or systemic barriers. As a result, social workers sometimes encounter volatile situations, including emotionally distressed or unpredictable individuals.

Students cannot be completely insulated from the realities of professional practice, nor should they be. However, because students are still developing professional judgment and skills, practicum education emphasizes preparation, supervision, and risk reduction strategies.

The School of Social Work prepares students for these environments through:

- Coursework addressing safety, ethics, and professional conduct
- Orientation to practicum safety policies
- Supervision by experienced Practicum Instructors
- Ongoing consultation with Faculty Liaisons
- Risk-reduction training and guidance

These supports are designed to help students build confidence, judgment, and professional competence in challenging environments.

Agency Safety Expectations

Practicum agencies play a critical role in providing a safe and supportive learning environment for students. Agencies hosting social work students are expected to maintain clear safety policies, procedures, and training practices that promote the well-being of staff, clients, and students. These policies should reflect the realities of social work practice while ensuring that appropriate safeguards, supervision, and response protocols are in place.

At minimum, agencies should have written safety procedures that address the following areas:

Building and Office Security

Agencies should maintain basic security measures within their facilities. This may include controlled building access, visitor sign-in procedures, secure workspaces, appropriate lighting, and clear procedures for monitoring and responding to safety concerns within the building. Staff and students should understand how to access assistance if a situation escalates within the workplace.

Emergency Response Procedures

Agencies should maintain clear emergency protocols that address situations such as medical emergencies, fires, natural disasters, or security threats. Staff and students should know how to summon assistance, contact emergency services, and follow agency evacuation or shelter-in-place procedures when necessary.

Management of Violent or Threatening Behavior

Agencies should establish procedures for recognizing, preventing, and responding to aggressive or threatening behavior from clients or visitors. These procedures may include de-escalation practices, protocols for requesting assistance from colleagues or security personnel, and guidance regarding when law enforcement involvement may be necessary. Students should never be expected to manage potentially violent situations independently.

Safety for Home Visits and Community-Based Work

Many social work roles require engagement with clients outside of traditional office settings. Agencies should provide clear guidance regarding safety procedures for home visits, community outreach, and off-site services. This guidance may include risk assessment prior to visits, communication procedures with supervisors,

transportation considerations, and protocols for obtaining assistance if concerns arise during community-based work.

Policies Regarding Substance Use, Weapons, and Workplace Conduct

Agencies should maintain clear policies regarding substance use, possession of weapons, and other behaviors that may create unsafe conditions in the workplace. These policies should be clearly communicated to staff and students and should align with applicable laws and organizational expectations.

Incident Documentation and Reporting Procedures

Agencies should maintain procedures for documenting and reporting safety incidents, threats, or concerning situations. Clear reporting structures help ensure that incidents are appropriately addressed and that patterns of concern can be monitored. Students should understand how to report concerns to their practicum instructor and within the agency's reporting system.

Post-Incident Support and Response

If a safety incident occurs, agencies should have procedures for supporting affected staff and students. This may include debriefing with supervisors, reviewing the incident to improve safety practices, and connecting individuals with appropriate support resources.

Coordination with Emergency Services

Agencies should maintain established relationships with local emergency services, including law enforcement, emergency medical services, or building security where applicable. Clear communication pathways help ensure rapid response if emergencies occur.

As part of their agency orientation, students should receive information about these safety policies and procedures. Practicum instructors are responsible for ensuring that students understand how to navigate safety concerns within the agency and how to access assistance if needed. Students are expected to follow all agency safety protocols and to communicate promptly with their practicum instructor if safety concerns arise.

Student Participation in Safety Planning

Student safety in practicum settings depends not only on agency policies and supervision, but also on the student's active engagement in responsible safety practices. Students are expected to approach practicum with an awareness of their surroundings, a willingness to follow established safety procedures, and a commitment to communicating with their Practicum Instructor about potential risks.

Students are responsible for actively participating in safety planning throughout their practicum experience. This includes taking the initiative to learn and follow agency safety expectations and engaging in ongoing communication with supervisors when questions or concerns arise.

Students should:

Review and Understand Agency Safety Procedures

Students must familiarize themselves with the agency's safety policies and procedures during orientation and throughout the placement. This includes understanding building security protocols, emergency procedures, reporting systems, and any guidelines specific to the agency's service population or setting.

Participate in Agency Safety Trainings

Agencies may provide training related to safety practices such as de-escalation strategies, crisis response, documentation of incidents, or community-based service protocols. Students are expected to participate fully in these trainings and to apply the information to their practicum activities.

Discuss Potentially High-Risk Assignments with the Practicum Instructor

Students should consult with their Practicum Instructor before engaging in assignments that may involve heightened safety considerations. Open communication helps ensure that the student is adequately prepared, supervised, and supported in managing potential risks.

Follow Established Protocols for Field Work and Community-Based Services

Many social work activities occur outside the agency office, including home visits, outreach work, or participation in community programs. Students must follow all agency protocols related to field visits, including communication procedures, transportation guidelines, and safety planning for off-site work.

Maintain Clear Communication About Location and Schedule

When conducting work outside the agency office, students should ensure that their Practicum Instructor or another designated staff member is aware of their schedule and location. This communication helps ensure that appropriate support is available if concerns arise.

Seek Supervision When Uncertain

Students should seek guidance from their Practicum Instructor whenever they are uncertain about how to respond to a potentially risky or unfamiliar situation. Asking questions and consulting with supervisors is an important part of professional development and responsible practice.

Activities Requiring Additional Planning or Supervision

Certain types of assignments may require additional preparation, planning, or supervision due to the nature of the work or the potential for heightened risk. These activities may include:

- Physical intervention or restraint of clients
- Working with clients who have a documented history of violence or aggressive behavior

- Conducting home visits in unfamiliar or potentially high-risk environments
- Working independently with individuals experiencing significant emotional distress, crisis, or volatility

These activities should be discussed in advance with the Practicum Instructor to ensure that the student has appropriate preparation, supervision, and support. In some cases, consultation with the Faculty Liaison may also be appropriate to determine whether the activity is suitable for the student's current level of training and experience.

Students should understand that learning to assess and manage risk is a critical component of professional social work practice. Engaging thoughtfully in safety planning helps students build professional judgment, develop confidence, and practice responsibly within complex service environments.

Responding to Safety Incidents

Although agencies and the School work to minimize risk, situations may arise in which a student's safety is threatened, compromised, or affected during practicum. Safety incidents may include threats, aggressive behavior, physical injury, harassment, unsafe environments, or any situation in which the student reasonably believes their personal safety has been placed at risk.

When a safety incident occurs, the student's immediate well-being is the priority. Students should take appropriate steps to remove themselves from the situation and follow the procedures established by the agency.

If a student is threatened, injured, or involved in a situation where safety is compromised, the student should take the following steps:

1. Follow Agency Procedures to Address the Immediate Situation

Students should follow the agency's established safety protocols for responding to incidents. This may include contacting security personnel, notifying a supervisor on-site, or contacting emergency services if necessary. Students should prioritize their immediate safety and remove themselves from the situation when appropriate.

2. Seek Medical Attention if Necessary

If a student sustains an injury or experiences any physical harm, they should seek appropriate medical care as soon as possible. Students should also inform their Practicum Instructor if medical attention is required so that appropriate documentation and support can be arranged.

3. Notify the Practicum Instructor Immediately

The Practicum Instructor should be informed as soon as possible following any safety incident. The Practicum Instructor will assist in addressing the situation within the agency, ensuring proper reporting procedures are followed, and providing guidance on next steps.

4. Report the Incident to the School of Social Work

Students must notify their Faculty Liaison and/or the Director of Practicum Education as soon as possible after the incident. Early communication allows the School to assess the situation, ensure the student's safety, and determine whether additional support or adjustments to the practicum experience are necessary.

5. Complete Any Required Documentation

Students may be required to participate in agency incident reporting procedures and provide documentation of the situation. Accurate documentation helps the agency and the School understand what occurred and supports appropriate follow-up actions.

Experiencing or witnessing a threatening or unsafe situation can be stressful and emotionally distressing. Students may experience a range of reactions following such events, including anxiety, fear, or difficulty concentrating. These responses are not uncommon and should be addressed through appropriate support.

Students are encouraged to process these experiences through:

- supervision with their Practicum Instructor
- consultation with their Faculty Liaison
- utilization of campus counseling or well-being resources
- discussions with trusted professional supports

The School of Social Work is committed to supporting students following safety incidents. Depending on the circumstances, the School may consult with the agency to review safety practices, adjust student assignments, or consider other steps to ensure a safe and productive learning environment moving forward.

Prompt communication with supervisors and the Practicum Education Office is essential to ensuring that safety concerns are appropriately addressed.

Non-Discrimination and Anti-Harassment

The University of Georgia is committed to maintaining a learning, working, and professional environment that is free from discrimination, harassment, and retaliation. This commitment extends to all academic programs, campus activities, and practicum placements associated with the University.

Students participating in practicum remain members of the University community and are therefore protected by University policies as well as applicable federal and state laws. These protections apply to conduct occurring on campus, within University programs, and in practicum placements or other educational activities connected to the BSW program.

University policies prohibit discrimination, harassment, or retaliation on the basis of:

- race
- color
- sex (including sexual harassment and pregnancy)
- sexual orientation
- gender identity
- ethnicity or national origin
- religion
- age
- disability
- genetic information
- veteran status

These protections apply to interactions with agency staff, supervisors, clients, community partners, faculty, and fellow students. Discriminatory or harassing conduct that interferes with a student's ability to learn, participate in practicum, or engage in University activities is not tolerated.

Harassment can take many forms, including verbal, written, physical, or electronic behavior that creates an intimidating, hostile, or offensive environment. Sexual harassment, discriminatory treatment, exclusion from learning opportunities based on protected characteristics, and retaliatory behavior are also prohibited.

Students who experience or witness discrimination or harassment during practicum should report the situation as soon as possible. Early reporting helps ensure that concerns can be addressed promptly and that appropriate support and protections are provided.

Students may report concerns to any of the following:

- Practicum Instructor
- Faculty Liaison
- Director of Practicum Education
- UGA Equal Opportunity Office (EOO)

Members of the Practicum Education team have reporting obligations to the University and may be required to share information with the Equal Opportunity Office so that the University can review and respond to the concern appropriately.

UGA Equal Opportunity Office (EOO)

The Equal Opportunity Office (EOO) is responsible for investigating reports of discrimination, harassment, and retaliation involving members of the University community. The office works to ensure compliance with University policy, federal law, and University System of Georgia regulations.

Students may contact the EOO directly to report concerns, seek guidance about reporting options, or learn more about their rights and available resources.

UGA Equal Opportunity Office

Website: <https://eoo.uga.edu>

Phone: 706-542-7912

Email: ugaeoo@uga.edu

The EOO can provide confidential consultation about reporting options and will guide individuals through the process if a formal complaint is filed.

Nothing in University policy prevents a student from also filing a complaint with an appropriate state or federal agency or pursuing other legal remedies.

The School of Social Work encourages students to report concerns promptly so that the University can take appropriate action to ensure a safe, respectful, and equitable learning environment for all members of the community.

APPENDIX A - STUDENT RESOURCES

Professional Development

Practicum Placement Interview Guidance for Students

The practicum placement interview is an important step in the placement process and should be approached with the same level of preparation, professionalism, and seriousness as a professional job interview. During this meeting, agencies are assessing whether the student is prepared to represent the organization professionally and engage responsibly with clients, staff, and community partners. At the same time, the interview provides students with the opportunity to learn more about the agency's mission, expectations, supervision structure, and learning opportunities.

Students should come prepared to ask thoughtful questions that demonstrate curiosity, professionalism, and a commitment to learning. Asking informed questions also helps students better understand the agency environment, the nature of the work, and how the placement may support their professional development. Students should listen carefully to responses, take notes when appropriate, and demonstrate respectful engagement throughout the conversation.

Students should avoid approaching the interview as a negotiation for convenience (such as preferred hours, days off, or minimal responsibilities). Instead, questions should focus on learning opportunities, supervision, client populations, and professional skill development.

Below are examples of questions students may consider asking during a practicum interview.

Learning and Agency Structure

1. What are your expectations of a student intern?
2. What kind of activities and programs does this agency undertake?
3. What is the main client population this agency serves?
4. What activities, tasks, and/or projects will I be able to undertake?
5. What specific skills will I be able to develop at this agency?
6. Does this agency have a particular theoretical approach to intervention?
7. What are general characteristics of clients and communities served by this agency?

Supervision and Professional Development

8. What is the approach to and structure of supervision?
9. How frequently do students typically meet with their practicum instructor for supervision?
10. How are learning goals typically developed for students during their placement?
11. What amount of interaction does a student have with other students and with permanent staff?
12. How are students supported when navigating challenging cases or situations?

Learning Opportunities and Professional Exposure

13. What opportunities exist for interprofessional collaboration or cooperation?

14. What types of in-service training, workshops, or conferences may be available to students?
15. What kinds of cases and/or projects do you anticipate assigning to me?
16. Are students able to observe or participate in team meetings, case conferences, or community meetings?
17. Are there opportunities for students to be involved in program development, evaluation, or community outreach?

Expectations and Professional Growth

18. What kinds of skills or knowledge do you hope a student will bring to the agency?
19. How much independence and initiative do you expect me to demonstrate?
20. What qualities have you seen in students who have been particularly successful at this placement?
21. What are some common challenges students face in this setting, and how are they typically supported?

Diversity, Ethics, and Practice Environment

22. How are students supported and provided guidance in handling issues of diversity regarding age, gender, race, ethnicity, sexual orientation, and mental and physical ability on both staff and client levels?
23. How does the agency approach culturally responsive practice with the communities it serves?
24. How does the agency support ethical decision-making when complex practice situations arise?

Closing the Interview

25. What does a typical week look like for a student in this placement?
26. What are the next steps in the placement process?
27. Is there anything else you would like to know about my background, skills, or interests?

Interview Tips for Students

- **Prepare in advance.** Review the agency's website, mission, and programs before the interview.
- **Dress and behave professionally.** Even when interviews occur virtually, students should present themselves professionally.
- **Demonstrate curiosity and openness to learning.** Agencies value students who are eager to grow and contribute.
- **Be honest about your learning goals.** Practicum is a learning experience, and supervisors expect students to ask questions and seek guidance.
- **Express appreciation.** Thank the interviewer for their time and for the opportunity to learn more about the agency.

Approaching the practicum interview with preparation, professionalism, and genuine interest helps establish a strong foundation for a successful practicum experience and demonstrates readiness to begin developing a professional social work identity.

Preparing for Professional Practice While In the BSW Program

Developing a strong résumé is an important part of preparing for professional social work practice. Your résumé should reflect the knowledge, skills, and competencies you develop throughout your BSW program, including coursework, practicum experiences, leadership roles, and professional engagement. Rather than waiting until graduation, students are encouraged to actively build and refine their résumé throughout the program so that it accurately reflects their developing professional identity and readiness for practice.

Your practicum experiences, classroom learning, and involvement in professional activities provide valuable content that can strengthen your résumé and prepare you for employment after graduation.

Students are strongly encouraged to take advantage of University of Georgia Career Services throughout the BSW program. UGA Career Services provides résumé reviews, career coaching, mock interviews, networking opportunities, and career development workshops that can help students translate their social work experiences into professional employment opportunities.

10 Essential Tips for Your Social Work Résumé

1. Begin Building Your Résumé Early

Start developing your résumé early in the BSW program and update it regularly. Each semester, add new practicum experiences, skills, projects, and professional activities so that your résumé reflects your ongoing development.

2. Highlight Practicum Experience

Practicum placements are often the most significant professional experiences on a social work résumé. Be sure to include:

- Agency name and location
- Dates of placement
- Client populations served
- Key responsibilities and interventions
- Skills developed (assessment, case management, advocacy, group facilitation, program evaluation, etc.)

Focus on specific practice skills and measurable impact whenever possible.

3. Emphasize Social Work Competencies

Employers want to see evidence of professional competencies. Frame your experiences around core social work skills such as:

- Client assessment
- Crisis intervention
- Case management
- Advocacy
- Community engagement
- Program development
- Policy analysis
- Interdisciplinary collaboration

4. Use Action-Oriented Language

Use strong action verbs that demonstrate professional contribution, such as:

- Facilitated
- Coordinated

- Conducted
- Assessed
- Advocated
- Implemented
- Collaborated
- Evaluated

Avoid passive descriptions and focus on what **you actively contributed**.

5. Include Relevant Coursework and Projects

Early in the program, coursework may be an important part of your professional preparation. You may include:

- Specialized coursework (e.g., trauma-informed care, substance use treatment, policy analysis)
- Major research projects or presentations
- Group projects or program development activities

As you gain more practicum experience, coursework typically becomes less prominent on the résumé.

6. Document Skills Developed in Practicum

Throughout the program, keep a running list of the skills you develop in practicum. This will make résumé updates easier and help you remember specific experiences. Examples include:

- Conducting biopsychosocial assessments
- Facilitating support groups
- Developing service plans
- Coordinating community resources
- Participating in interdisciplinary team meetings
- Conducting outreach or community education

7. Track Professional Development Activities

Include professional engagement such as:

- Conferences
- Continuing education workshops
- Community trainings
- Student leadership roles
- Professional organization membership (e.g., NASW)

These activities demonstrate commitment to professional growth.

8. Demonstrate Interdisciplinary Collaboration

Social workers often work in teams with professionals from multiple disciplines. Highlight experiences where you collaborated with:

- Physicians or nurses

- Educators
- Psychologists
- Community organizations
- Policy or advocacy groups

Employers value candidates who can work effectively in team-based environments.

9. Tailor Your Résumé for Different Practice Settings

As you approach graduation, you may begin applying to different types of positions. Adjust your résumé to highlight the experiences most relevant to each setting, such as:

- Clinical practice
- Healthcare settings
- Schools
- Community organizations
- Policy or advocacy roles

Tailoring your résumé helps employers quickly see how your experiences align with the position.

