



MSW Practicum Manual

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Introduction

The Master of Social Work (MSW) Practicum Manual was developed for graduate social work faculty, advisors, students, Practicum Liaisons, and Practicum Instructors. This document provides essential information regarding the educational objectives, policies, and procedures of the graduate practicum instruction program. This manual is a guide toward understanding the philosophy, definition, and rationale of social work practicum education.

Outlined in this manual are:

- The goals and objectives of practicum education
- The criteria utilized to process and facilitate the selection of agencies and Practicum Instructors who assist in the education of future social workers.
- The criteria to facilitate evaluation of students, practicum placement agencies, and Practicum Instructors.
- Clarification of the roles and responsibilities of social work faculty, the University, agencies, Practicum Instructors, Practicum Liaisons, and students.

Colorado State University Pueblo Social Work Department Accreditation

The University

Colorado State University (CSU) Pueblo is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Department of Social Work

Department of Social Work Master of Social Work program is accredited by the Council on Social Work Education (CSWE) and has maintained continuous accreditation since 2019. Accreditation assures students and employers that the CSU Pueblo program has met the standards for undergraduate professional social work education as set forth by CSWE's Commission of Accreditation. Graduation from an accredited social work program enables students to obtain membership in the National Association of Social Workers (NASW); in some states, to become registered as a licensed social worker; and may confer eligibility of BSW graduates for advanced standing status in Master of Social Work (MSW) programming.

Colorado State University Pueblo Master of Social Work Mission

The Master of Social Work program at CSU Pueblo prepares students for advanced social work practice with the knowledge, skills, and values for creating effective processes required to serve diverse client populations in systems of all sizes. Students will learn how to advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs as well as promote social justice.

Social Work Department Goals and Objectives

Goal One: Prepare advanced social work practitioners with the ethical consciousness, cultural competence, and desire to be lifelong learners who give back to the profession of social work and enhance the global community in which we live;

Goal Two: Provide students with the necessary advanced skills in engagement, assessment, intervention, and evaluation in order to competently serve diverse client populations at all levels of social work practice and across the lifespan utilizing the ecological perspective as a foundation; and

Goal Three: Prepare students to engage in policy practice, to advocate for social and economic justice, to serve diverse client systems of all sizes ethically and compassionately, and to engage in research in its many forms in order to better serve individuals, families, groups, organizations, and communities.

Description of the Department

CSU Pueblo's Social Work Department has two sites: one in Pueblo, identified as the main campus program, and one in Colorado Springs, identified as the Colorado Springs site. The Colorado Springs site is administered by the CSU Pueblo Social Work Department in coordination with the Division of Extended Studies at CSU Pueblo. For the Master of Social Work program, both sites are utilized by all students. Saturday courses, which all students attend, are held at the Colorado Springs site, and Sunday courses (again, attended by all students) are held in Pueblo at the main campus.

Social Work Program Commitment

The profession of social work is dedicated to helping individuals, families, groups, neighborhoods, and communities meet basic needs within the context of culture and society. Fundamental to social work practice is the enhancement of social functioning from the person-in-environment perspective. Particular attention is given to diverse populations, populations at risk, services developed to meet their needs, and societal change to achieve a more humane and just society.

The program is committed to the appreciation and promotion of the University's designation as a Hispanic Serving Institution. The profession of social work is committed to the recognition of diversity.

Educational Purpose

The academic classroom and practicum components of the social work program are designed to prepare the student for advanced professional practice as an MSW social worker and for licensing. The purpose of our graduate curriculum is to prepare students for advanced professional generalist practice with individuals, families, groups, organizations, and communities.

The curriculum has been developed to support the mission of the Institution. It is consistent with the 2022 Educational Policy and Accreditation Standards (EPAS) established by the Council on Social Work Education.

Generalist Perspective

The combination of ecological systems theory, strengths-based intervention, and the self-empowerment approach provide the generalist practitioner with ethical and culturally competent interventions to improve social functioning and promote social and economic justice.