10. Seek Professional Feedback

Before applying for jobs, have your résumé reviewed by professionals who understand both résumé writing and the social work field. Useful resources include:

- UGA Career Services résumé review appointments
- Mock interviews and career coaching through UGA Career Services
- Faculty members or practicum instructors
- Professional mentors in the field

Professional feedback can significantly strengthen the clarity and impact of your résumé.

Using the BSW Program to Build Your Professional Profile

Students are encouraged to view the BSW program as an opportunity to intentionally build a professional portfolio that supports career readiness. Helpful strategies include:

- Keeping a record of practicum projects and accomplishments
- Saving examples of program evaluations, presentations, or reports (when permitted by agency policy)
- Tracking professional trainings and certifications
- Maintaining a list of references from practicum instructors and supervisors

These materials can help you develop both a strong résumé and a professional narrative about your skills and experiences.

UGA Career Services Support

The UGA Career Center offers a wide range of services designed to help students transition from graduate education to professional employment. BSW students are encouraged to utilize these services throughout the program, including:

- Résumé and cover letter reviews
- Mock interviews and interview preparation
- Career exploration resources
- Job and internship search support
- Networking events and career fairs
- LinkedIn profile development

Engaging with UGA Career Services early in the program can help students build confidence in presenting their professional experiences and prepare them for a successful transition into the social work workforce after graduation.

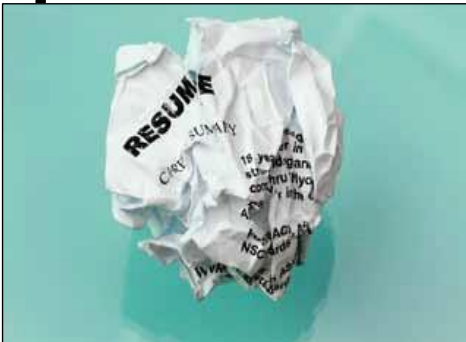
Developing your résumé is an ongoing professional process. By actively documenting your learning, reflecting on your experiences, and seeking feedback throughout the BSW program, you will graduate with a résumé that clearly communicates your professional preparation, competencies, and readiness for social work practice.

Essential Tips for Your Social Work Resume

10 Essential Tips for Your Amazing Social Work Résumé

by Valerie Arendt, BSW, MPP

Is your résumé ready to send out to employers?



You have Googled example résumé templates, perfected your formatting, and added appropriate action words. Everything is in the correct tense, in reverse chronological order, and kept to two pages or less.

What else should you think about for an amazing social work résumé? Whether you are a clinical or macro social worker, student,

new professional, or have been in the Practicum for 30 years, these essential tips will keep your résumé ready to send out to your future employer.

1. Objective or Professional Summary?

Let's start at the beginning. I am not a fan of the objective, and neither are many hiring managers. If they are reading your résumé, they already

know you are seeking a position with them. Generally, an objective is used by someone who has recently graduated or has very little experience. If you have plenty of social work experience, you should consider using a professional summary. This is one to three sentences at the beginning of your résumé that help describe the value you bring as a social worker through your skills and experience. This helps your reader know right away if you will be a good fit for the

hiring organization. It is much easier for a hiring manager to find that value in a short paragraph than trying to piece it together from a lengthy history of professional experience and education.

DON'T: Objective: Seeking a social work position within a facility where I can utilize my experience to the benefit of my employer as well as gain knowledge and professional growth.

DO: Licensed Clinical Social Worker with 6+ years experience in medical and mental health settings, working with diverse populations in private practice, health care, outpatient, and inpatient treatment settings. Recently relocated to Georgia.

2. Don't assume your reader already knows what you do.

This is one of the biggest mistakes I see when reviewing résumés. Write your résumé as if the person reading it has no idea what you do. Really? Yes! This will help you to be descriptive about your experience. For some reason, some

social workers are not very good at tooting their own horns. Your résumé is exactly the place you need to brag about what an amazing professional you are.

Don't assume that because your title was "Outpatient Therapist," the reader of your résumé will know exactly what you did. Be descriptive. Give a little information about the organization or program, the clients, and the type of therapy or work you performed. This can easily be done in three to five bullets if you craft thoughtful, complete sentences.

DON'T: Provide psychotherapy to clients.

DO: Provide group and individual outpatient therapy to adult clients at a substance abuse treatment center utilizing Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy (DBT), psychoeducation, and motivational interviewing.

3. List your accomplishments.

If you worked in a position for five years but don't list one relevant accomplishment, that is a red flag for a hiring manager. Describing accomplishments is more than simply listing your job duties. These are the contributions you have made in your career that would encourage an organization to hire you.

Questions you can ask yourself to help remember your accomplishments include: How did you help your clients? Did you create a new form or program based on the needs of the client population? Did your therapy skills reduce the relapse rate in your agency? Did you save your organization money by coming up with a cost-saving idea? Were you selected for special projects, committees, or task forces? Even if the only social work experience you have on your résumé is your Practicum placement, you should be able to list an accomplishment that will entice the reader to want to know more.

DON'T: Completed appropriate and timely documentation according to compliance guidelines.

DO: Recognized need for updated agency forms. Developed 10 clinical and administrative forms, including no-harm contract, behavior contract, and therapist's behavior inventory, which increased staff efficiency and productivity by 15%.

4. Quantify your accomplishments.

Numbers aren't just for business professionals. Numbers also help with the bragging I mentioned that needs to happen on your résumé. The most convincing accomplishments are measurable and help your résumé stand out from the crowd. How many clients did you serve? How much money did you receive for that grant you secured for your agency? How many people do you supervise?

DON'T: Wrote grants for counseling program in schools.

DO: Co-wrote School Group Experiences proposal, which received a \$150,000 grant from State Foundation for Health, resulting in doubling the number of children served in group counseling from 120 children to 240 children, and increasing the percentage of minority children served from 20% to 50% of the total child population in group therapy.

5. Tailor your résumé to the specific job.

You have heard this over and over, and it should make sense. Still, not many social workers do this correctly or at all. Many big organizations, hospitals, and university systems use online applicant tracking systems to review résumés.

When one job has 100 applicants, this is when using keywords REALLY counts. Look at the job description for keywords. For example, what words do they use to describe the clients? Patients, clients, residents, victims, survivors, adults, children? If you have worked with the same client populations, used the same therapy techniques, or provided the supervision listed in the job description, make sure these SAME words are in your résumé. Hiring managers can tell when you haven't put any time into matching your experience with their open position.

DON'T: Provide in-home therapy for families.

DO: (Similar language from job description) Perform individual and family, agency, and home-based therapy for medically fragile children and their families (parents and siblings) with goal of maintaining intact families and improving family functioning.

6. Spell out all acronyms.

Social workers LOVE to use acronyms. Many social workers spend hours writing case notes, and to be efficient, they rely on acronyms to describe their work. For the same reasons you should use keywords, it is essential that you

DON'T: Scored and analyzed clinical assessments to include SIB-R, CBCL, CTRF, or SCQ in packets for families scheduled for autism evaluations.

DO: Scored and analyzed clinical assessments for autism evaluations including Scales of Independent Behavior-Revised (SIB-R), Child Behavior Checklist (CBCL), Caregiver/Teacher Report Form (CTRF), and Social Communication Questionnaire (SCQ).

Bullets, bullets, bullets.

Most résumés I review are succinct and formatted very nicely by bulleting experience. But there are still some folks who use paragraphs to describe their experience. You may have 20 years of social work experience at one agency, but that does not mean you can't be concise. I guarantee you that hiring managers are not going to read a paragraph that is 15 lines long to look for the experience that will fit the position they are trying to fill.

spell things out for the computer or human resources person who may not know what certain acronyms mean. I am a social worker with limited clinical knowledge, and I often have to Google acronyms when I review NASW members' résumés. The reader responsible for finding the right candidates to interview will consider this a waste of his or her time and might move on to the rest of the résumés in the pile if he or she has no idea what you are talking about.

Cover Letters for Social Workers: Get Yourself the Interview

by Valerie Arendt, BSW, MPP

Should you submit a cover letter when one is not required? The answer is *yes*. Cover letters are essential to getting an interview. They are a concise way to communicate your value to an organization, and hiring managers do use them to win now candidates. Your cover letter should tell the employer that you are the perfect match for the position. Do this by using the language from the job description and organizational mission. It is essential to tailor your cover letter to the specific job.

Here are some basics for writing an interview-winning cover letter:

- *Salutation:* Find out who will be reading your letter. This is essential. If it is easy to find out who will be reviewing applications and you don't take the time to do this, they probably won't take the time to read your letter.
- *Name of Organization and Position Title:* The organization may have multiple openings. Be sure to indicate which position you are applying for.
- *Referral Source:* If someone in or close to the organization suggested you apply for this job, mention that person in the cover letter. This will let the reader know you have a connection to the organization and will score big points.
- *Why do you want to work for them?* You need to describe to your reader how the organization's mission and goals are a good fit for you professionally. This shows them you know about the organization and have done your homework.
- *What can you do for their clients/organization?* Sell yourself. Let them know how your experience and education is a perfect match for the position and a good fit for the organization. This is where you use the keywords from the job description to really hit it home that you are a candidate worthy of an interview.

Below is a real job description with keywords highlighted. If you have the experience they are looking for, you should invariably use the same language in your cover letter.

Title: Social Worker

Job Details: Responsible for completion of *psychosocial assessment of patients and families* enrolled in *Hospice*. Will work as *part of a team* to address *end-of-life needs*, some *counseling* and emphasis on *case management*. Able to access *homes* in *Moore & Montgomery County* service areas. Must be able to take *call rotation*. Strong

organizational skills needed.

After a strong introductory paragraph, the body of your cover letter should be concise and address the two to four most important details from the job description:

My experience and areas of expertise are an excellent match for the requirements stated in your announcement:

- **Hospice Assessments:**

As a clinician with St. John's Hospital, I prepared extensive psychosocial assessments and treatment plans for patients.

- **End-of-Life Care:** I

provided counseling and accurate case management to more than 1,000 patients and their families over 7 years as a member of the St. John's Hospital end-of-life team.

- **Home Visits:** I

made regular home visits to hospice patients in Moore and Montgomery Counties and was responsible for two on-call shifts per month. Close by stating that your experience and passion make you a perfect fit for the employer. Include the best way for them to contact you for an interview.

Write your résumé in such a way that it is easy to scan and find the keywords in 30 seconds or less. Use three to eight bullets to describe your experience and accomplishments.

7. Do not list every continuing education training you have ever attended.

Whether or not you are licensed in your state, you should seek out continuing education in social work. Don't forget, it is in the *NASW Code of Ethics: Section 4.01 (b) Competence*: "...Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics."

It is great to show your reader that you are up to date on the latest clinical information on your client population, but the section on your résumé for Continuing Education or Professional Development should only list the courses that are relevant to the job you are applying for. It is a great idea to keep a list of all your continuing education, for your own reference and for your license renewal.

You don't need to list them all on your résumé.

8. Less is more.

I hope you are seeing a theme here. Recently, I have come across a few résumés that have all of the following sections:

- Professional Summary
- Education
- Relevant Social Work Experience
- Work Experience
- Additional Experience
- Summary of Skills
- Professional Affiliations
- Volunteer Experience
- Publications
- Relevant Coursework
- Activities
- Honors

Every résumé is personal and different. You don't need 10 categories on your résumé. Professional Experience and Education are musts. but after that, limit the places hiring managers need to search to find the information that will help them decide to interview you. Only put the information that is most relevant to the job to which you are applying.

9. Your references should always be available upon request and not on your résumé.

If the last line on your résumé is "References Available Upon Request," this one is for you. It is not necessary to tell your reader that you have references. If you get far enough in the interview process, they will ask you for your references. Have them listed in a separate document.

Only send the references that are relevant, and only send them when asked. It is imperative that you inform your references that they may be contacted, and always send them a copy of the job description and your recent résumé, so they can be prepared when contacted.

Nothing is a bigger turnoff to me than getting a call to be a reference for someone I supervised five years ago and I can't remember exactly what their job duties were. It is great to get a heads-up and a reminder of what the person did under my supervision. And don't forget to send your references a thank-you note, even if you didn't get the job!

DON'T: References Available Upon Request

DO: (Separate document with your contact information at the top) References:

*Jessica Rogers, BSW, LICSW,
Director of Family Programs,
Affordable Housing Authority
Chicago, IL*

*Relationship: Former Supervisor
Phone: 543-321-1234
rogers@email.org*

Jessica was my direct supervisor and is familiar with my clinical social work skills, my ability to work with diverse communities, and my aptitude for managing relationships with partner organizations. Jessica recognized my success in client outcomes and promoted me within 6 months of my hire date.

Remember, your résumé is your tool to get an interview. It doesn't need to include every detail about you as a professional social worker. Use your cover letter to expand on details that are specific to the job you are seeking. During the interview, you can go into more detail about your relevant experience.

Valerie Arendt, BSW, MPP, is the Associate Executive Director for the National Association of Social



**Are you looking for a social work job?
Or looking to hire a professional social worker?**

Visit our state-of-the-art online job board:

www.socialworkjobbank.com

- post your résumé confidentially
- use your LinkedIn profile
- get e-mail job alerts
- search by location, job type, and more



*Workers, North Carolina Chapter
(NASW-NC and currently provides
membership support, including résumé
review, to the members of NASW-NC*

Social Work Career Connect

7 More Tips for Your Amazing Social Work Résumé

by Valerie Arendt, BSW, MPP



work candidates and what they are looking for, both positive and negative, on candidates' résumés.

Address, City, State, Phone, Email

DO: Katherine Jones, BSW, LCSW
Address, City, State, Phone, Email

2. State clearly who your clients are.

Make sure to read my first résumé article, "10 Essential Tips for Your Amazing Social Work Résumé" before diving into this article. The following are even more tips to help you develop a résumé that stands out and gets read by the hiring manager. I use a few real-life "DON'Ts" I have found on résumés and have included example "DOs" to help your résumé shine.

1. Include your credentials behind your name at the top of your résumé.

The first item most hiring managers look for on a résumé is the applicant's credentials. If they are looking for someone with a social work degree, credential, and/or license, they don't want to have to search the rest of your résumé to see if you meet the basic educational and licensure qualifications. You worked hard for your education and credentials. Always include them after your name on your résumé, cover letter, and email signature.

DON'T: (Résumé header) Katherine Jones

Over the years, I have seen

It has been an honor to have authored the *Career Connect* column for *The New Social Worker* magazine since 2014. In my 15 articles, I have written about social work interviews, salary negotiation, the value of a strong professional network, job search strategies and mistakes to avoid, transferable social work skills, and my first and most popular article, "10 Essential Tips for Your Amazing Social Work Résumé."

I am passing the social work career baton, and this will be my last column for *The New Social Worker*, for now. I am leaving you all with where we started, a follow-up to my résumé article. Since writing my first article about social work résumés, I have reviewed and provided résumé feedback to more than 500 National Association of Social Workers—North Carolina members. I review résumés of students, new professionals, and seasoned social workers who are looking to advance their social work careers. I speak often with hiring managers and organizations about what they are searching for in social

Many résumés that make no mention of who the client is at internship placements or places of employment.

Social work is a person-centered profession. If you don't mention who it is you provide psychotherapy for, who you assessed for services, or who your services are designed for, your résumé will not be as attractive to the hiring organization. Even if you do not provide direct services, you need to define what population your organization or program serves. Do you serve adults, children, seniors, individuals with substance use issues, individuals with developmental disabilities, individuals with mental illness? And in what settings? Be specific, especially if you are applying for a job working with similar populations.

DON'T: Primary responsibilities include intake, assessments, and referrals.

Even if I told you the name of this organization, you would have a hard time guessing who this social worker's clients are.

Always define who your clients are in the first bullet of each position.

DO: Provide clinical care management for adult patients (age 21 and up) referred from Family Medicine Department, including conducting psychosocial assessments; developing patient-centered care plans; linking patients with community resources; and engaging in care coordination, communication, and follow-up.

3. Language matters.

Most of the time, social workers are spot on when using appropriate language regarding their client populations or types of services and treatments they use. Occasionally, however, I will see résumés with out-dated language. It is essential to use respectful language when describing your client population and the types of services you provide these populations. People-first language emphasizes the person, not the disability or diagnosis. This is the preferred language to use with some populations. However, others prefer identity-first language (for example, a disabled person vs. a person with a disability). Don't have your résumé passed over for using the wrong terms. It is usually safe to use the same language used in the job description or the language the organization uses to describe its client populations on the website.

DON'T: Served as intern at substance abuse clinic for drug addicts.

DO: Co-lead group therapy with clients recovering from substance use disorders using motivational enhancement therapy and cognitive behavioral therapy with the goal of developing tools for recovery and decreased chances of relapse.

4. Name your documents with your first and last name.

Before emailing your résumé to an employer or submitting your résumé to an online Automated Tracking System (ATS), make sure the document is named appropriately. Remember, the hiring manager probably receives dozens or hundreds of applications for multiple job openings, so a document named, "social-work résumé 3" could get lost in the fray or deleted completely. Yes, you may have 10 versions of your résumé, but make sure the one you send out has your first and last name on it: "FirstName Last Name résumé."

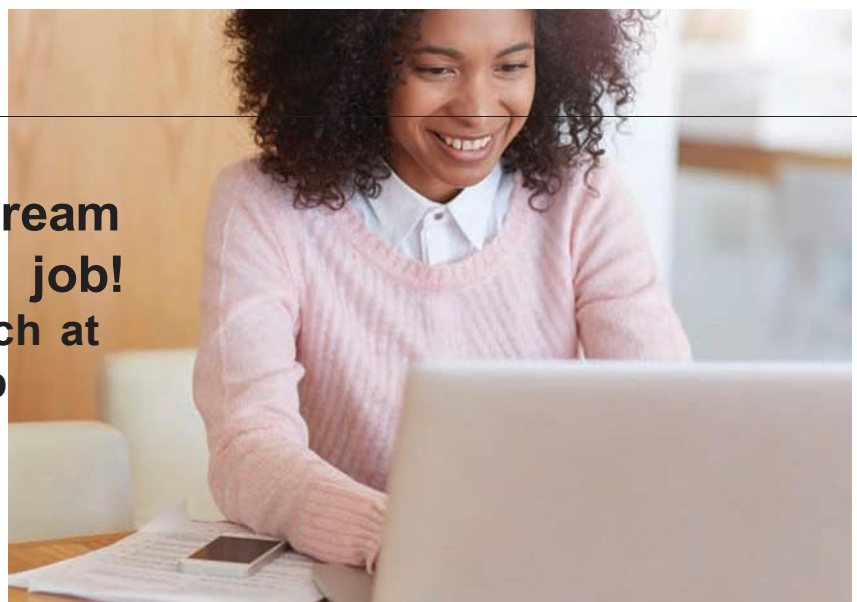
DON'T: "résumé 1," "social work résumé," or "Brian résumé version 3."