Social workers are guided by the National Association of Social Workers *Code of Ethics*. Social workers must learn the difference between personal and professional values and integrate the NASW *Code of Ethics* in their professional interventions. The Social Work department adheres to the NASW standards. You can find a copy of the [NASW Code of Ethics \(2022\)](#) at this link.

CSWE Educational Policy and Accreditation Standards (EPAS)

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons (2022 EPAS, p. 23).

Social work educators serve the profession through their teaching, scholarship, and service. Social work education - at the baccalaureate, master's, and doctoral levels - shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The CSWE uses the EPAS to accredit baccalaureate- and master-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. CSWE EPAS permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate (2022 EPAS, p. 7).

The 2022 EPAS adopts a competency-based education framework identifying the nine social work competencies accompanied by a set of behaviors for each competency. Following the nine social work competencies, the EPAS describes five elements of an integrated program design:

- Program mission (EPAS 1.0)
- Anti-racism, diversity, equity, and inclusion (EPAS 2.0)
- Explicit curriculum (EPAS 3.0)
- Implicit curriculum (EPAS 4.0)
- Assessment (EPAS 5.0)

The five elements of the EPAS each include educational policies and accreditation standards, which are conceptually linked to one another. Educational policies describe each of the five program elements. Accreditation standards are informed by the educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate or master's level. (2022 EPAS, p. 8).

The Nine Social Work Competencies

The nine social work competencies are listed in this section. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors. Master's programs extend and enhance the nine social work competencies, and any additional competencies added by the program, for each area of specialized practice. By extending and enhancing competencies, programs provide master-level students with the four dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) relevant to each area of specialized practice. A specialized competency description is developed to incorporate the four dimensions and specialized behaviors for each competency and any additional competencies added by the program. Below are the nine competencies for Generalist (first year) students and Specialized (second year) students:

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

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

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

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with

clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

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

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

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

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

Important Definitions

Generalist MSW Program

Social workers with an advanced generalist focus practice independently as professional practitioners in multimodal and multilevel practice, as well as seeking advanced licensure. Specialized social workers utilize advanced theories and eclectic practices at the micro, mezzo, and macro levels. These ethical, holistic, culturally competent, evidenced-based frameworks enhance social functioning across systems such as individuals, families, groups, agencies, communities and social policy. Advanced generalist social workers are able to recognize and advocate for evidence-based policy and practices, as well as evaluate the effectiveness of policy and practices. Advanced generalists specialize in integrating practice, evaluation, and research within complex environments across all systems and levels.

Generalist Year

The first year of a two-year Master of Social Work program.

Specialized Year

The second year of a two-year Master of Social Work program.

Advanced Standing

Students with an accredited Bachelor of Social Work degree (and other qualifications such as work experience and a minimum GPA standard) who qualify to enter directly into the Specialized year of an MSW program.

Practicum Coordinator

The CSU Pueblo Practicum Coordinator is responsible for ensuring the agency has a valid Memorandum of Understanding to serve as an internship site, certifying agencies for placement, providing training to Practicum Instructors and Practicum Liaisons, and coordinating and respond to issues that arise in placement in partnership with the agency and the Practicum Liaison. The Practicum Coordinator is responsible for placing all MSW students into an approved practicum agency and ensures a qualified Practicum Instructor is available with the time and resources to appropriately supervise the student. The Practicum Coordinator is also responsible for overseeing ongoing compliance with accreditation standards for all agencies with MOUs.

Practicum Liaison

The Practicum Liaison is a CSU Pueblo faculty who teaches the Practicum Seminar course and conducts site visits to the agency throughout the Practicum placement. The Practicum Liaison is responsible for submission of Practicum seminar and placement grades, coordinating issues that arise in placement in partnership with the agency and Practicum Coordinator, ensuring the Learning Plan and Timesheets are completed correctly and in a timely manner, ensuring compliance with accreditation standards during the placement, and providing interim training to Practicum Instructors. The Practicum Liaison is required to report potential violations of accreditation standards or unsafe environments to the Practicum Coordinator.