DO: "Jane Williams Résumé" and "Jane Williams Cover Letter" or "Jane Williams Résumé - United Way."

5. Attending meetings is not a skill.

Everything on your résumé should have a purpose and highlight either a professional accomplishment or a skill that you possess. Check out my résumé article mentioned above and my "Changing Areas of Practice— The Transferability of Social Work Skills" article to make sure you understand the importance of articulating accomplishments and skills on your résumé. The ability to work on teams is critical for social workers, and these teams often require many meetings to discuss client cases. However, saying you have attended meetings doesn't express to your reader what you contributed to the meeting or what your role in the meeting may have been.

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social work job!
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Social Work Job
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Top employers on SocialWorkJobBank could be hiring for your dream job right now. The first way to stand out from the other candidates on SocialWorkJobBank is to update your résumé to show the employers why you're the one they're looking for.

Here are some simple tips on how to distinguish yourself from the others:

1. Add your objective in the title.
2. Add your LinkedIn, Twitter, and other links so employers can see your personality.
3. Add more accomplishments to show your strengths.

SocialWorkJobBank.com - real jobs for social work professionals

DON'T: Attend general department meetings, treatment team, and case supervision meetings.

DO: Serve as team lead on multi-disciplinary team, which includes physician, nurse, psychologist, and occupational therapist. Organize and facilitate case consultation meetings for team to provide specialized service for children and young adults with mental health disorders.

6. Volunteer experiences are just as important as paid experience.

If you have related, relevant volunteer experience that might look good to an employer, don't hide it at the bottom of your résumé with no supporting information. List related volunteer experience under your "Relevant Experience" header, just as you would any paid employment. Include exactly what you did for the organization, what your contributions were, and when you were there. Saying "Food Bank Volunteer" doesn't tell your reader very much at all.

DON'T: (At bottom/last page of résumé) Volunteer, North Carolina Food Bank

DO: Volunteer, North Carolina Food Bank, Durham, NC, 2014-Present

- Attend and assist at special food and fundraising events, such as Stamp Out Hunger (Letter Carriers' Food Drive) in May and Hunger Relief Day at the North Carolina State Fair.
- Organize bi-annual food drive at East Carolina University. Recruited 4 additional on-campus volunteers and collected more than 300 pounds of food in 2014-2016 and 400 pounds of food in 2017.

7. Should you submit your résumé as a Word document or PDF?

This is a common question, and everyone seems to have an opinion about which format to use. If the job posting does not specify which format to use for your résumé and cover letter, consider the following guidelines for when to use a PDF and when to use a Microsoft Word document when submitting your application documents.

When to use a PDF: When you're emailing a résumé directly to someone.

PDFs are typically virus-free when downloaded and retain formatting. Everyone seems to have a different version of Microsoft Word, and not everyone knows that certain fonts and formatting are inconsistent from version to version. Sometimes I review résumés that were two pages when emailed to me but are three pages when I open and view them. Word documents aren't always mobile friendly and might show up corrupted in some systems. Please see the REAL example below that a hiring manager colleague received.

This is what he saw when he opened the file on his mobile device. Not only is the formatting way off for the words that do appear, but the majority of the content has been replaced by emojis. Someone might inadvertently alter your résumé in a Word document.

PDFs will provide the employer with an error-free copy.

When to use Microsoft Word: When you're submitting your résumé online.

You might opt for a Word document because of the complicated nature of Automated Tracking Systems (ATS), the software used by medium and large organizations to weed through job applications. The ATS may not track or scan keywords on PDFs as well as on Word documents, which means your application could fail to reach a human. The PDF is typically going to be the better-looking version, but if you have any worries about an ATS missing your keywords, the Word version is the way to go.

Thank you for following along with me, and I wish you the best in your social work career. Your communities need you, and I hope my articles will allow you to not only land a job you love, but also to share your strong social work skills serving those who need you most.

Student's Name:

Date:

Practicum Education Coordinator:

Student Level of Practice: BSW BSW Generalist BSW
Specialization _____

Assigned Agency:

Instructions: Please respond to the questions/prompts below. Please submit this form via email as an attachment to your Practicum Education Coordinator. Appeals must be submitted promptly (within three weeks of notification of the practicum placement assignment). Failure to submit the appeal in a timely manner may result in a non-consideration of the appeal.

Please be advised: If your appeal is granted, there is no guarantee that an appropriate new placement will be immediately available. This process may delay practicum start date, require students to make up lost hours, and impact the program of study sequence.

1. Is your appeal on the basis of the practicum agency location? Yes _____ No _____
 - a. If your appeal is motivated by the distance to the agency, please identify your home campus.
Athens _____ Gwinnett _____ Online _____
 - b. Is your placement within a 60 mile radius of your home campus?
Yes _____ No _____
 - c. Please provide agency address: _____
2. In no more than three concise sentences, please describe how you arrived at your decision to appeal the assigned Practicum placement.
 - a. Sentence 1:
 - b. Sentence 2:
 - c. Sentence 3:
3. In a more comprehensive fashion, please describe your reasons for requesting practicum placement reassignment. Please address each of the following in separate statements.
 - a. What are your concerns regarding your placement assignment?
 - b. Prior to initiating this appeal, what steps (if any) did you take to address your aforementioned concerns?
 - c. Please explain how your appeal is based on learning and professional development rather than personal convenience.
4. What outcome do you believe best represents your educational goals with regard to this appeal?

Required Documents

Time Sheet

University of Georgia School of Social Work Time Sheet of Practicum Hours Practicum

Student _____ Placement Site: _____
 Semester: Fall 20__ Spring 20__ Summer 20__ Faculty Liaison: _____

Week#	Dates	HOURS WORKED						Weekly Total	Pract Instructor
		Mon	Tue	Wed	Thu	Fri	Sat/Sun		
EXAMPLE (BSW/Generalist)	Sept 6-10	9-5	9-5		9-1			16 hours	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
TOTAL									

 Student Intern's Signature

 Date

 Practicum Instructor's Signature

 Date

Practicum Education and in class coursework are both critical components in the Social Work curriculum. Designated practicum days for BSW students are Monday, Wednesday and Friday. Designated practicum days for BSW generalist students are Thursday & Friday. Designated practicum days for BSW specialization students are Wednesday-Friday. **Practicum hours should NOT conflict or interfere with class times.** Practicum instructors are encouraged to request student course schedule to ensure that conflicts with class do not occur for any hours worked beyond the designated practicum days.

To Apply Online: Click on any of the websites below and follow the online instructions for acquiring your student professional liability insurance. You should receive an email from the insurer within 24-48 hours of purchase which will have attached your Certificate of Insurance. (Check your spam/junk mail) Please forward the Certificate of Insurance to the Practicum Education Office via email at sswpracticum@uga.edu or fax to (706) 354-3921.

All students must provide evidence of professional liability insurance coverage to the Practicum Education Office. Students cannot begin the practicum without coverage in place.

American Professional Agency, Inc.

95 Broadway
Amityville, NY 11701

1-800-421-6694

<http://www.americanprofessional.com>

**Healthcare Providers Service
Organization**

159 E.
County
Line
Road
Hatboro,
PA 19040

1-800-982-9491

<http://www.hpsso.com>

NASW Assurance Services, Inc.

50 Citizen Way, Suite 304
Frederick, MD 21701

1-800-278-0038

<https://www.naswassurance.org/enroll-today/>

Please note that this information is not exhaustive. The University of Georgia (UGA) School of Social Work (SSW) Office of Practicum Education does not endorse or promote any specific insurance provider. The above list has been compiled from Certificates of Insurance previously submitted by UGA SSW students. This information is provided solely as a resource to assist students in expediting the selection and purchase of professional liability insurance. Please direct all questions regarding coverage to the relevant insurance provider.

APPENDIX B - STUDENT SAFETY & RISK REDUCTION

Due to increasing incidents of violence against social workers, the School of Social Work is attempting to make students aware of safety issues and be better prepared to handle potentially dangerous situations. Personal safety while engaging in practicum education is addressed during orientation. Training in personal safety is provided to all new students early in the first term of enrollment; content includes awareness, prevention, and management of dangerous situations at home, on the street and while traveling, in public places, and in the practicum setting. Handouts on this content are provided at the training session. Also, agency safety guidelines and information on student health care safety preparation appear in this manual. Because safety issues relate to practicum work, campus life, and many other settings, general information about risk assessment and reduction is also included in this section. This information can be used to assess environmental risk levels, to determine if a client or another individual could be dangerous, to make decisions about managing risky situations, or to protect oneself or clients.

It is very difficult to predict when dangerous behavior will occur. The factors most often considered to be predictors are: history of violent behavior, male clients, abuse of drugs and/or alcohol. Aggressive behavior may be direct or indirect; determinants include fear, anger, overstress, chemical alteration, need for attention or power, and paranoia. The important variable is the intent or perceived intent of the individual who appears to be dangerous. It is important to determine whether the behavior is a characteristic adaptive style or if it is reactive to a particular or current situation. However, the best protection in a threatened or actual assault is to follow your intuition. Problem-solving skills are also transferable to risky situations: gather data, evaluate the information, decide on a course of action based on the evaluation, implement it, evaluate the outcome and adjust accordingly. This process may occur in an instant or over a longer period.

The goals of risk prevention and management strategies should be:

1. protect the client, staff, and others in the environment
2. help the individual gain control with the least amount of pain and guilt
3. help the individual focus on the source of anger, fear, frustration, etc.
4. assist the individual to express these feelings verbally rather than in actions

Risk Reduction Guidelines in Practicum Placement

GENERAL RISK REDUCTION GUIDELINES

1. Walk with a sense of purpose. Be aware of body language.
2. Be alert to people around you. Beware of strangers who approach and speak to you. Keep at a safe distance and keep moving.

3. Do not walk on side of the street where people are loitering. Walk on the outside of the sidewalk, away from possible hiding places.
4. Be aware of safe places such as stores, library, school, and community centers to use as refuge.
5. Do not carry a purse or bag. If you must carry one, conceal it or use a shoulder bag or backpack.
6. Wear sensible appropriate clothing, low heeled shoes, and no jewelry which could be snatched off or wrapped around your neck.
7. Do not give money to people who ask for it.
8. Assess multi-story buildings for safety. If you take the elevator, observe elevator interior before entering. If the elevator appears unsafe, wait for the next elevator or consider taking the stairs; be aware of who is in the stairwell and how far apart the exits are. If a suspicious person enters the elevator after you have entered it, exit before the door closes. Stand next to the control panel. If accosted, press all buttons.

RISK REDUCTION GUIDELINES IN PRACTICUM PLACEMENT

Students should receive a specific orientation to agency policies and procedures regarding risk management. If the practicum instructor does not provide this orientation, students must ask for it. Students should also learn about the agency's informal methods for assessing and handling risk situations.

Each situation is different, but the guidelines that follow may generally apply in the management of potentially dangerous situations.

1. Appreciate realistic limitations. Be reasonable about what is and is not possible. Know when to stay and leave. (A sound preventive approach is to avoid seeing clients with reputations for unprovoked assaults or those in acute paranoid psychotic distress in an empty office without backup staff or security available.)
2. Keep your work area as safe as possible, keeping it clear of items which could be harmful to anyone involved in a physical intervention. For example, keep objects which can be used as weapons (ashtrays, sharp objects, a hot cup of coffee) away from clients.
3. Where possible, alert staff members that assistance may be needed before entering the crisis situation.

4. Act calmly. Keep the scream out of your voice. An emotional or aggressive response to a distraught individual is likely to reinforce that person's aggression. Remember, clients and others who are violent are often reacting to feelings of helplessness and loss of control. Therefore, you need to be in control of the situation.
5. Take a non-threatening posture to avoid appearing confrontational, but take a protected posture as well. This usually means standing slightly sideways to the individual, at a safe distance away from sudden lunges, punches, and kicks, with arms and hands held near the upper body for possible quick self-protection. Avoid a "stare down" by periodically breaking eye contact.
6. Don't walk away from the individual who is escalating. Acknowledge the individual's feelings and attempt to talk the person down. Encouraging the individual to sit down may sufficiently delay or divert the possibility of attack. Usually a one-to-one situation with available staff at a distance works well. The most appropriate staff member to be with the individual is the one who has the best rapport with him/her, not necessarily the staff with the most authority or rank.
7. Observe the progress of the aggression and the stages of escalation. Identify those actions on your part which serve to calm and those which serve to inflame the individual, and act accordingly.
8. Avoid sudden movements or the issuance of strident commands, as these may only inflame the individual. Whenever possible, allow the individual to make behavioral choices. Directives or alternatives should be stated concretely and in terms of actions which can be performed immediately. Depending on the cognitive abilities of the individual, limit-setting may take two forms:
 - 1) Direct: state clearly and specifically the required or prohibited behavior
 - 2) Indirect: allow the individual to choose between two acceptable behavioral alternatives
9. Do not touch the individual unless you are willing to restrain him/her, and only when there is sufficient staff power to do so in a manner consistent with the agency's "take down" or containment policies.
10. In the event of the physical intervention where the individual is placed in a quiet room or in seclusion, the isolation should be as brief as possible. Placing an individual in isolation will not help him/her learn about the experience during this critical learning period. The verbal and cognitive work begins here in helping clients understand and predict their own violent impulses.

1. Follow agency procedures to manage the immediate situation and to report the incident informally.
2. Get any needed medical care and debrief with your practicum instructor.
3. Immediately notify the School (the faculty liaison or the Director of Practicum Education).
4. Recognize that a physical attack or threatening behavior is frightening and that you may respond emotionally to the stress. Seek help to resolve the crisis responses.

*Source: University of Michigan School of Social Work, Practicum Instruction Manual, May 1997.

The practicum instructor contributes significantly to the students' learning and effectiveness of the Practicum setting. The Practicum Instructor helps reinforce theories learned in the classroom and to apply them to practice situations. In collaboration with the student, the Practicum Instructor develops and implements the educational plan through the assignment of appropriate tasks, activities and cases. The practicum instructor evaluates the student's work and recommends a letter grade for the student to the faculty practicum liaison. The practicum instructor is also expected to:

- Provide an orientation to agency policies and procedures;
- Negotiate and plan student assignments in accordance with competencies and corresponding behaviors identified in the syllabus;
- Exhibit positive convictions about the value of the social work profession in the improvement of society;
- Maintain sustained teacher-student learning relationships which reinforce classroom learning, support the student in the learning role, and enable students to develop to their highest potential;
- Assist the student in developing an educational plan (required for generalist and specialization students);
- Teach the student how to apply generalist and specialized social work processes
- Support student in the development of discernment, decision making, and reflexive practice;
- Provide continuity with stable agency presence (should not be contractual or part- time worker);
- Direct the practicum and require student to carry out assignments, tasks, and activities that advance learning and competency development;

Provide regular, weekly, individual and/or group supervisory evaluation sessions with students for a period of one hour through direct and/or technological observation and discussion to reinforce level of progress in meeting generalist or specialization competencies;

- Provide opportunities for student attendance at professional meetings;
- Serve as an advocate for the student within the agency, by facilitating the student's access to productive learning experiences and other learning activities/resources (e.g., student participation in activities outside the agency such as professional conferences, relevant library work or practicum visits to other programs) during the practicum;
- Provide opportunities for students to become proactive in self-evaluation regarding strengths and limitations;
- Actively participate with UGA through the Practicum Education Collaborative to attend regularly scheduled orientation and training sessions;

- Notify practicum faculty liaison orally or in writing regarding any concerns/problems with student performance, meeting with faculty liaison a minimum of once per semester and speaking with faculty Practicum liaison by telephone at least once per semester;
- Maintain current resume on file with the Office of Practicum Education;
- Ensure students have the time needed in practicum setting to complete assignments, activities, and tasks;
- Notify faculty Practicum liaison, Practicum coordinator, and/or the Director of Practicum Education when problems develop related to changes in the nature of work within the agency that may result in a lack of sufficient work/learning experiences for the student, changes in the availability of supervision, or concerns about a students' learning or professional behaviors;
- Complete progress and evaluation reports for each student supervised at the end of each semester and recommend a letter grade to the faculty Practicum liaison; and
- Complete faculty practicum liaison evaluation and return to the Office of Practicum Education.

Orientation to the Practicum Agency

The School provides the student with a general orientation to the profession and to Practicum Education.

The agency is responsible for the agency-based orientation, which typically occurs during the first week of Practicum work. In general, the orientation should consist of acquainting the student with the various services offered by the agency, and the range of scope of possible assignments. Planning for these assignments should begin right after the orientation period, and specific initial assignments should be identified. The student should use the orientation period to begin developing a written learning contract, which will serve as a guide for the current and subsequent terms of the Practicum Education experience (see Appendices A and B).

The School's rationale for the agency orientation to Practicum instruction is twofold. First, before the student engages with clients, agency staff, communities, etc., the student should have some knowledge of professional roles and relationships, the ethics of the profession, and the nature of service delivery systems, as well as some acquaintance with various theories of human behavior. Second, students are expected to gain knowledge about the range and type of specific agency services, agency structure and staff roles and responsibilities, as well as inter-agency and community relationships. A well-planned and organized orientation within the agency will not only provide information useful for student performance but will serve the agency by enhancing the potential for greater student productivity.

Agencies may wish to take different approaches to the agency orientation. One approach is to schedule various activities which could include reading reports and other agency documents, interviews, and observation within the agency and at other agencies and facilities. A somewhat richer approach is to schedule all of the above and to begin to introduce related tasks into the assignments. For example, a student who is scheduled to visit another agency may be asked to obtain information needed by the placement agency. Another student preparing to work with a client group may conduct initial interviews with prospective members.