Practicum Instructor

The Practicum Instructor is a Master of Social Work with, at minimum, two years of post-degree experience, employed by the Practicum agency or contracted with the agency to provide supervision. The Practicum Instructor is responsible for weekly supervision of the student to ensure integration to the social work profession and the connection of course work to practicum work, the creation of the Learning Plan, supervising weekly practicum hours and documentation on the weekly timesheet, evaluating the student's progress in placement, and meeting with the Practicum Liaison and student throughout the Practicum placement.

Task Supervisor

This is a designated employee of the agency who may provide training to the student or allow

them to shadow the Task Supervisor in day-to-day agency work. The Task Supervisor is designated by the Practicum Instructor but does not provide educational supervision to the student nor can the Task Supervisor sign any of the Practicum placement documents. The Task Supervisor may be invited to attend Practicum visits with the Practicum Liaison and Practicum Instructor.

Colorado Child Welfare Scholar's Consortium Coordinator

The Colorado Child Welfare Scholar's Consortium (CCWSC) Coordinator is a designated CSU Pueblo Social Work faculty who works with students who have earned the Colorado Child Welfare Scholar's Consortium Stipend. The CCWSC Coordinator ensures the stipend paperwork is completed, that stipends are disbursed, attends the CCWSC meetings monthly, coordinates with the State of Colorado Department of Human Services and other grantees to ensure students are certified after graduation, answers specific questions about the CCWSC Program and maintains continuous communication with students until they have completed the approved payback activities.

Social Work Practicum Instruction Program

Practicum experience is a significant part of the preparation for professional practice.

Generalist students are placed in an approved social service agency for 448 clock hours supervised by a qualified agency supervisor. This experience allows students an opportunity to apply knowledge, values, skills, and cognitive and effective processes learned in the classroom to real work situations. Generalist students **must** enroll in the Practicum Seminar courses (SW 581 & SW 582, 1-credit each) concurrently with the Practicum Placement courses (SW 588 & SW 589, 3-credits each). Practicum is completed through a concurrent placement in the Spring and Summer semesters, for a total of 8 credit hours. Likewise, specialization students must enroll in the Practicum Seminar courses (SW681 & SW682) concurrently with the Practicum Placement Courses (SW 688 & SW689). Practicum in the Specialized year takes place in the Fall and Spring semesters.

Practicum for specialization students is completed in the Spring and Summer semesters. Students are expected to complete 500 clock hours supervised by a qualified agency supervisor.

The Practicum instruction program for Generalist students includes two one-credit hour seminar courses and two four-credit hour Practicum placement courses for a total of ten semester hours. The four courses are identified as the capstone courses for the social work degree. Specialization Practicum instruction includes two 1-credit hour seminar courses and two 3-credit hour Practicum placement courses for a total of 8 semester hours. The Practicum instruction program is an integral part of the curriculum and is considered the signature pedagogy of the program. The primary goal of the graduate Social Work Program at CSU Pueblo is to prepare students for advanced social work practice. The main focus of Practicum instruction is to provide students with an opportunity to apply social work knowledge, values, skills, and cognitive and affective processes in practice.

CSU Pueblo currently utilizes the software Tevera for management of practicum experience. Students are responsible for enrolling with the software. Students must buy the software from Tevera and pay by credit card in the first year of the program. Students in advanced standing who earned their BSW from CSU Pueblo should already have access to the program and therefore will not have to pay another fee for the software. Students will maintain active status in the software for their practicum placement and for two years after enrollment at CSU Pueblo, and read-only access for lifetime. All learning plans, timesheets, and evaluations are completed through Tevera and students, Practicum Instructors, Practicum Liaisons, and Practicum Coordinators are able to electronically complete and sign documents via the Tevera website. Students who need documents after the two years of enrollment at CSU Pueblo may log into the website and download a copy of any documents needed.

Employment-Based Practicum

The focus of practicum education is to provide a purposeful, educational experience. To be considered for an employment-based practicum placement the following criteria must be met

1. The student must have a Practicum Instructor who fulfills the requirements noted above.
2. The agency must agree to plan for a successful completion of Practicum placement and to allow the student to fulfill the internship goals and requirements.
3. Any placement involving monetary compensation requires the agency to complete a paid agreement form with the university and agree to liability for the student during employment/placement hours.
4. In the event that a student is hired by the agency during the internship, the above criteria must be met and documented by a letter to the Practicum Coordinator.
5. A formal letter from the director of the agency outlining the implementation of items 1 through 4 (as applicable) must be submitted to CSU Pueblo's Social Work Practicum Coordinator, who must approve the plan **prior** to Practicum placement.