Ideas for a Well-Planned, Comprehensive Practicum Placement Experience

- Initial Orientation Session for Students
- Intern Packet
 - useful information about the agency, personnel, helpful terminology, organizational chart, etc.
 - various readings about population, settings or other helpful “orienting” contextual information
 - special paperwork, forms
- Agency Tour
 - meet personnel, supervisory staff, secretarial staff, etc.
 - faculty tour and student’s space of their own
 - formally introduce student at agency staff meeting
- Inform intern of agency policies and procedures
- Supply student with some office supplies
- Arrange for lunch plans on the first day so student doesn’t feel isolated or alone
- Have the student “shadow” you on the first day or two (or at least for a few hours) to help acclimate them to the setting
- Give student an opportunity for client engagement in the first two days
- Meet with student at the end of every day the first week
- Meet with the student both formally and informally the first week
 - plan on discussing at least one case to set the tone for supervision
- Plan regularly scheduled supervision blocks of time each week in addition to informal “chats”
- Allow for the student to take initiative for their own learning and plans for their time

- Help student to develop a “project” that they could accomplish over the course of the term

Preparing Students for Orientation to Practicum Placement Site

Micro Level of Orientation

1. Orientation Plan
2. Learning plan
3. Supervision
4. Learning styles Supervisor role and style
5. Previous experiences with supervision Weekly supervision times
6. Who sets agenda for supervision meetings What is discussed in supervision
7. How to discuss goals, fears, issues, assignments Integrating class and Practicum Evaluation of learning outcomes
8. Professional Behavior Expectations
9. Agency boundaries: what’s okay to talk about; what’s not okay Time off for illness, holidays
10. Make-up days

Mezzo Level of Orientation

1. Purpose, function, and structure of the agency/organization Mission
2. Governance Policies Funding
3. Who’s Who
4. Organizational charts Job descriptions
5. List of people to meet
6. Clients/Consumers/Constituents
7. Who they are
8. Service provision/delivery (what and how) How they get connected
9. Intake process Costs for services
10. Service outcomes/evaluation
11. Layout of agency/organization
12. Tour of agency
13. Student’s office, desk, phone, files, etc. Copy and fax machines
14. Lunch/break room
15. Information flow Telephone
16. Computer use/access Routing Material Mail (in and out) Messages
17. Meetings required
18. Documentation Format
19. When and where Confidentiality Issues Jargon, abbreviations Statistical Records Forms
20. Confidentiality
21. Interview locations
22. Consent for release of information Confidential and privileged information
23. Legal requirements to report; other legal parameters
24. Safety and Security Issues

25. Office Home Visits
26. Use of personal car
27. Resources
28. For clients/consumers/constituents For students/For staff
29. Bibliography of important books and articles
30. Internet availability
31. Library journal access Cellular phones
32. Mileage and/or parking reimbursement Stipend
33. Staff development
34. Additional learning opportunities

Macro Level of Orientation

1. Map of the community History of the community Strengths of the community major issues
2. Aspects of diversity community leadership
3. Social service system
4. Visits to area agencies and organizations Resource list of area agencies and organizations
5. How this agency/organization fits in with similar agencies/organizations elsewhere
6. How this agency/organization coordinates with other types of agencies/organizations
7. How this agency/organization partners with other agencies/organizations/groups Coalitions/networking groups in the community History/perceptions/strengths/limitations of agency/organization in the community
8. Social Policies
9. Local, state, federal government mandates or sanctions Regulatory bodies
10. Regulatory processes
11. Legislation affecting clients/service provision and/or delivery

Adapted from Cochrane, S. & Hanley, M. M. (1998). *Learning through Practicum: A Developmental Approach*. Needham Heights, MA: Allyn & Bacon.

Student Learning & Growth

Generalist Practice Opportunities by Competency

Generalist Practice Opportunities in Practicum Settings

The BSW generalist Practicum Education program provides practicum placements specifically selected to make it possible for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities. Student opportunity to engage with each population is a fundamental necessity in the agency selection process. Additionally, in an ongoing way, faculty liaisons ensure that agencies hosting generalist students continue to make available the full array of generalist opportunities for students

to demonstrate social work competencies with individuals, families, groups, organizations, and communities.

Generalist Practicum settings capture the full scope of generalist practice opportunities – ensuring generalist practice opportunities for students demonstrate social work competencies with individuals, families, groups, organizations, and communities. This is accomplished in Practicum settings by doing the following:

Competency 1: Demonstrate Ethical and Professional Behavior

In BSW generalist Practicum settings, students have the opportunity to demonstrate **ethical and professional behavior** with individuals, families, groups, organizations, and communities by doing the following:

- Recognize ethical dilemmas and utilize supervision feedback to guide decision-making processes while working within the agency
- Review and maintain agency policies around protection of electronic records and reports
- Consistently prepare for supervision by documenting questions, reflections, and concerns throughout one's time at the agency
- Accept and utilize the feedback from supervision to improve skills and expertise
- Maintain appropriate professional boundaries with individuals, families, groups, organizations, and communities.
- Exercise sound ethical decisions.

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

- Develop a curriculum for future implementation with clients (e.g. life skills, grief, trauma, intimate partner violence, etc.)
- Utilize self-reflection to think about personal identities and biases that may show up in practice. Identify and discuss your own sources of privilege and power.
- Apply a diversity and difference in practice lens through research and writing to current projects
- Read and write a reflection on current literature related to diversity and difference
- Write a reflection looking at how your own intersecting identities impact your work and relationships within the Practicum agency and with client/community groups being served. How will you work with clients you over identify with? How will you work with clients you don't identify with at all?
- Review the NASW Code of Ethics standards related to oppression, discrimination and marginalization. Suggest improvements
- In writing, identify the unique cultural composition of the client population served by the agency. Identify ways in which the agency meets the needs of the client population and identify how this could be improved
- Research, identify, and complete an online training focused on a population served by the agency. Identify how this information could be used to better advocate for the needs of this population in practice

- Identify Ted Talks, YouTube video's and podcasts related to social work practice. Write about personal reactions and how your learning applies to diversity and difference in practice
- Develop trainings that will benefit the agency
- Review agency policies with suggestions/recommendations where appropriate (e.g., agency safety policies, diversity and inclusion policies, policies related to the use of social media, utilization of technology, etc.)
- Complete assigned trainings and provide a certification of completion and/or a short written reflection and/or prepare a presentation to disseminate knowledge gained.

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

- Develop infographics/flyers/brochures that explain voting rights, informed consent policies, etc.
- Teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- Complete writing assignment or training handout about strategies that promote social justice and human rights considering agency mission and practice
- Create list of ways the agency could advocate for social, economic, environmental justice and human rights in the agency's work
- Review advocacy agency website that you would like to learn more about and write a summary of how their work could impact the work completed by your agency
- Research a human rights issue of interest and write a summary how human rights organizations are working to ameliorate the condition
- Identify Ted Talks, YouTube video's and podcasts related to social work practice. Write about personal reactions and how your learning applies to advancing human rights

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

- Research and write evaluation of articles that inform agency's practice
- Continue research and literature reviews pertaining to current projects
- Develop focus group question or survey instruments related to a need in the agency
- Develop research questions that emerge from work with the client system and agency setting. Discuss with Practicum Instructor and/or Faculty Liaison and identify resources that inform (or answer) the research question.
- Research potential grant opportunities and/or prepare aspects of a grant application.
- Conduct a literature review on a specific topic relevant to Practicum placement (e.g. effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)

Competency 5: Engage in Policy Practice

- Review local, state and federal laws and policies impacting the organization and/or the affected community (e.g. Indian Child Welfare Act, Emergency Mental Health Holds, Homeless Camping Ban, etc.) and provide a synopsis of key takeaways.
- Work on crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or event.
- Write a policy brief
- Interview former/present clients and write success stories for use in grant applications, agency presentations, etc.
- Prepare advocacy materials (infographics, develop key talking points, etc.).
- Write a letter to the editor about a policy issue impacting your agency
- Complete an analysis of a political candidate's plans for policy change
- Read social work voting toolkit (<https://votingissocialwork.org/#>) and develop a plan for implementation within the agency
- Review agency policies with suggestions/recommendations where appropriate (e.g., agency safety policies, diversity and inclusion policies, policies related to the use of social media, utilization of technology, etc.)
- Conduct a literature review on a specific topic relevant to Practicum placement (e.g. effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)

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

- Utilize teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to meet with clients.
- Attend virtual agency, organization, and community meetings
- Work on crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or event.
- Reflect in writing about how personal experiences, beliefs and identities impact your relationships in Practicum
- Plan and participate in remote meeting, support group, or other intervention
- Review literature related to culture and cultural humility and write about how it impacts your work in the agency and how services are delivered
- Teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- Conduct a literature review on a specific topic relevant to Practicum placement (e.g. effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)

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

- Utilize teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to meet with clients.
- Teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- Research assessment instruments used by agencies who offer similar services

- Create an assessment instrument (survey, focus group questions, interview questions) to better understand community/client needs
- Review case study for strengths, challenges and systemic factors impacting the clients and/or client group

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

- Utilize teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to meet with clients.
- Develop trainings that will benefit the agency (e.g. student orientation and onboarding materials, social work ethics, treatment innovation, etc.).
- Develop a curriculum for future implementation with clients (e.g. life skills, grief, trauma, intimate partner violence, etc.)
- Review effectiveness of evidence-based practice models and discuss ways that model could be implemented in Practicum placement agency
- Review case study for strengths, challenges and systemic factors impacting the intervention and or implementation of the intervention
- Work on crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or event.

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

- Evaluate agency crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or event.
- Continue evaluation work for relevant social work courses of which you are presently enrolled
- Review agency policies with suggestions/recommendations where appropriate (e.g. agency safety policies, diversity and inclusion policies, policies related to the use of social media, utilization of technology, etc.)
- Assess agency process for seeking client feedback and make recommendations for improvement
- Review literature on termination of relationships within the workplace setting (with agency staff, community partners, clients, etc.)
- Think about and plan discussions for terminations with task groups, community members/clients, and agency staff considering current circumstances
- In writing, identify the structures in place for evaluating the agency's outcomes. Compare and contrast this evaluation mechanism with structures in place for similar agencies (in other counties, states, countries).

The BSW Practicum Education program provision of generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities is demonstrated by the Practicum instructor evaluation tool.

Competency 1: Demonstrate Ethical and Professional Behavior

Practitioners in micro social work recognize the importance of the therapeutic relationship, the person--in--environment and the strengths perspectives, the professional use of self with clients, social justice implications, and adherence to ethical guidelines of professional behavior.

Practitioners in micro social work recognize their role on interprofessional teams in practice and the ethical use of technology tools for micro social work practice. Practitioners in micro social work understand and apply ethical standards, modeling ethical use of treatment modalities in practice. The behaviors associated with this competency for our micro specializations are as follows:

1. Demonstrate professional boundaries, roles, and demeanor in specialized practice social work practice and relationships with diverse clients and professionals;
2. Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision- making principles and frameworks to issues specific to micro social work practice;
3. Use reflection, self-regulation, and clinical supervision to manage personal values and maintain professionalism in practice situations.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Observe and subsequently debrief professional activities by professional social workers
- Identify all relevant ethical principles that apply to a specific case
- Recognize ethical dilemmas involving conflict between personal and professional values and address this during supervision
- Engage in weekly supervision to discuss values clarification and implementation through use of agenda formulation and journaling.
- Evaluate potential impact of ethical decisions at multiple levels (client, family, community, society)
- Distinguish personal from professional self. Refrain from imposing personal value system on clients.
- Effectively use feedback to improve practice skills and increase self-awareness
- Identify specific clients, issues, and/or situations that create personal discomfort in supervision
- Identify pertinent subsection so of the NASW Code of Ethics as they relate to professional boundaries and with individuals, families, and small groups. Incorporate into professional practice.

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

Practitioners in micro social work are knowledgeable about various forms of diversity and difference and how these influence the therapeutic relationship and client's presenting issues. The various dimensions of diversity affect (a) explanations of illness, (b) help--seeking behaviors, and (c) healing practices. Practitioners in micro social work are cultural beings and understand how micro practice choices is affected by both

their and the client's culture. The behaviors associated with this competency for our micro specializations are as follows:

1. Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and/or marginalization and their impact on clients;
2. Engage clients as experts of their own experiences;
3. Apply self-awareness and self-regulation to manage personal biases and values in working with clients to avoid contributing to stereotypes, shaming, and stigmatization.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Demonstrate awareness of own social identities and how it impacts interactions with clients from diverse backgrounds
- Discuss cultural differences with clients with ease
- Identify gaps in knowledge and blind spots in working with various social identities. Engage in continuing education to develop specialized knowledge and understanding of the history, traditions, values, family systems, and artistic expressions of major client groups served
- Recognize impact of culture upon definition of problems and help-seeking behavior
- Apply culturally appropriate knowledge of theory and systems pertaining to oppressed populations to ensure optimum service delivery to all clients
- Compare agency's programs to those of an agency dedicated to serve a minority group (e.g., women's centers, persons with disabilities, LGBTQ services)
- Identify the impact of racism, social and institutional oppression on client functioning and engage in restorative practice that promote well-being
- Observe, listen, and learn from the world view of colleagues and clients from diverse backgrounds
- Attend cultural/religious activity that is meaningful to clients served by the agency

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

Practitioners in micro social work understand that all persons should be accorded equal and basic human rights. Micro social workers understand that both access and availability as well as affordability of services can pose barriers to clients. Practitioners in micro social work apply frameworks that are rooted in social justice and human rights in helping diverse persons to achieve their goals. The behaviors associated with this competency for our micro specializations are as follows:

1. Advocate on behalf of clients to secure basic human rights, including availability and accessibility of services to meet biopsychosocial needs; Apply human rights and social justice frameworks to navigate cultural practices of diverse clients.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Identify external conditions that perpetuate problems such as lack of low income housing, high unemployment rates, inability to access
- Identify the impact of racism, sexism, ageism, homophobia, etc. on the well-being of clients
- Identify barriers to access to services based on social identities categories. Propose and advocate for changes in agency policies that limit access to services particular subgroups of clients
- Demonstrate perseverance and fortitude in serving all clients, particularly when faced with the slow pace of change and complex impact of oppression on individuals and families
- Demonstrate appropriate advocacy approaches that honor social work values with all people – even those one disagrees with
- Systematically gather data to support claims of discrimination in service delivery and present data to appropriate authorities
- Complete a sustainability assessment and create a plan to promote environmental justice within the agency
- Take tenacious action to effect system level changes to insure rights to resources and services
- Support clients in navigating grievance, legal, or other procedural steps when discrimination occurs including but not limited to referring clients to secure legal aid services when indicated.

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

Micro practitioners understand the importance of using tacit knowledge and wisdom gained from practice in informing research. Micro practitioners use systematic research skills in practice, appreciating the parallels between research and practice.

Micro

practitioners provide the best clinical interventions that take into cognizance the clients' clinical condition as well as preferences and socio-demographic factors. The behaviors associated with this competency for our micro specializations are as follows:

1. Apply practice experience to inform research on interventions with clients;
2. Identify and employ the best available research to implement appropriate interventions.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Develop individualized case plans with measurable goals and objectives based on available literature and experience with clients who had similar problems
- Utilize practice experience to formulate pertinent research questions
- Seek information regarding treatment-related questions in professional literature
- Review scholarly publications and select interventions with demonstrated efficacy
- Research the available scholarship on the agency selected intervention approaches
- Implement single-subject design with a client and evaluate effectiveness of treatment
- Demonstrate understanding of treatment protocols and the impact of variations on validity and reliability for client outcomes

- Critically examine effects and relevance of practice methods with diverse populations. Report outcomes to supervisor and colleagues as appropriate
- Add evaluation results to agency's data collection system
- Communicate and disseminate evaluation results to intended audience
- Assist in conducting assessments of agency interventions based on contemporary scholarship and literature available
- Develop psychoeducational, support, or other groups to address relevant issues affecting clients using literature to guide decision making

Competency 5: Engage in Policy Practice

Micro practitioners advocate on behalf of clients; they understand that agency or government policies can negatively affect clients or that policies may have negative unintended consequences or leave out the most vulnerable and deserving clients. The behaviors associated with this competency for our micro specialization are as follows:

1. Apply policy practice skills including education and advocacy to work with clients;
2. Critically analyze how agency, local, state, federal, and/or global policies affect the wellbeing of clients.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Demonstrate knowledge of local, state, and federal laws and policies that provide funding and mandate boundaries for agency services
- Link federal and state statutes with professional responsibilities regarding confidentiality, e.g., HIPPA, duty to warn, mandated reporting, etc.
- Review and apply agency policies and procedures. Demonstrate understanding of agency's parameters for provision of services to clients
- Research the historical path of policies undergirding service delivery systems to individuals, families, and groups related to maintaining client well-being
- Apply agency policies and procedures to resolve case specific questions and handle case specific situations
- Write a letter to state or national congressperson to advocate for a bill that would benefit agency's client population
- Participate in agency or community task force to develop or improve local services
- Participate in agency task force to develop or improve agency policy
- Incorporate local, state, and national social policies to more effectively help clients resolve psychosocial issues and challenges

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

Micro Practitioners use interpersonal skills, knowledge, cognitive and affective processes in engaging individuals, groups, and families. They understand that human behavior is affected by social and biological factors and that most interventions require knowledge and skills from various disciplines. They are engaged in continuous self-assessment in a reflexive manner; constantly evaluating their value-bases and presumptions and how these affect the therapeutic relationship with individuals, groups, and families. The behaviors associated with this competency for our micro specialization are as follows:

1. Employ interpersonal and contracting skills, and knowledge of human behavior and lifespan development, to engage diverse individuals, groups, and families;
2. Utilize existing interdisciplinary collaborations and inter-professional relationships, and establish prospective ones, that foster effective social work practice;
3. Deeply engage in critical self-reflection to better understand how one's own personal and professional experiences may affect the ability to effectively work with diverse individuals, groups, and families.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Begin where the client or client system is
- Use verbal and non-verbal communication to promote client feeling safe and comfortable during face-to-face interactions
- Listen attentively to clients
- Treat all clients with dignity and respect
- Respond with encouragement, reflection of content, and/or reflection of feelings as appropriate
- Work to accurately grasp feelings and understand circumstances of client(s)
- Convey acceptance and understanding through verbal and non-verbal responses to client(s)
- Apply knowledge of theory and systems pertaining to individuals, families, and small groups to ensure effective and efficient problem-identification and service delivery
- Engage in self-assessment activities and reflection around use of self in the helping relationship
- Utilize inclusive language in oral and written communication

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

Micro practitioners understand the importance of conducting comprehensive and accurate assessment of individuals, families or groups with the most reliable and valid tools. They use their knowledge and cognitive and affective skills in fully understanding the client's presenting issue and how this is related to other relevant factors. They understand that for treatment to be successful, they must negotiate this assessment with their clients and set goals and objectives that the clients understand. The behaviors associated with this competency for our micro specialization are as follows:

1. Accurately conduct a comprehensive bio-psycho-social-spiritual assessment and assess biopsychosocial needs;
2. Accurately assess biopsychosocial needs and diagnose psychopathology using DSM-5 and/or other relevant assessment protocols;
3. Develop appropriate and mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, challenges, risks and protective factors within clients.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Review relevant case or treatment history
- Interview client, family members, and/or other involved professionals as appropriate to gain multiple perspectives of problems and strengths
- Observe and interpret client's non-verbal behavior
- Identify the impact of multiple systems on the client
- Present relevant information in a clear manner in case presentations and supervision
- Clearly define and prioritize clients' presenting problems
- Identify patterns of adaptive and maladaptive behavior
- Identify and provide supporting examples of ego defenses used by a client
- Conduct a mental status examination
- Identify protective factors in families and communities
- Assess clarity of roles and boundaries in a family
- Apply stages of group formation to behaviors exhibited by group members
- Identify both internal and external strengths and resources
- Differentiate between goals and objectives
- Explain case plans in language that clients can understand
- Partner with clients to develop individualized case plans
- Partner with community leaders to develop action plans
- Contract with group members around stated purpose and mutual goals of a particular group
- Formulate clear, measurable goals and objectives in case/treatment plans
- Prioritize most urgent/serious problems for immediate intervention
- Select evidence-based interventions
- Discuss pros and cons of various interventions and partners with clients to select treatment methods
- Link interventions to problems/needs identified in assessment
- Consider how clients' strengths and resources can be used to enhance interventions
- Utilize problem-solving process to formulate strategies
- Consider possible levels of intervention and articulate reasoning behind choice of intervention target(s)
- Engage actively in weekly supervision with Practicum instructor
- Establish a support and trusting relationship with the client or client system in a manner that enhances the content and quality of self-reported information

- Conduct and present biopsychosocial assessments utilizing the DSM-5 and other agency-based assessment protocols
- Use of process recordings to assess problem areas and refine practice approach

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

Micro social workers use all the necessary knowledge and skills in interventions that optimize the well-being of diverse individuals, families, and groups. They appreciate the importance of working in interdisciplinary teams and using social work values while in these teams. Micro social workers are able complete the process of work and termination that empowers clients in reaching the stated goals. The behaviors associated with this competency for our micro specialization are as follows:

1. Develop, choose, and implement collaborative, multi-disciplinary prevention and intervention strategies to effectively enhance the psychosocial functioning and well-being of diverse individuals, families, and groups;
2. Effectively utilize interdisciplinary knowledge, inter-professional collaboration, and advocacy skills to effectively enhance the psychosocial functioning and well-being of diverse individuals, families, and groups;
3. Facilitate effective transitions and endings that advance mutually agreed-on goals with diverse individuals, families, and groups.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Understand parameters of service delivery
- Identify evidence-informed interventions appropriate to client's situation and problem(s)
- Accurately identify clients who are not appropriate for services and acts as broker for appropriate resources
- Comply with treatment protocols established by agency
- Reinforce/bolster areas of adequate psychosocial functioning
- Apply knowledge of progression of mental illness to develop intervention strategies designed to thwart deterioration
- Apply knowledge of family and group development and dynamics to design proactive services
- Apply problem-solving method
- Arranges problems and helps client prioritize steps to reach mutually agreed upon goals
- Help client identify interpersonal strengths as well as network of familial and community resources to address problems
- Negotiate behavioral contract with client
- Utilize collaborative relationships formed with other providers serving same client population to secure needed services
- Participate in multi-agency meetings to address gaps in service delivery and secure services for clients

- Help client resolve disputes with other systems
- Explore options and select appropriate interventions and services in partnership with clients
- Develop case plans with clearly stated time frames for achievement of goals and objectives
- Clearly explain parameters of time-limited services to client during meeting
- Actively plan for termination process with clients by anticipating common responses among clients
- Process own strong emotions concerning termination in supervision
- Assist clients in developing maintenance strategies
- Develop and implement treatment plans to enhance the psychosocial well-being of clients
- Collaborate effectively with others in service delivery
- Effectively communicate and document treatment progress

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

Micro social workers understand that it is important to evaluate the therapeutic relationship with individuals, families, and groups in order to determine intervention effectiveness. They are aware of the power differentials in the therapeutic relationship can affect client outcomes. Micro social workers share evaluation results with relevant parties and use this feedback to improve services. The behaviors associated with this competency for our micro specialization are as follows:

1. Apply practice evaluation methods, including utilizing appropriate evaluation tools, to assess biopsychosocial intervention effectiveness;
2. Apply research skills to the evaluation of how Power, Oppression, Diversity, Advocacy, and Social Justice impact individuals, families, and groups;
3. Assess intervention and practice effectiveness and refine practices accordingly;
4. Communicate evaluation results to the appropriate audience: clients, co-workers, supervisors, administrators.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Study psychometric properties of potential measures and select measures validated with population to be studied
- Understand appropriate use of both quantitative and qualitative designs
- Select culturally sensitive measures
- Select appropriate measures for collecting baseline data regarding identified problem behavior as basis for evaluating change
- Clearly define target problems, objectives, and goals in treatment and case plans
- Consistently document progress or lack of progress toward objectives
- Implement alternative intervention strategies when there is lack of progress toward objectives or goals
- Consider the range of factors that may influence outcomes

- Report outcomes to supervisor and colleagues as appropriate
- Add evaluation results to agency's data collection system
- Communicate and disseminate evaluation results to intended audience

Specialization (Macro) Practice Opportunities by Competency

Competency 1: Demonstrate Ethical and Professional Behavior

Practitioners in macro social work recognize the importance of engaging diverse constituencies in a respectful manner, application of the NASW Code of Ethics, and the constant search for resources and opportunities that is based on a social justice lens.

Practitioners in macro practice recognize their role in teams consisting of diverse stakeholders and the ethical use of the media for macro social work practice. Practitioners in macro social work practice model the ethical and respectful engagement with different stakeholders. The behaviors associated with this competency for our macro specialization are as follows:

1. Demonstrate professional boundaries, roles, and demeanor in macro practice settings and relationships with diverse constituencies;
2. Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision-making principles and frameworks to issues in organizational, community, and/or policy practice;
3. Identify opportunities for social work involvement to engage diverse constituencies in advocating for social justice.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Observe and subsequently debrief professional activities by professional social workers
- Identify all relevant ethical principles that apply to work with a community
- Recognize ethical dilemmas involving conflict between personal and professional values and addresses this during supervision
- Engage in weekly supervision to discuss values clarification and implementation through use of agenda formulation and journaling.
- Evaluate potential impact of ethical decisions at mezzo and macro systems levels
- Distinguish personal from professional self. Refrain from imposing personal value system on others.
- Effectively use feedback to improve practice skills and increase self-awareness
- Identify specific issues and/or situations that create personal discomfort in supervision
- Identify pertinent subsection so of the NASW Code of Ethics as they relate to professional boundaries and with others. Incorporate into professional practice.
- Review agency reports regarding current community issues affecting the agency's population
- Follow news and current events to follow allegations and incidents of unethical behavior in the public sphere; evaluate the impact of communities

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

Practitioners in macro social work are knowledgeable about various forms of past and current forms of discrimination and oppression that impact current relationships with communities and service delivery. Practitioners in macro social work understand that communities and agencies have diverse stakeholders and that this diversity influences organizational culture and operations as well as community functioning. The various dimensions of diversity affect (a) explanations of problems or challenges, (b) assistance-seeking behavior, and (c) practices that enhance change and optimal functioning.

Practitioners in macro social work are culturally-aware and competent. The behaviors associated with this competency for our macro specialization are as follows:

1. Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and/or marginalization and their impact on constituencies;
2. Engage constituencies as experts of their own experiences;
3. Apply self-awareness and self-regulation to manage personal biases and values in working with constituencies to avoid contributing to stereotypes, shaming, and stigmatization.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Journal and discuss with staff about how macro practice addresses the challenges faced by oppressed groups
- Attend and participate in community meetings
- Work with, for, and on behalf of marginalized communities to help to amplify their voices by creating pathways and opportunities for community leadership and shared decision making
- Utilize inclusive language in oral and written communication
- Apply stages of acculturation to understand dynamics of immigrant communities
- Demonstrate awareness of own social identities and how it impacts interactions with communities from diverse backgrounds
- Identify gaps in knowledge and blind spots in working with various social identities. Engage in continuing education to develop specialized knowledge and understanding of the history, traditions, values, family systems, and artistic expressions of major community populations served
- Recognize impact of culture upon trust, problem identification, communication approaches, and in-group/out-group dynamics within communities
- Apply culturally appropriate knowledge of theory and systems pertaining to oppressed populations to ensure optimum service delivery to all communities
- Identify the impact of racism, social and institutional oppression on communities. Engage in restorative practice that promote community well-being and functioning
- Observe, listen, and learn from the world view of colleagues and clients from diverse backgrounds

- Attend cultural/religious activity that is meaningful to the communities served by the agency

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

Practitioners in macro social work understand that all groups and communities should be accorded equal and basic human rights. Macro social workers understand that both access and availability of programs can pose barriers to communities and agencies. Practitioners in macro social work apply frameworks that are rooted in social justice and human rights in helping diverse persons to achieve their goals. The behaviors associated with this competency for our macro specialization are as follows:

1. Advocate on behalf of different constituencies to secure basic human rights, including availability and accessibility of services to meet biopsychosocial needs;
2. Apply human rights and social justice frameworks to navigate cultural practices of diverse constituencies

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Create volunteer projects that are universally designed (i.e. available, accessible, and useable by all people to the greatest extent)
- Assist in grant identification and writing for programs and projects
- Review literature on international promising practices and non-profit organizations in other countries
- Complete a policy analysis
- Participate in board meetings
- Identify macro conditions that perpetuate problems such as lack of low income housing, high unemployment rates, inability to access
- Identify the impact of racism, sexism, ageism, homophobia, etc. on the collective well-being of communities
- Identify barriers to access to services based on social identities categories. Propose and advocate for changes in agency policies that limit access to services particular subgroups of clients
- Demonstrate perseverance and fortitude in working with, for, and on behalf of communities – particularly when faced with the slow pace of change and complex impact of oppression
- Demonstrate appropriate advocacy approaches that honor social work values with all people – even those one disagrees with
- Systematically gather data that communicates and reflects community experiences including discrimination, marginalization, and exclusion. Utilize appropriate procedures and protocols to report findings to appropriate audiences
- Complete a sustainability assessment and create a plan to promote environmental justice within the agency
- Take tenacious action to effect system level changes to insure rights to resources and services

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

Macro practitioners understand the importance of using tacit knowledge and community input in informing research with organization, communities, and in influencing policy. Macro practitioners are knowledgeable about data use and its implications for policies and programs. They interpret data using social work values in order to provide the best services and programs to communities and agencies. The behaviors associated with this competency for our macro specialization are as follows:

1. Apply practice experience to inform research on interventions with constituencies;
2. Identify and employ the best available research to implement appropriate interventions.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Utilize existing scholarship to identify service needs
- Utilize theories, models, and evidence-based knowledge to understand the complexities of macro practice. Synthesize and communicate such information with community stakeholders to shed light on process challenges as they arise.
- Work with agency staff and community members to identify measurable organizational and community related outcomes
- Develop individualized case plans with measurable goals and objectives based on available literature and experience with clients who had similar problems
- Utilize practice experience to formulate pertinent research questions
- Seek information regarding macro practice questions in professional literature
- Review scholarly publications and select macro approaches with demonstrated efficacy
- Research the available scholarship on the agency selected approaches
- Critically examine effects and relevance of approaches with diverse populations. Report outcomes to supervisor and colleagues as appropriate
- Assist in conducting assessments of agency approaches based on contemporary scholarship and literature available
- Utilize literature to inform and guide decision making

Competency 5: Engage in Policy Practice

Macro practitioners advocate on behalf of communities and agencies; they understand that agency or government policies can negatively affect how agencies provide their services and how communities access those services. Macro practitioners understand that policies may be exclusive, have negative unintended consequences, or leave out large segments of the most vulnerable and deserving clients. The behaviors associated with this competency for our macro specialization are as follows:

1. Apply policy practice skills including education and advocacy to work with various constituencies;
Critically analyze how agency, local, state, federal, and/or global policies affect the wellbeing of constituencies.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Educate communities on agency, local, state, and federal policies that impact them
- Empower communities to advocate for themselves by providing information on important issues in accessible ways
- Provide information on community meetings and resources that speak to policies issues and concerns
- Organize voter registration drives and help community members organize to advance their political and economic interest
- Demonstrate knowledge of local, state, and federal laws and policies that provide funding and mandate boundaries for agency services
- Research the historical path of policies undergirding service delivery systems to communities and groups
- Apply agency policies and procedures to resolve specific questions and handle specific situations
- Write a letter to state or national congressperson to advocate for a bill that would benefit agency's client population
- Participate in agency or community task force to develop or improve local services
- Participate in agency task force to develop or improve agency policy

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

Macro Practitioners use skills, knowledge, and social work values in engaging organizations and communities. They understand that human behavior is affected by the environment and that effective work with communities and organizations can benefit from various stakeholders with different knowledge and skills. They are engaged in continuous self-assessment in a reflexive manner; constantly evaluating their value-bases and presumptions and how these affect the change processes with communities and organizations. The behaviors associated with this competency for our macro specialization are as follows:

1. Employ interpersonal and contracting skills, and knowledge of human behavior and lifespan development, to enhance the capacities of diverse groups, organizations, and communities;
 2. Utilize existing interdisciplinary collaborations and inter-professional relationships, and establish prospective ones, that foster effective social work practice with diverse groups, organizations, and communities;
- Deeply engage in critical self-reflection to better understand how one's own personal and professional experiences may affect the ability to effectively work with diverse groups, organizations, and communities.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Apply social, cultural, psychological, biological and behavioral theories, and relevant research findings to practice with groups, organizations, and communities
- Communicate across all systems and settings, using inclusive and appropriate verbal and nonverbal skills
- Engage in opportunities for reflective practice to identify strengths and ongoing needs for improvement in service delivery systems
- Collaborate with clients, colleagues, and other professionals
- Begin where groups, organizations, and communities are
- Use verbal and non-verbal communication to promote welcoming and safe environments for groups, organizations, and communities to engage.
- Listen attentively to groups, organizations, and communities
- Treat all groups, organizations, and communities with dignity and respect
- Work to accurately grasp feelings and understand circumstances of groups, organizations, and communities
- Apply knowledge of theory and systems pertaining to groups, organizations, and communities to ensure effective and efficient problem- identification and service delivery
- Engage in self-assessment activities and reflection around use of self in the helping relationship
- Utilize inclusive language in oral and written communication

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

Macro practitioners understand the importance of conducting comprehensive and accurate community and agency assessments. They use their knowledge, values, and skills in involving key informants in fully understanding the presenting issue and how this is related to other relevant factors. They understand that for agency or community change to be successful, they must negotiate this assessment with the relevant communities and agencies set goals and objectives that the communities and agencies have a buy-in for. The behaviors associated with this competency for our macro specialization are as follows:

1. Accurately conduct an assessment of the assets/capacities and needs/challenges of constituencies;
2. Identify appropriate and mutually agreed-upon goal and objectives based on assessment findings.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Engage in weekly supervision with agency supervisor to identify the strengths and limitations of specific organizations, programs, and communities
- Use various needs assessments and other assessment protocols to identify services gaps in communities

- Attend board and community meetings to hear and understand the concerns of community members and organizations that serve specific communities
- Review local, state, and national social policies that identify and discuss social problems that affect human service organizations and the communities they serve
- Partner with community leaders to develop action plans
- Identify the impact of multiple systems on groups, organizations, and communities

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

Macro social workers use all the necessary knowledge and skills in interventions that optimize the well-being of communities and agencies. They appreciate the importance of working in interdisciplinary teams and with multiple stakeholders. Macro social workers are able complete the process of change in communities and organizations until a goal has been met. The behaviors associated with this competency for our macro specialization are as follows:

1. Develop, choose, and implement collaborative, multi-disciplinary prevention and intervention strategies to enhance capacities of diverse groups, organizations and communities;
2. Effectively utilize interdisciplinary knowledge, inter-professional collaboration, and advocacy skills to enhance capacities of diverse groups, organizations, and communities;
3. Facilitate effective transitions and endings that advance mutually agreed-on goals with diverse groups, organizations, and communities.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Utilize methods of community organization and development to help resolve community problems
- Use methods of administrative practice to help improve the effectiveness and efficiency of human service organizations
- Use methods a macro practice such as lobbying and policy advocacy to bring about desired change
- Work to develop new or improve existing programs to respond effectively to emerging social problems
- Apply knowledge of groups, organizations, and community dynamics to design proactive services
- Utilize collaborative relationships formed with other providers serving same groups, organizations, and community populations to secure needed services
- Participate in multi-agency meetings to address gaps in service delivery and secure services for groups, organizations, and communities
- Help groups, organizations, and communities resolve disputes with other systems