Practicum Experience

The first semester of Practicum experience for generalist students (Practicum Placement I, SW 588) provides a practical experience in a social work agency, institution, or community organization designed to complement the student's academic work and enable the student to learn to apply theory to actual social work situations. The student will have the opportunity to observe the social worker's role in the helping process, to have direct contacts with a variety of individuals, groups, and/or community resource workers, to learn beginning social work tasks, and to share experiences with other students in the Practicum Seminar I (SW 581) course. The student will be expected to develop a beginning awareness of his/her part in the helping process, perform at a minimal level the tasks to which he/she is assigned, and put into practice beginning social work skills. This course provides experiences for developing competence in linking people with resources, services, and opportunities within the context of a beginning understanding of human diversity in behavior and social environment. Students must complete 224 clock hours in placement under the supervision of a qualified agency supervisor. Students must be concurrently enrolled in and attend the Practicum Seminar I (SW 581) course. Student hour completion must align with course curriculum and syllabus calendar.

The second-semester Practicum experience (Practicum Placement II, SW 589) provides opportunities for continuing the integration and application of knowledge, values, skills, and cognitive and affective processes in actual situations. The student is expected to gradually approximate the responsibilities of beginning agency staff members, develop a continuing awareness of his/her professional self, and increase awareness of his/her own values. Students are expected to develop a comprehensive knowledge of community resources and intervention skills common to social work practice at all levels and with various client populations. Again, students must complete 224 clock hours in placement under the supervision of a qualified agency supervisor and attend the Practicum Seminar II (SW 582) course. Student hour completion must align with course curriculum and syllabus calendar.

Practicum Placement III (SW688) is designed to further the advanced skills of MSW practitioners. The practicum provides an opportunity for the student to practice advanced skills while integrating knowledge, values, skills, cognitive and affective processes, and ethics in advanced placement situations. Students must complete 250 clock hours of placement under the supervision of a qualified agency supervisor and attend the Practicum Seminar III (SW681) course. Student hour completion must align with course curriculum and syllabus calendar.

Practicum Placement IV (SW689) is designed to allow the students to demonstrate their advanced skills while integrating knowledge, values, skills, cognitive and affective processes, and ethics in advanced placement situations. Students must complete 250 clock hours of placement under the supervision of a qualified agency supervisor and attend the Practicum Seminar IV (SW682) course. Student hour completion must align with course curriculum and syllabus calendar.

The classroom instructor assigned to the Practicum Seminar also serves as the Practicum Liaison between the Social Work Program and student placed in the agency and the agency Practicum Instructor.

Dual Relationships

At no time will a student be placed in a situation where there is a dual relationship. This would include, for example, a placement where the student is related to or dating the agency director, social worker, or other employees, or in instances where the student is receiving services from the placement agency.

Integration between Curriculum and Practicum

Previously completed and/or concurrent classes, agency placements, and Practicum seminar groups allow the student to apply theoretical knowledge, and to engage in problem-solving with other students. In the classroom and in Practicum placement, the student integrates and applies social work knowledge, values, skills, and cognitive and affective processes in practice. This requires integration of knowledge from beginning social work courses through social work practice courses during the Practicum experience.

Integration between Practicum and the Profession

Continuous and intensive agency involvement provides students with an identity in the Social Work profession. Familiarization with routines and procedures gives the student a solid identification, a sense of belonging to the agency, profession, and delivery systems.

Each student has ongoing supervision from the Practicum Instructor and the Practicum Liaison to address a variety of issues and needs such as progress, obstacles to growth, and observations. These relationships give the student consistent opportunities for feedback and input on how the student can work more effectively as a professional. Practicum Instructors are carefully screened and selected in accordance with criteria which comply with the standards of the CSWE.