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

Macro social workers understand that it is important to evaluate the outcomes of policies and programs in the community and agencies. They determine the effectiveness of change processes in communities and agencies by using internal or external mechanisms and use these findings for continuous improvement. They are aware of the power differentials that agencies may have in communities and seek to bridge this gaps using social work values and skills. Micro social workers share evaluation results with relevant stakeholders and use these feedbacks to improve services to communities. The behaviors associated with this competency for our macro specialization are as follows:

1. Apply practice evaluation methods, including utilizing appropriate evaluation tools, to the evaluation of diverse types of social systems;
2. Apply research skills to the evaluation of how Power, Oppression, Diversity, Advocacy, and Social Justice impact groups, organizations, communities and public policies;
3. Assess intervention effectiveness and refine practices accordingly;
4. Communicate and/or disseminate evaluation results to the appropriate audience: administrators, community representatives, policy makers.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Add evaluation results to agency's data collection system
- Communicate and disseminate evaluation results to intended audience
- Use research skills to provide evidence-based data for promising practices in mezzo and macro services delivery to groups, organizations, and communities
- Use accurate, effective, and concise written communication to document the implementation of evidence-based mezzo and macro services and their results
- Consider the range of factors that may influence outcomes

Specialization (Integrated) Practice Opportunities by Competency

Competency 1: Demonstrate Ethical and Professional Behavior

Practitioners in integrated social work recognize the importance of engaging diverse constituencies at the micro, mezzo, and macro levels in a respectful manner, application of the NASW Code of Ethics, and the constant search for resources and opportunities that is based on a social justice lens. Practitioners in integrated practice recognize their role in teams consisting of diverse stakeholders and the ethical use of the media for micro, mezzo, and macro social work practice. Practitioners in integrated social work practice model ethical and respectful engagement with different stakeholders. Practitioners in integrated social work:

1. Demonstrate professional boundaries, roles, and demeanor in advanced social work practice and relationships with diverse clients, professionals, and constituencies;

2. Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision-making principles and frameworks to issues specific to micro and macro social work practice;
3. Use reflection, self-regulation, and clinical supervision to manage personal values and maintain professionalism in practice situations;
4. Identify opportunities for social work involvement to engage diverse constituencies in advocating for social justice.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Identify all relevant ethical principles that apply to a specific case or work with a community
- Recognize ethical dilemmas involving conflict between personal and professional values and addresses this during supervision
- Engage in weekly supervision to discuss values clarification and implementation through use of agenda formulation and journaling.
- Evaluate potential impact of ethical decisions at multiple levels (micro, mezzo, macro) Distinguish personal from professional self. Refrain from imposing personal value system on clients and/or communities.
- Effectively use feedback to improve practice skills and increase self-awareness
- Identify specific clients, issues, and/or situations that create personal discomfort in supervision
- Identify pertinent subsection so of the NASW Code of Ethics as they relate to professional boundaries and with individuals, families, and small groups. Incorporate into professional practice.
- Observe and subsequently debrief professional activities by professional social workers
- Review agency reports regarding current community issues affecting the agency's population
- Follow news and current events to follow allegations and incidents of unethical behavior in the public sphere; evaluate the impact of communities

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

Practitioners in integrated social work are knowledgeable about various forms of past and current forms discrimination and oppression that impact current relationships with individuals, groups, and communities and service delivery. Practitioners in integrated social work understand that individuals, groups, families, communities and agencies have diverse stakeholders and that this diversity influences their well-being and functioning. The various dimensions of diversity affect (a) explanations of problems or challenges, (b) assistance-seeking behavior, and (c) practices that enhance change and optimal functioning. Practitioners in integrated social work are culturally-aware and competent. Practitioners in integrated social work:

1. Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and/or marginalization and their impact on clients and constituencies;
2. Engage clients and constituencies as experts of their own experiences;
3. Apply self-awareness and self-regulation to manage personal biases and values in working with clients and constituencies to avoid contributing to stereotypes, shaming, and stigmatization.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Demonstrate awareness of own social identities and how it impacts interactions with clients and communities from diverse backgrounds

- Discuss cultural differences with clients with ease
- Identify gaps in knowledge and blind spots in working with various social identities. Engage in continuing education to develop specialized knowledge and understanding of the history, traditions, values, family systems, and artistic expressions of major client groups served
- Recognize impact of culture upon definition of problems, help-seeking behavior, trust, problem identification, communication approaches, and in-group/out-group dynamics within communities
- Apply culturally appropriate knowledge of theory and systems pertaining to oppressed populations to ensure optimum service delivery to all clients and communities
- Compare agency's programs to those of an agency dedicated to serve a minority group (e.g., women's centers, persons with disabilities, LGBTQ services)
- Identify the impact of racism, social and institutional oppression on clients and communities and engage in restorative practice that promote well-being
- Observe, listen, and learn from the world view of colleagues and clients from diverse backgrounds
- Attend cultural/religious activity that is meaningful to clients and communities served by the agency
- Journal and discuss with staff about how macro practice addresses the challenges faced by oppressed groups
- Attend and participate in community meetings
- Work with, for, and on behalf of marginalized communities in helping to amplify their voices by creating pathways and opportunities for community leadership and shared decision making
- Utilize inclusive language in oral and written communication
- Apply stages of acculturation to understand dynamics of immigrant communities

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

Practitioners in integrated social work understand that all individuals, groups and communities should be accorded equal and basic human rights. Integrated social workers understand that both access and availability of programs can pose barriers to communities and agencies. Practitioners in macro social work apply frameworks that are rooted social justice and human rights in helping diverse persons to achieve their goals. Integrated practitioners:

1. Advocate on behalf of clients and/or constituencies to secure basic human rights, including availability and accessibility of services;
2. Apply human rights and social justice frameworks to navigate cultural practices of diverse clients and/or constituencies.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Identify macro level conditions that perpetuate micro level problems such as lack of low income housing, high unemployment rates, inability to access
- Identify situations in which resources are unequally distributed due to race, ethnicity, age, sex, religious beliefs, etc. and identify the impact on the collective well-being of communities
- Create volunteer projects that are universally designed (i.e. available, accessible, and useable by all people to the greatest extent)

- Assist in grant identification and writing for programs and projects
- Review literature on international promising practices and non-profit organizations in other countries
- Complete a policy analysis
- Participate in board meetings
- Identify barriers to access to services based on social identities categories. Propose and advocate for changes in agency policies that limit access to services particular subgroups of clients
- Demonstrate perseverance and fortitude in working with, for, and on behalf of all clients and communities – particularly when faced with the slow pace of change and complex impact of oppression
- Demonstrate appropriate advocacy approaches that honor social work values with all people – even those one disagrees with
- Systematically gather data that communicates and reflects client and community experiences including discrimination, marginalization, and exclusion. Utilize appropriate procedures and protocols to report findings to appropriate audiences
- Complete a sustainability assessment and create a plan to promote environmental justice within the agency
- Take tenacious action to effect system level changes to insure rights to resources and services
- Support clients in navigating grievance, legal, or other procedural steps when discrimination occurs including but not limited to referring clients to secure legal aid services when indicated.

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

Integrated practitioners understand the importance of using tacit knowledge, client preferences, and community input in informing research with individuals, families, groups, communities and organizations, and in influencing policy. Integrated practitioners are knowledgeable about data use and its implications for practice, service provision, policies and programs. They interpret data using social work values in order to provide the best services and programs to relevant clients. Integrated practitioners:

1. Apply practice experience to inform research on interventions with clients and constituencies;
2. Identify and employ the best available research to implement appropriate interventions.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Utilize existing scholarship to identify service needs
- Utilize theories, models, and evidence-based knowledge to understand the complexities of macro practice. Synthesize and communicate such information with community stakeholders to shed light on process challenges as they arise.
- Work with agency staff and community members to identify measurable organizational and community related outcomes
- Develop individualized case plans with measurable goals and objectives based on available literature and experience with clients who had similar problems
- Utilize practice experience to formulate pertinent research questions

- Seek information regarding macro practice questions and treatment related questions in professional literature
- Review scholarly publications and select macro and intervention approaches with demonstrated efficacy
- Research the available scholarship on the agency selected approaches
- Critically examine effects and relevance of approaches with diverse populations. Report outcomes to supervisor and colleagues as appropriate
- Assist in conducting assessments of agency approaches based on contemporary scholarship and literature available
- Implement single-subject design with a client and evaluate effectiveness of treatment
- Demonstrate understanding of treatment protocols and the impact of variations on validity and reliability for client outcomes
- Add evaluation results to agency's data collection system
- Communicate and disseminate evaluation results to intended audience
- Develop psychoeducational, support, or other groups to address relevant issues affecting clients using literature to guide decision making

Competency 5: Engage in Policy Practice

Integrated practitioners advocate on behalf of individuals, families, groups, communities and agencies; they understand that agency or government policies can negatively affect how agencies provide their services and how clients access those services. Integrated practitioners understand that policies may be exclusive, have negative unintended consequences, or leave out large segments of the most vulnerable and deserving clients. Integrated practitioners use the social work value-base to:

1. Apply policy practice skills including education and advocacy to work with clients and constituencies;
2. Critically analyze how agency, local, state, federal, and/or global policies affect the wellbeing of clients and constituencies.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Educate communities on agency, local, state, and federal policies that impact them
- Empower individuals and communities to advocate for themselves by providing information on important issues in accessible ways
- Provide information on community meetings and resources that speak to policies issues and concerns
- Organize voter registration drives and help community members organize to advance their political and economic interest
- Demonstrate knowledge of local, state, and federal laws and policies that provide funding and mandate boundaries for agency services
- Research the historical path of policies undergirding service delivery systems to individuals, families, communities and groups
- Apply agency policies and procedures to resolve specific questions and handle specific situations
- Write a letter to state or national congressperson to advocate for a bill that would benefit agency's client population

- Participate in agency or community task force to develop or improve local services and policies
- Participate in agency task force to develop or improve agency policy and services
- Link federal and state statutes with professional responsibilities regarding confidentiality, e.g., HIPPA, duty to warn, mandated reporting, etc.
- Review and apply agency policies and procedures. Demonstrate understanding of agency's parameters for provision of services to clients
- Incorporate local, state, and national social policies to more effectively help clients resolve psychosocial issues and challenges

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

Integrated Practitioners use skills, knowledge, and social work values in engaging individuals, groups, and families, organizations and communities. They understand that human behavior is affected by the environment and that effective work with various clients benefits from various stakeholders with different knowledge and skills. They are engaged in continuous self-assessment in a reflexive manner; constantly evaluating their value-bases and presumptions and how these affect the change processes with their clients at the micro, mezzo, and macro levels. They:

1. Employ interpersonal and contracting skills, and knowledge of human behavior and lifespan development, to enhance the capacities of diverse individuals, families, groups, organizations, and communities;
2. Utilize existing interdisciplinary collaborations and inter-professional relationships, and establish prospective ones, that foster effective social work practice with diverse individuals, families, groups, organizations, and communities;
3. Deeply engage in critical self-reflection to better understand how one's own personal and professional experiences may affect the ability to effectively work with diverse individuals, families, groups, organizations, and communities.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Begin where the clients, groups, organizations, and communities are
- Use verbal and non-verbal communication to promote welcoming and safe environments for individuals, groups, organizations, and communities to engage.
- Listen attentively to clients, groups, organizations, and communities
- Treat all clients, groups, organizations, and communities with dignity and respect
- Respond with encouragement, reflection of content, and/or reflection of feelings as appropriate
- Work to accurately grasp feelings and understand circumstances of clients, groups, organizations, and communities
- Convey acceptance and understanding through verbal and non-verbal responses to client(s)
- Apply knowledge of theory and systems pertaining to individuals, families, small groups, organizations, and communities to ensure effective and efficient problem-identification and service delivery
- Engage in self-assessment activities and reflection around use of self in the helping relationship
- Utilize inclusive language in oral and written communication
- Apply social, cultural, psychological, biological and behavioral theories, and relevant research findings to practice with groups, organizations, and communities
- Communicate across all systems and settings, using inclusive and appropriate verbal and nonverbal skills

- Engage in opportunities for reflective practice to identify strengths and ongoing needs for improvement in service delivery systems
- Collaborate with clients, colleagues, and other professionals

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

Integrated practitioners understand the importance of conducting comprehensive and accurate assessments with individuals, families, groups, communities, and agencies. They use their knowledge, values, and cognitive skills in involving key informants in fully understanding presenting issues and how these issues are related to other relevant factors at the micro, mezzo, or macro levels. They understand that for individuals, families, groups, agencies, or community change to be successful, they must negotiate this assessment with the relevant stakeholders and set goals and objectives that the clients have a buy-in for.

They:

1. Accurately conduct a comprehensive bio-psycho-social-spiritual assessment and assess biopsychosocial needs;
2. Accurately conduct a comprehensive assessment of the assets/capacities and needs/challenges of constituencies using secondary and/or primary data sources;
3. Develop appropriate and mutually agreed-on intervention or program goals and objectives based on the critical assessment of strengths/capacities, challenges/needs, risks and protective/supportive factors within clients or among constituencies.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Engage in weekly supervision with agency supervisor
- Use various needs assessments and other assessment protocols to identify services gaps in communities
- Attend board and community meetings to hear and understand the concerns of community members and organizations that serve specific communities
- Review local, state, and national social policies that identify and discuss social problems that affect human service organizations and the communities they serve
- Partner with community leaders to develop action plans
- Identify the impact of multiple systems on individuals, groups, organizations, and communities
- Review relevant case or treatment history
- Interview client, family members, and/or other involved professionals as appropriate to gain multiple perspectives of problems and strengths
- Observe and interpret client's non-verbal behavior
- Present relevant information in a clear manner in case presentations and supervision
- Clearly define and prioritize clients' presenting problems
- Identify patterns of adaptive and maladaptive behavior
- Identify and provide supporting examples of ego defenses used by a client
- Conduct a mental status examination
- Identify protective factors in families and communities
- Apply stages of group formation to behaviors exhibited by group members

- Identify both internal and external strengths and resources
- Differentiate between goals and objectives
- Explain case plans in language that clients can understand
- Partner with clients to develop individualized case plans
- Partner with community leaders to develop action plans
- Contract with group members around stated purpose and mutual goals of a particular group
- Formulate clear, measurable goals and objectives in case/treatment plans
- Prioritize most urgent/serious problems for immediate intervention
- Select evidence-based interventions
- Discuss pros and cons of various interventions and partners with clients to select treatment methods
- Link interventions to problems/needs identified in assessment
- Consider how clients' strengths and resources can be used to enhance interventions
- Utilize problem-solving process to formulate strategies
 - Consider possible levels of intervention and articulate reasoning behind choice of intervention target(s)
- Establish a support and trusting relationship with the client or client system in a manner that enhances the content and quality of self-reported information
- Conduct and present biopsychosocial assessments utilizing the DSM-5 and other agency-based assessment protocols
- Use of process recordings to assess problem areas and refine practice approach

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

Integrated social workers use all the necessary knowledge and skills in interventions that optimize the well-being of individuals, families, groups, communities and agencies. They appreciate the importance of working in interdisciplinary teams and with multiple stakeholders. Integrated social workers are able complete the process of change in individuals, families, groups, communities, and organizations until the set goals have been met. They:

1. Develop, choose, and implement collaborative, multi-disciplinary prevention and intervention strategies to effectively enhance capacities and well-being of diverse individuals, families, groups, organizations and communities;
2. Effectively utilize interdisciplinary knowledge, inter-professional collaboration, and advocacy skills to effectively enhance capacities and well-being of diverse individuals, families, groups, organizations, and communities;
3. Facilitate effective transitions and endings that advance mutually agreed-on goals with diverse individuals, families, groups, organizations, and communities.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Utilize methods of community organization and development to help resolve community problems
Use methods of administrative practice to help improve the effectiveness and efficiency of human service organizations
- Use methods a macro practice such as lobbying and policy advocacy to bring about desired change

- Work to develop new or improve existing programs to respond effectively to emerging social problems
- Apply knowledge of family, groups, organizations, and community dynamics to design proactive services
- Utilize collaborative relationships formed with other providers serving same clients, groups, organizations, and community populations to secure needed services
- Participate in multi-agency meetings to address gaps in service delivery and secure services for individuals, groups, organizations, and communities
- Help individuals, groups, organizations, and communities resolve disputes with other systems
- Understand parameters of service delivery
- Identify evidence-informed interventions appropriate to client's situation and problem(s)
- Accurately identify clients who are not appropriate for services and acts as broker for appropriate resources
- Comply with treatment protocols established by agency
- Reinforce/bolster areas of adequate psychosocial functioning
- Apply knowledge of progression of mental illness to develop intervention strategies designed to thwart deterioration
- Apply problem-solving method
- Arranges problems and helps client prioritize steps to reach mutually agreed upon goals
- Help client identify interpersonal strengths as well as network of familial and community resources to address problems
- Negotiate behavioral contract with client
- Explore options and select appropriate interventions and services in partnership with clients
- Develop case plans with clearly stated time frames for achievement of goals and objectives
- Clearly explain parameters of time-limited services to client during meeting
- Actively plan for termination process with clients by anticipating common responses among clients
- Process own strong emotions concerning termination in supervision
- Assist clients in developing maintenance strategies
- Develop and implement treatment plans to enhance the psychosocial well-being of clients
- Collaborate effectively with others in service delivery
- Effective communication and documentation of treatment progress

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

Integrated social workers understand that it is important to evaluate the therapeutic relationship with individuals, families, groups, communities, and organizations in order to determine intervention effectiveness. They are aware of the power differentials in the therapeutic relationship or change process that can affect client outcomes. Integrated social workers share evaluation results with relevant parties and use this feedback to improve services. They:

Apply practice evaluation methods, including utilizing appropriate evaluation tools, to the evaluation of diverse types of social systems;

1. Apply research skills to the evaluation of how Power, Oppression, Diversity, Advocacy, and Social Justice impact individuals, families, groups, organizations, communities and public policies;
2. Assess intervention and practice effectiveness and refine practices accordingly;
3. Communicate evaluation results to the appropriate audience.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Study psychometric properties of potential measures and select measures validated with population to be studied
- Understand appropriate use of both quantitative and qualitative designs
- Select culturally sensitive measures
- Select appropriate measures for collecting baseline data regarding identified problem behavior as basis for evaluating change
- Clearly define target problems, objectives, and goals in treatment and case plans
- Consistently document progress or lack of progress toward objectives
- Implement alternative intervention strategies when there is lack of progress toward objectives or goals
- Consider the range of factors that may influence outcomes
- Report outcomes to supervisor and colleagues as appropriate
- Add evaluation results to agency's data collection system
- Communicate and disseminate evaluation results to intended audience
- Use research skills to provide evidence-based data for promising practices in mezzo and macro services delivery to groups, organizations, and communities
- Use accurate, effective, and concise written communication to document the implementation of evidence-based mezzo and macro services and their result

Selection of Student Learning Experiences

Selection of Learning Experiences

The following is a list of learning experiences to help stimulate thinking about identifying learning experiences for social work students. This list is not exhaustive, some of the items may not apply to your setting, and there may be additional learning opportunities unique to your specific agency/ organization or area of practice to consider.