Objectives of Practicum Instruction

Upon completion of Practicum instruction, the student will have developed skills in the following areas:

Professional Development: The Practicum placement will foster actualization of the student's potential for assuming an advanced professional role in the relationship with clients; foster self-awareness and professional autonomy. The student will promote the understanding, application, and commitment to the values and ethics of the social work profession. The student should be able to demonstrate the ability to effectively examine his/her own practice behavior and move toward an advanced disciplined application of knowledge and use of self in the service of others.

Knowledge of the Community: The student should have advanced knowledge of the community and resources available. The Practicum placement will provide the student with an opportunity to gain knowledge of their agency and the community served. Students should gain advanced knowledge of the various areas served, the population, culture, and resources within the community.

Knowledge of the Agency Services: The Practicum placement will provide an opportunity for the student to develop an advanced working knowledge of the agency's policies and procedures, its funding sources, organizational structure, services, regulations, intake and referral processes, case assignment planning, and recording procedures. The student should be able to interpret its agency services, policies, and procedures to clients, other professionals, and people in the community.

Application of Social Work Knowledge: The student should be able to apply advanced social work knowledge in practice. Students should be able to utilize a social system's approach to understanding and working with client systems. Students should be able to utilize a biological, psychological, and social-cultural perspective in practice. This includes the application of a strength's perspective from an advanced generalist approach. Students are expected to follow social work values and ethics.

Application of Theory: Student should be able to apply biological, psychological, social, and cultural theory to practice. This includes the advanced knowledge of human behavior and development from an environmental and cultural perspective. Students should be able to assess culturally appropriate theory to practice.

Application of Values and Ethics: Students should be able to identify social work values and ethics. Students should perform their duties professionally adhering to social work values and ethics. This includes maintaining the dignity and respect of their clients, community and agency staff. Students are expected to maintain confidentiality and follow the policy of the agency.

Application of a Biological, Psychological, Social, Cultural and Spiritual Perspective to Practice: Students should be able to assess a client system from an advanced biological, psychological, social and cultural perspective. Cultural perspective should include a client's spiritual values and beliefs in practice.

Application of Human Behavior and Social Environmental: Students should understand the ability to understand and assess client systems from an advanced human behavior and social environment perspective. Students will be expected to utilize ecomaps and genograms in practice.

Application of Social Work Practice Skills: The Practicum placement will assist the student to improve advanced problem identification and solving, assessment, documentation, relationship and intervention and termination skills necessary for advanced generalist social work practice. The student will be able to demonstrate the ability to communicate effectively, both in verbal and written form, to conduct an interview, gather relevant data, provide an assessment, and identify problems with recommendations for advanced generalist intervention. The student will establish an advanced helping relationship with diverse client systems, including family, small groups and the community. The student should demonstrate the utilization of various practice skills needed to implement, develop and evaluate treatment programs.

Application of Research and Evaluation: Student should be able to utilize advanced research skills in the evaluation of their practice. This includes the ability to evaluate the effectiveness of intervention and utilize the information gathered to modify the practice style. Students should be able to assess their professional growth and evaluate their skill and knowledge development.

Application of Diversity/Cultural Competency Skills: Students will demonstrate an appreciation, understanding, and respect for human diversities. Students are expected to work professionally with diverse populations, assessing if theory, method of assessment and intervention is culturally appropriate to the diverse client systems encountered. The program focuses on the diversity in the region with a focus on Chicanos/Chicanas.

Effective Use of Supervision: The Practicum placement will enable the student to become integrated into the agency staff, to develop professional working relationships

with administrators, supervisors, service staff, clerical staff, and to demonstrate readiness to assume a staff position through his/her behavioral observance of agency staff policies.

Application of Critical Thinking: The Practicum placement will foster the student's ability to think analytically about clients, services, programs, and practice style. The student should be able to demonstrate an advanced ability to conceptualize a problem situation and delineate its critical dimensions, to gather relevant data, and to develop and implement an advanced generalist intervention plan based upon a clear rationale for the selected intervention.