[Adapted from S. J. Wilson (1981). *Practicum Instruction: Techniques for Supervisors*. NY: Free Press.]

1. Read case records, committee meeting minutes, and agency reports/ newsletters/web page
2. Read journal articles and review websites pertaining specifically to the agency/organization or area of practice
3. Observe the Practicum supervisor or other appropriate agency personnel in interactions with clients, colleagues, and other community organizations. Prepare a summary or assessment of the interaction. Write an assessment of the client.
4. Listen to a tape-recorded interaction or lecture or watch an audio-visual presentation. Prepare a critique for discussion.

5. Attend a meeting (e.g., staff/team, agency committee, agency board, community group). Take notes on the dynamics of the discussion. Provide a written summary of the content.
6. Visit the agency in the evening or on weekends to observe agency activities during these “off-hour” times.
7. Audio or video-tape an interaction with a client. Review and critique it.
8. Interview the Practicum supervisor and take a social history. Discuss the interview process.
9. Sit in the waiting area and observe the atmosphere, behaviors of individuals, and interactions between clients and staff.
10. Be responsible for a caseload of clients (number assigned may vary based on responsibilities involved and School of Social Work requirements). Conduct interviews with clients and provide direct services.
11. Visit other community agencies and organizations (e.g., referral sources, collaborative partners).
12. Attend a court hearing.
13. Attend related professional workshops, seminars, and lectures in the community.
14. Attend in-service staff development programs.
15. Prepare an in-service staff development program.
16. Co-facilitate or lead a group. Participate in the pre-planning.
17. Co-facilitate or lead a meeting. Participate in the pre-planning.
18. Go out on home visits. Conduct or participate in the interview.
19. Take on-call (after hours) responsibilities.
20. Role play with the Practicum supervisor to try out new skills and techniques.
21. Participate in orienting new students or staff to the agency/organization.
22. Keep a daily log of experiences and reactions to them. Use a critical thinking approach in reflecting on the experiences.
23. Prepare a process recording of an individual interaction, group session, meeting, or telephone contact.
24. Participate in a one-way mirror observation as an observer or as a subject.

25. Interview administrators, managers, or other staff to gather specific information about their roles.
26. Assist in writing or revising the agency's policy and procedures manual.
27. Assist in writing or revising the agency's manual/resource file for student interns.
28. Assist in gathering information for and prepare an annual program or agency budget.
29. Develop, or assist in developing, a grant proposal.
30. Identify new funding opportunities.
31. Assist in writing a newsletter. Prepare a web page item.
32. Assist with a marketing or public relations project.
33. Participate on an agency committee to plan an event (e.g., fund-raising, educational workshop, community activity).
34. Develop outcome measures for a program or special project.
35. Design and conduct a research project.

Don't forget your "wish list" of activities you have on your *Things To Do* list (written or otherwise) that could match well with the student's competencies/practice behaviors. These activities may be great learning opportunities for the student. For example, that coalition meeting you never have time for may be perfect for your student. Perhaps your student can update the agency's community resources directory. What about those clients who need a follow-up phone call after having received services from your agency? Even within the parameters of competencies/practice behaviors, you can be creative in identifying learning experiences for the social work intern.

Methods of Student Evaluation

Knowing what one needs to learn is an obvious prerequisite to achieving professional mastery. The student achieves such mastery through engagement in self-assessment and the Practicum Instructor's assessment, and subsequent written evaluation, of the student's abilities and performance. It is important for the Practicum Instructor to have a sense of the knowledge and skills a student brings to the Practicum placement. The initial challenge to the Practicum Instructor is figuring out the student's level of competence at the beginning of the Practicum placement. Students come with a range of experiences and nothing should be assumed or predetermined prior to the student's arrival at the practicum site. In addition, the amount of experience alone does not guarantee competency. Therefore, each student should have an individualized baseline assessment. From this baseline data, the Practicum Instructor and student can develop a plan to provide learning opportunities that fit with the individual student.

Methods of Evaluation

Evaluation of student performance is an ongoing, interactive process between student and supervisor culminating in an end-of-semester written evaluation. For a fair and complete assessment of student performance, the Practicum instructor should employ a variety of measures along with the repetition of such measures. This approach will increase accuracy and fairness in evaluating student performance and provide the Practicum instructor with more opportunities to offer professional direction, guidance, and specific feedback. Listed below are methods of evaluation that can be made use of over the course of the Practicum placement to evaluate the student's performance as related to the educational outcomes in the learning plan and the final evaluation instrument. Outlines for some of these assignments can be found in Appendix C. Methods of evaluation include (but are not limited to):

2. Observation

Direct observation of a student allows for direct assessment on all aspects of a student's interviewing skills. While students may feel uncomfortable at this prospect, most realize that it is an invaluable opportunity to gain feedback. One suggestion is to phase in observation by starting with the student observing the Practicum instructor and processing what took place, then conducting a joint interview followed by discussion, and, finally, the Practicum instructor observing the student conducting an interview.

3. Role Play

Simulating placement-specific situations can be used to identify the student's strengths and weaknesses. A role play can be used to deal with challenges and obstacles that confront a student in practice. For a role play to be most beneficial, it should be carefully planned and structured. Some Practicum instructors use role play situations to develop benchmarks for specific skills and to determine assignment of student tasks.

4. Case/Task Summary

The student's ability to apply social work knowledge, skills, and values to practice can be assessed through a written case/task summary. Multiple summaries over time offer an opportunity to view how the student gathers and organizes information, makes assessments, sets goals, and identifies appropriate interventions. Through a written summary, the student's writing abilities, familiarity with professional style, and ability to be clear and concise while highlighting significant data can be demonstrated. A case/task summary may be required agency practice or requested specifically by the Practicum instructor as a method of student evaluation.

5. Process Recording

This type of recording is specifically used for teaching purposes. Most of the time it is not placed in agency records. The process recording is a verbatim documentation of an interaction between the student and a client or a transaction between the student and another worker (e.g., information gathering on a project). It requires the student to write down both the verbal

and non-verbal communications of the student's interactions along with the student's reflections and analysis. Although somewhat tedious, the process recording is a very effective method for assessing the student's professional skills, knowledge, and values. The student engages in self-assessment and, in addition, receives feedback from the Practicum instructor. Two or three process recordings per semester are suggested.

6. **Video/Audio Taping**

The use of video and audio taping allows for an extensive evaluation of the student's performance by the supervisor and provides an opportunity for self-evaluation. Both strengths and weaknesses can be identified. A student may be asked to submit a self-evaluation with the actual tape prior to the supervisor's critique. Clearly, Practicum instructors must be selective about the transactions students are allowed to tape. The student must follow agency protocol in securing client permission to video or audiotape. Such protocol must include the acknowledgement of voluntary client participation in taping with continuation of receiving services not contingent upon participating, the educational purposes of taping, and tape disposal.

7. **Forms, Reports, Professional Letters, and Additional Disseminated Materials** A student's ability to write clearly and professionally, retrieve information from a variety of sources, and organize material in writing is intrinsic to the process of evaluating a student's performance. It is helpful to offer opportunities for the student to write, in full or in part, court reports, grants, reports to funding sources, intakes, newsletter articles, program/agency descriptions for brochures/websites, informational handouts for clients, letters, etc. Although Practicum instructors may be able to complete forms by rote, this is a new task for the student. Having the student fill out forms can provide the Practicum instructor with information about the student's knowledge of the agency, ability to gather data, basic writing skills, and ability to focus on purpose of the task.

8. **Written Assignments**

In addition to the variety of written items as part of routine agency practice, the Practicum instructor may ask the student to complete a written assignment in order to assess the student's knowledge, values, and/or skills. Such assignments may be in addition to any assignments the student must complete for Practicum seminar. A student and Practicum instructor may agree to use a required Practicum seminar assignment (e.g., agency summary, critiques of articles, daily/weekly logs, process recording) for evaluation purposes as well.

9. **Staff Presentation**

The student's ability to gather, organize, and verbally present information can be evaluated through the student's participation in agency meetings (e.g., staff, program, committee) and community opportunities (e.g., meetings, special events/projects, collaboratives). As an active participant, the student is not only able to increase his/her understanding of the agency,

the community, and their interrelatedness, but is able to enhance his/her sense of professional self and connection to the agency.

10. Supervisory Conference

Weekly formal supervision enables the student to process his/her tasks and Practicum experiences on a regular basis. Initially, the Practicum instructor may set the structure for the supervisory conference, but eventually the student should take on more responsibility in preparing an agenda and identifying challenging situations. Through the supervisor's support and constructive criticism, there should be evidence of the student's professional growth. It is recommended that both the supervisor and the student maintain written summaries of supervisory sessions to be used in completing the student's final written evaluation.

11. Feedback from Others

Most students have the opportunity to work with agency staff in addition to the primary Practicum instructor. Some students may be assigned task supervisors. Other students may work on a joint project with a professional from another agency. In any case, a student will benefit from being given the opportunity to work with others, each with his/her own professional style. In addition, feedback from these other professionals can be useful in assessing student performance. The Practicum instructor should build in a mechanism for obtaining such feedback.

12. Student Self-Report

The student's ability to recognize his/her strengths and limitations, personal biases/prejudices, and areas of professional growth are critical to the educational process. The final evaluation form may be used as a pre- and post-test measure to observe how the student evaluates his/her performance over time in the Practicum placement. The supervisor may ask the student for a written self-assessment separate from the final evaluation.

Evaluating Student Learning

Generalist and specialization practicum provide opportunities for students to test and apply theories learned in the classroom in the nine competency areas. Practicum also provides the arena in which students practice and demonstrate values and ethics, and apply the various theories, models, and evidence-based knowledge to the maintenance and enhancement of client and community well-being. While the competencies to be mastered in the practicum are the same for the generalist and specialization levels of study, they are differentiated by the depth, breadth, and ability of the practicum students to understand and differentially apply theories to practice situations. The student's learning plan is built upon the competencies and behaviors. The faculty liaison and Practicum instructor maintain ongoing dialogue regarding the progress the student is making, using the learning plan as a primary

guide for relevant dimensions of knowledge, skills, values, and cognitive affective processing associated with mastery of each of the nine competencies and associated behaviors.

The Practicum Education Office provides Practicum Instructors the following suggestions for establishing a baseline assessment of the student's abilities:

- Have the student write a brief summary of their strengths and weaknesses
- Have the student observe the Practicum instructor in practice—discuss the student's observations about the client, the problem situation, assessment and intervention, social work roles, values and ethics, etc.
- Have the student write a summary of an observed engagement between client and Practicum instructor
- Observe the student's practice of beginning-level tasks and activities
- Assess the student's verbal communication skills through role play situations
- Assess the student's written communication skills through case summary, letter, meeting notes, etc. using the format and communication conventions required by the agency

Supervision

Typically, Practicum Education instruction of students occurs through a variety of styles and methods, including formal conference time with the Practicum Instructor, group of team supervision, demonstration, coaching, and team meetings. The choice of which activity best fits the student and the assignments are left to the Practicum Instructor. However, the pattern of instruction must be by design and minimum contact time must be established. The School requires a minimum of one hour of supervision per week, but recommends more. The plan should bear a direct relationship to the competencies/practice behaviors of the relevant Practicum Education course statement and the student's goals as expressed in the educational agreement. This appendix provides some descriptions of activities that can be used in the supervisory session.

The student is expected to take a proactive stance in regard to the use of instructional time. This can mean formulating questions, topics, and/or agendas and any relevant written materials (such as case notes or reports or drafts) for Practicum instruction conferences or meetings. The following pages provide some ideas on how to assess the student, suggests possible learning activities, and describes some ways to evaluate competence. Descriptions for some of these assignments can be found in Appendix C.

Mid-and End of Practicum Evaluations of Student

Evaluation and feedback are integral components to a student's growth and development. Each semester, the Practicum Instructor is responsible for evaluating the student intern in regard to the mastery of the social work competencies, as displayed through the delegated practicum tasks. The semester evaluation requires the Practicum Instructor to provide a measure of the student's progress, written feedback, and a letter grade for the semester. This evaluation is a significant factor in the student's grade for the practicum course.

Practicum Instructors work closely with students to evaluate in an ongoing and iterative way. Formalized evaluation mechanisms are included in the experiential learning encounter at the conclusion of the first in the two-semester sequence and a cumulative evaluation of the student at the conclusion of the second semester in placement. The final Practicum instructor evaluation (Volume III Appendix - Supplemental Document) of the student addresses student level of attainment in all nine CSWE competency areas. The evaluation tool identifies each competency affiliated behavior that demonstrates mastery of the broader competency. Practicum Instructors rate the student’s ability to perform each of the behaviors using a five-point Likert scale. The rating scale is as follows:

- 1 – Very low level of competence
- 2 – Low level of competence
- 3 – Adequate level of competence
- 4 – High level of competence
- 5 – Very high level of competence
- NA – Not applicable

A rating of 3 is equivalent to adequate competency. Practicum instructors complete the written evaluation and meet with the student and faculty Practicum liaison to review. During this meeting, the student is provided with feedback designed to celebrate competency attainment, highlight challenge areas, and ultimately support students in the demonstration of gains in each of the nine competency domains.

Additionally, for generalist students the integrative practicum seminar provides an additional opportunity for evaluation of student performance in the practicum agency on the basis of knowledge, skills, values, and cognitive affective processing articulated and demonstrated in classroom discussions, case presentations, agency analysis, sharing of agency information, and maturity/discernment evidenced in discussion of decision making when working with clients or situations.

The School strongly encourages Practicum Instructors to review the evaluation with the student. The feedback provided through the evaluation and discussion with the student are essential components to their growth and development as a professional social worker.

Essential Supervisory Methods

Method	Description	Purpose
<i>Supporting</i>	<i>Nurtures, encourages, grows strengths, contains anxiety, and provides emotional support</i>	Reduce anxiety; enables risk-taking; encourage honest reflection and introspection; allow for external confidence and support to be internalized.
<i>Instructing</i>	<i>Directly supplies knowledge and skill and directly and indirectly models purposefully and consistently</i>	Provide clear guidance, course of action, and rationale in advance.

<i>Coaching</i>	<i>Conducts observations at scheduled intervals and provides effective feedback to improve performance</i>	Establish authentic appraisal of actual practice; provide behaviorally specific clarity about what to continue doing, how to improve, and why.
<i>Thought Developing</i>	<i>Invites or calls forth discovery, inquiry, and problem-solving; opens up new line of inquiry; asks exploratory and/or Socratic questions; facilitates connection to ethics, theories, evidence, and professional knowledge base</i>	Promote reflection and integration of new perspectives or ways of thinking or making meaning; link to professional knowledge base; develop independent judgment.
<i>Administrating</i>	<i>Assigns work, sets goals, and sets standards; provides summative evaluation feedback that is fair, reasonable, and accurate; reviews and completes documentation</i>	Plan out the time arc of development from orientation, to assessment, to evaluation; monitor progress and development over time.
<i>Confronting</i>	<i>Helps to point out discrepancies, contradictions, and/or areas of concern which need attention; addresses unprofessional conduct; degrees of subtlety may vary.</i>	Develop supervisee insight when self-reflection fails; asserts standard of care and practice; protects consumers of social work services.

Content courtesy of Greg Merrill (2018), Berkeley Social Welfare

² Adapted from Stoltenberg in Chapter 3 of Casebook for Clinical Supervision: A Competency-Based Approach (eds. Carol A. Falendar and Edward P. Shafranske, 2004).

Supervisory Method: Individual Conference

FORMAT: Individual Conference

MATERIALS: Written materials on practice situation:

May be case materials (summary of situation and/or session(s), verbatim process recording of interaction(s), psychosocial summary, intake or assessment information, genograms, ecomaps, etc.) OR

Summary of group, community, or organizational practice situation, OR

Reflection exercise, critical incident report, communication skills checklist, OR

Taped recording of client interaction, AV or Audio playback

FOCUS: May vary: May focus on analysis of practice situation, planning or of interventions, outcome evaluation, or tracking of interpersonal communication and/or intervention skills.

FEATURES:

- Conducted according to a regular schedule of planned sessions, providing follow-through in intervening time and to next session.
- Involves preparation by both student and instructor, e.g. materials should be prepared and submitted in advance for instructor to review before the conference.
- Consistent with adult learning/self-directed inquiry, giving student opportunity for self- assessment, assisted by consultation with instructor.
- Quality control: Instructor has direct access to the student's work.
- Can be used to supervise practice at all levels (individual, family, community).
- Can utilize a wide range of process materials/methods.
- Provides direct feedback designed to improve understanding and performance.

LIMITATIONS:

- Vulnerable to the power differential between instructor and student and can feel threatening to the student.
- Limited by the quality of the preparation of the written materials and preparation of the participants.

Supervisory Method: Clinical Case Conference

FORMAT: Individual or Group Conference

MATERIALS: Written materials on practice situation:

May be case materials (summary of situation and/or session(s), verbatim process recording of interaction(s), psychosocial summary, intake or assessment information, genograms, ecomaps, etc.) OR

Summary of group, community, or organizational practice situation, OR

Reflection exercise, critical incident report, communication skills checklist, OR

Taped recording of client interaction, AV or Audio playback

FOCUS: May vary: May focus on analysis of practice situation, planning or of interventions, outcome evaluation, or tracking of

interpersonal communication and/or intervention skills. Choices about materials prepared should be determined by questions for which the consultation/supervision is sought (see attached outline for questions that may be raised in the Case Conference.)

FEATURES:

- Presentation is organized, focused.
- Involves preparation by student, other group members, and instructor, e.g. materials should be prepared and submitted in advance for supervisor and other group members to review before the conference.
- Consistent with adult learning/self-directed inquiry, giving student opportunity for framing questions, focusing the presentation.
- Quality control: Supervisor has direct access to the student's work.
- Can utilize a wide range of process materials/methods for case material (see attached guidelines for case presentations.)

LIMITATIONS:

- Student must risk and can be vulnerable to power differential in supervisory relationship.
- Limited by the quality of the preparation of written materials and preparation of the participants.

POTENTIAL QUESTIONS IN CASE DISCUSSIONS

Adapted in part from Munson's Clinical Social Work Supervision, 2nd Edition (1993), and expanded by Kathryn Thompson, (1996).

- 1) What are your impressions of this client and the client's "world"? What do you like about the client? What do you see as the client's strengths? What is unique, impressive, or interesting about the client?
- 2) How does the client want their life to be different? What does the client want to change? What does the client want instead of what is happening now?
- 3) How do you think the client sees you? What do you think the client is wanting or expecting from you (in general and in specific interactions)? How do you want the client to perceive you?
- 4) What is the dominant feeling you have about this client when you are anticipating seeing the client, when you are with the client, or when you are thinking about the client? What does that tell you about your "beliefs" about the client or your relationship with the client?
- 5) Theoretically, what are the ideas that are shaping the way you see this client and your interventions in this session (or in general) with the client? What do you know and what do you need to know in order to understand the situation better and to develop some alternative hypotheses and plans?

- 6) What are the dominant patterns in this case: patterns of personality or behavior? Life events? Interaction with others? Interaction in the session?
- 7) What was the major focus, dominant theme, and subtext of this session? What are some alternative meanings you can imagine for these?
- 8) What are you wanting the client to do or not do? What are you wanting to happen next? What can you imagine as the next small step for the client in getting “on track” toward the goals you have set together?
- 9) What are you going to do next with this case and what ideas underpin your plans? How might your plans empower or threaten to disempower the client? What meanings might the client give to your plans and how will you identify cues for those meanings?

Supervisory Method: Role Play

FORMAT:	Individual conference most frequently but may be adapted for Group Conference.
MATERIALS:	Appropriate space: private area with limited distractions, protected from intrusions while role play is in progress.
FOCUS:	Instructor and student’s co-creation of possibilities in practice situation through rehearsal of potential interaction, skill-building for student, the “voice” of the client or others in the role play situation.

FEATURES:

- Requires comfort with spontaneity, risk taking, and imagination of instructor and student
- Requires relationship of trust between instructor and student
- May provide launching point for discussion of broad range of professional issues
- Encourages student to think “on his/her feet”
- Providing rehearsal desensitizes student to taboo topics that may be anxiety-producing for student to broach with client (or others)
- Encourages student to try out new possibilities
- Encourages application of theories, methods (moving concepts from descriptive to application/integration levels of knowing)
- Engages affective and psychomotor as well as cognitive domains of learning
- Bring the client’s “voice” actively and vividly into the supervisory session
- Encourages and intensifies identification with and empathy for the client’s world, feelings, and perspective

LIMITATIONS:

- Student must risk and be vulnerable to having instructor learn about ideas, concerns, questions, and (often) about issues troubling to the student
- Student’s ability to think and process information beyond the descriptive level

Level	Motivation	Autonomy	Self and Other Awareness
1: Novice	Motivated	Dependent: Need for Structure	Cognitive: Limited Self-Awareness Affective: Performance Anxiety
2: Intermediate	Fluctuates between high and low, confident and lacking confidence	Dependency-Autonomy conflicts; rotates between assertive vs. compliant stances	Cognitive: Focus on client; understanding client's perspective Affective: empathy possible; also over identification
3: Advanced	Stable; doubts not immobilizing; professional identity is primary focus	Conditional dependency; mostly autonomous	Cognitive: Accepting and aware of strengths and weakness of self and client Affective: aware of own reactions and remains empathic <i>and yet able to appropriately challenge client</i>
3i: Expert	Stable across domains; professional identity established; <i>working on deeper mastery; developing supervision, teaching and leadership skills; conducting research</i>	Autonomous across domains; <i>occasional need for consultation</i>	Personalized understanding crosses cognitive and affective domains; adjusted with experience and age; <i>danger of becoming "rote" or feeling "I know it all", growing detached and disconnected</i>

Content courtesy of Greg Merrill (2018), Berkeley Social Welfare

APPENDIX D - NASW CODE OF ETHICS

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values that inform social work practice.
- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the Practicum to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable

differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency- based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, “technology-assisted social work services” include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the

Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.* Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.
- (f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.
- (g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.
- (h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
- (i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.
- (d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.
- (e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
- (d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.
- (e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
- (f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers-- not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social

workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.08 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, Practicum instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or Practicum instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or Practicum instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or Practicum instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and Practicum instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student Practicum placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

- (a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
- (b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

- (a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.
- (b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being,

privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

APPENDIX E - NASW CULTURAL COMPETENCE

Standard 1. Ethics and Values Social workers shall function in accordance with the values, ethics, and standards of the NASW (2008) Code of Ethics. Cultural competence requires self-awareness, cultural humility, and the commitment to understanding and embracing culture as central to effective practice.

Standard 2. Self-Awareness Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.

Standard 3. Cross-Cultural Knowledge Social workers shall possess and continue to develop specialized knowledge and understanding that is inclusive of, but not limited to, the history, traditions, values, family systems, and artistic expressions such as race and ethnicity; immigration and refugee status; tribal groups; religion and spirituality; sexual orientation; gender identity or expression; social class; and mental or physical abilities of various cultural groups.

Standard 4. Cross-Cultural Skills Social workers will use a broad range of skills (micro, mezzo, and macro) and techniques that demonstrate an understanding of and respect for the importance of culture in practice, policy, and research.

Standard 5. Service Delivery Social workers shall be knowledgeable about and skillful in the use of services, resources, and institutions and be available to serve multicultural communities. They shall be able to make culturally appropriate referrals within both formal and informal networks and shall be cognizant of, and work to address, service gaps affecting specific cultural groups.

Standard 6. Empowerment and Advocacy Social workers shall be aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Social workers should also participate in the development and implementation of policies and practices that empower and advocate for marginalized and oppressed populations.

Standard 7. Diverse Workforce Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and organizations to ensure diversity within the profession.

Standard 8. Professional Education Social workers shall advocate for, develop, and participate in professional education and training programs that advance cultural competence within the profession. Social workers should embrace cultural competence as a focus of lifelong learning.

Standard 9. Language and Communication Social workers shall provide and advocate for effective communication with clients of all cultural groups, including people of limited English proficiency

or low literacy skills, people who are blind or have low vision, people who are deaf or hard of hearing, and people with disabilities (Goode & Jones, 2009).

Standard 10. Leadership to Advance Cultural Competence Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

The full *NASW Standards and Indicators for Cultural Competence in Social Work Practice* document is available for download at:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>

APPENDIX F - SAMPLE MEMORANDUM OF UNDERSTANDING

MEMORANDUM OF UNDERSTANDING CONCERNING AFFILIATION OF STUDENTS FOR SOCIAL
WORK PRACTICUM

This is a Memorandum of Understanding on the part of _____, hereinafter referred to as "Facility," and the Board of Regents of the University System of Georgia by and on behalf of the University of Georgia School of Social Work, hereinafter referred to as "University."

A. PURPOSE.

1. The purpose of this Memorandum of Understanding is to guide and direct the parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality practicum learning experience for students in the University's School of Social Work, while at the same time enhancing the resources available to the Facility for the providing of services to its clients.
2. Neither party intends for this Memorandum to alter in any way their respective legal rights or their legal obligations to one another, to the students and faculty assigned to the Facility, or as to any third party.

B. GENERAL UNDERSTANDING:

1. The courses of instruction (i.e. social work practicum) to be provided will be of such content and cover such periods of time as may from time to time be mutually agreed upon by the University and the Facility. The starting and ending date for each program shall be agreed upon at least one month before the program commences.
2. The number of students designated for participation in a practicum education program will be mutually determined by agreement of the parties, and may at any time be altered by mutual agreement. All student participants must be mutually acceptable to both parties and either party may withdraw any student from a program based upon perceived lack of competency on the part of the student, the student's failure to comply with the rules and policies of the Facility or the University, or for any other reason if either party reasonably believes that it is not in the best interest of the program for the student to continue.
3. There shall be no discrimination on the basis of race, color, national origin, religion, creed, sex, age, disability, or veteran status in either the selection of students for participation in the program, or as to any aspect of the practicum training; provided, however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude a student's effective participation in the program.

C. FACILITY RESPONSIBILITIES.

1. The Facility will retain responsibility for the services to clients and will maintain administrative and professional supervision of all patient care activities provided by students insofar as their presence and program assignments affect the operation of the Facility and its care, direct and indirect, of patients.
2. The Facility will provide adequate practice facilities for participating students in accordance with the practice objectives developed through cooperative planning by the university's departmental faculty and the Facility's staff.
3. The Facility will use its best efforts to make conference space and classrooms available as may be necessary for teaching and planning activities in connection with practicum training programs.
4. Facility staff shall, upon request, assist the University in the evaluation of the learning and performance of participating students.
5. The Facility shall provide for orientation of both University faculty and participating students to the facilities, philosophies, rules, and regulations and policies of the Facility.
6. Subject to the Facility's overall supervisory responsibility for patient services, it may, but is not obligated to, permit appropriately licensed faculty members to provide such patient services at the Facility as may be necessary for teaching purposes.
7. All medical or health care (emergency or otherwise) that a student or University faculty member receives at the Facility will be at the expense of the individual involved.
8. The Facility shall do or cause to be done the following:
 - a. Provide an experienced Practicum Instructor(s) for BSW students who shall have responsibility for the Practicum related educational program of the student including delivery and evaluation of the educational program. It is recommended that educational instruction be separated from administrative supervision, and that records of educational instruction not be included with administrative records.
 - b. Provide administrative support for the identification and provision of educational opportunities for the student. These educational opportunities shall be incorporated into the Practicum Learning Plan. The Practicum Learning Plan shall be drawn up at the beginning of each academic term in a conference including the designated Facility Practicum Instructor, the Faculty Liaison, and the Student. This plan must be approved by the Faculty Liaison.

Educational opportunities will normally evolve from the work station of the student. However, it is expected that during the period of Practicum instruction additional opportunities will be needed to fulfill the various objectives of the Practicum Learning Plan. The Facility agrees to work with the School in arranging these additional opportunities for the student.

- c. Permit the student to utilize time in the work week for educational purposes in fulfillment of educational objectives identified in the student's Practicum Learning Plan and agreed to by the Facility Practicum Instructor of the student.
- d. Permit the Facility Practicum Instructor to set aside designated time each week for instruction of student for educational purposes, and to attend meetings/training sessions for Practicum Instructors.

D. UNIVERSITY RESPONSIBILITIES:

- 1. The University will use its best efforts to see that students selected for participation in the practicum training program are prepared for effective participation in the clinical training phase of their overall education. The University will retain ultimate responsibility for the education of its students.
- 2. Prior to the commencement of a practicum training program, the University will, upon request, provide responsible Facility officials with such student records as will adequately disclose the prior education and related experiences of prospective student participants.
- 3. The University will use its best efforts to see that the practicum training programs at the Facility are conducted in such a manner as to enhance client care. Only those students who have satisfactorily completed the prerequisite didactic portion of their curriculum will be selected for participation in a program.
- 4. The University will not assign any faculty member to the Facility in connection with the operation of the program who is not appropriately qualified.
- 5.
 - a. The University will require all participating faculty and students to show proof of liability insurance in an amount satisfactory to the College and the Facility. Upon request, evidence of such insurance will be provided.
 - b. The University will require all participating faculty and students to show proof of health insurance if required by the Facility, in an amount satisfactory to the Facility. Upon request, evidence of such insurance will be provided.
- 6. The University will encourage student compliance with the Facility's rules, regulations and procedures, and use its best efforts to keep students informed

as to the same and any changes therein. Specifically, the University will keep each participating student apprised of his or her responsibility:

- a. To follow the administrative policies, standards, and practices of the Facility when the student is in the Facility.
 - b. To report to the Facility on time and to follow all established regulations during the regularly scheduled operating hours of the Facility.
 - c. To conform to the standards and practices established by the University while training at the Facility.
 - d. To keep in confidence all medical and health/mental health information pertaining to particular clients.
7. If required by the Facility the University will require each participating student to furnish proof of a current physical examination, the results of which shall, upon request, be made available to the Facility. The parties may agree to have such examination performed by the Facility.

E. MUTUAL RESPONSIBILITIES:

1. The parties will work together to maintain an environment of quality practicum learning experiences and quality patient care. At the instance of either party a meeting or conference will be promptly held between University and Facility representatives to resolve any problems or develop any improvements in the operation of the contemplated training program.
2. Unless sooner canceled, or provided below, the term of this affiliation for training shall be for 36 months, commencing on _____ and ending on _____. This working relationship and affiliation may be renewed by mutual written consent of the parties. It also may be canceled at any time by either party upon not less than thirty (30) days written notice in advance of the next training experience.

PRACTICUM FACILITY:
(Please fill in completely)

The Board of Regents of the
University System of
Georgia by and On behalf of
the University
Of Georgia School of Social Work

By:

Facility Name

Jere W. Morehead,
President
University of
Georgia

Address

Date

Address

Facility Phone #

By: _____ Authorized Official (signature)

(Please print name)

Title

APPENDIX G -SAMPLE PLACEMENT FORMS

Interview Tracking Form

Instructions: Please contact the practicum instructor noted to arrange an interview at the practicum site indicated below. Report the results of the interview on the reply section and return the **ENTIRE FORM** to the Practicum Education Office as soon as possible after your interview. You may hand deliver (Room 113), email (sswPracticum@uga.edu), or fax (706-354-3921) submission of this form.

This tracking form is an important part of your interview process. Take it with you to your interview and be sure to have it signed by the Practicum Instructor. **Your Practicum placement is not confirmed until this form is received by your faculty liaison and the Practicum Education Office.** If you have any questions or concerns regarding the placement process, please consult your practicum manual and contact your Practicum Coordinator: **Name and contact information for Practicum coordinator appears here.**

Student: Jane Doe
Practicum Instructor: Imma Alumni
Phone Number: (555) 555-5555
Email Address: Imam.alumni@agency.org
Agency: Social Work Agency
555 Main Street
Atlanta, GA 30602

Interview Results

— **YES**, student and agency are in agreement. The placement is confirmed.

— **NO**, either the student or the agency are **NOT** in agreement.

Is this a paid internship? Yes No

If yes, what is the agreed upon compensation? _____

Please advise the Practicum Education Office of the results of the interview immediately.

Practicum Instructor Signature

Date

Student Signature

Date

Practicum Confirmation

After completion of your interview and submission of your Interview Tracking Form and FERPA, please read the following information, sign, date, and return to the Practicum Education Office. You may hand deliver (Room 113), email (sswPracticum@uga.edu), or fax (706-354-3921) submission of this form.

I, **Jane Doe**, accept my placement at **Agency Name** for my generalist or specialization practicum in semester and year.

I understand that it is my responsibility to:

1. Ensure that I am scheduled to complete any mandatory agency orientation and/or background checks prior to the beginning of the semester. Confirm my starting date, weekly time schedule, location and point of contact at the agency prior to the beginning of the semester.
2. Ensure that I have professional liability insurance prior to the start of the practicum. I understand it is my responsibility to have professional liability insurance coverage throughout my practicum and to submit proof of coverage to the Practicum office. I understand that I will be terminated from practicum until this requirement is met.
3. Read and follow the policies and guidelines outlined in the Practicum manual with special attention to policy regarding winter break and consequences of terminating practicum.
4. Practice social work in accordance with NASW Code of Ethics, with particular attention to client confidentiality and appropriate use of supervision.
5. Contact my faculty liaison at the beginning of the semester to ascertain requirements for this course to include due dates for learning plan and assignments.
6. Contact my faculty liaison immediately should I have concerns/questions regarding my practicum experience.

I certify that I have read the Practicum Manual, understand the above comments and agree to follow the policies and procedures regarding concentration practicum.

Student Signature

Date

AUTHORIZATION FOR RELEASE OF RECORDS AND INFORMATION

TO: The Board of Regents of the University System of Georgia or any of its member Institutions (hereinafter referred to as the "Institution"), and to Agency Name, a facility where I am currently participating in or have requested to participate in an applied learning experience (hereinafter referred to as the "Facility").

RE: Jane Doe (Print Name of Student)

As a condition of my participation in an applied learning experience and with respect thereto, I grant my permission and authorize the Institution to release my educational records and information in its possession, as deemed appropriate and necessary by the Institution, including but not limited to academic record and health information to the Facility in connection with my participation in or request to participate in an applied learning experience. I further authorize the release of any information provided by me and determining my ability to perform my assignments in the applied learning experience. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my medical history and my performance in an applied learning experience.

I further understand that I may revoke this authorization at any time providing written notice to the above stated person(s)/entities, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Records and Information".

I further agree that this authorization will be valid throughout my participation in the applied learning experience and for one year following the end of the applied learning experience. I further request that you do not disclose any information to any other person or entity without prior written authority from me to do so, unless disclosure is authorized or required by law.

In order to protect my privacy rights and interests, other than those specifically released above, I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or facsimile of this "Authorization for Release of Records and Information" may be accepted in lieu of the original.

I have read, or have read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this "Authorization for Release of Records and Information"; and that I, or my and/or guardian, have read carefully and understand the above "Authorization for Release of Records and Information"; and that I have freely and voluntarily signed this "Authorization for Release of Records and Information".

This the _____ day of _____, 20_____.

Participant Signature
Name: _____
(Please Print)

Witness Signature
Name: _____
(Please Print)

Parent/Guardian Signature
(if applicable)
Name: _____
(Please Print)

Witness Signature
Name: _____
(Please Print)