Advocacy: The Practicum placement will foster the student's potential for effectuating social change by encouraging analysis of agency functioning and service limitations, analysis of relevant social policies and their impact upon service delivery, and analysis of the social environment's impact upon specific target populations especially those that are at risk. The student should be able to effectively advocate for clients by demonstrating advanced knowledge of agency policies, service regulations and grievance procedures, sensitivity to the client's rights of self-determination and assert confidence in his/her ability to articulate the basis for advocacy.

Social Justice: Students should be able to advocate for their clients and needed resources within their agency and community. Students are expected to maintain a commitment to social justice and human rights and dignity of people.

Social Policy and Agency Policy: Students should have knowledge of University policy and social work Practicum placement procedures prior to enrollment in the social work internship. Students should be able to access agency policy and procedures. Students are expected to follow agency policy and utilize the proper chain of command protocol. Students must have knowledge of agency policy and procedures utilized to change policy. Students should be able to effectively identify and assess the impact of social policy on the agency and the population served. This includes the impact on client services.

Insurance Coverage for Practicum Placement

Under Colorado law, students in Practicum placement have insurance liability coverage based on maximum judgments as outlined in State law, currently \$150,000 per occurrence and \$600,000 per aggregate occurrence. This coverage is provided by CSU Pueblo. To request documentation of this coverage please email the following to the Practicum Coordinator:

1. Email of Practicum Instructor
2. Request Certificate of Liability Documentation
3. Include Student Name
4. Include Full Name and Email of Agency Contact

All student activity approved by the host agency, Practicum placement instructors, or sanctioning group as part of Practicum placement is covered, except for "wanton and willful" neglect,

irresponsibility, or inaction. To ensure that adequate liability coverage exists, the "Acceptance Contract for Practicum Placement" **must** be completed and returned to the Practicum Coordinator **prior to** the first week of Practicum placement.

Damages that may be awarded for any suit brought against a public agency (local, county, or state) are limited by the law. However, this is not the case with private agencies. For this reason, any student wishing placement in a private agency may be required by the agency to obtain additional malpractice insurance, if the agency's own liability insurance does not cover students. Purchase of private malpractice insurance will be at the student's expense, and the amount necessary will be determined by the policies of the individual agency. Students needing to purchase private malpractice insurance may do so through the National Association of Social Workers, the American Association of Marriage and Family Therapists or other professional groups and entities.

Transportation

The University's insurance coverage does not cover a student's automobile liability. Therefore, the Department of Social Work does not permit students to transport clients in their personal vehicle or in an agency vehicle.

The program does not require a student to own a vehicle; however, students must be able to transport themselves to and from the Practicum agency in order to complete their Practicum placement hours.

Life and Work Experience

The Department of Social Work does not accept life experience and/or previous work experience for academic credit. This includes social work classes, and Practicum placement.

Courtesy Supervision

A student may be enrolled in another university yet be taking classes and practicum through CSU Pueblo's Social Work Program. The arrangement must start with the initiating program's Practicum Coordinator. The initiating program's Practicum Coordinator will ensure the student's prior approval and eligibility before the official agreement is established.

Arrangements will be made between the CSU Pueblo Practicum Coordinator and a similar representative from the initiating institution. The CSU Pueblo Practicum Coordinator will inform the selected Practicum agency regarding the courtesy arrangement.

The student must meet the following requirements to be eligible for this arrangement:

- Student is prepared for practicum.
- Student is prepared to complete the expectation of social work practicum seminar and practicum placement.

- Student agrees to complete the minimum number of practicum hours regardless of whether their program requires fewer hours. Arrangements will be made if the other institution requires additional hours.
- Student completes all necessary paperwork.
- Student assures enrollment in their university's social work program's practicum classes.
- Student assures proper insurance coverage.
- Student will attend the concurrent seminar course for practicum.

Eligibility

The Practicum Coordinator is required to make a reasonable effort to assist students in securing a Practicum placement. **The social work student, not the University nor the Social Work Program, is ultimately responsible for being eligible and retaining a placement under the direction of the Practicum Coordinator.** Students unable to obtain acceptance into an approved placement after three attempts or fails to successfully complete a practicum will not be awarded the degree and are advised to seek an alternate degree or program.

Students need to be aware that virtually all agencies approved as practicum placements now require background checks and drug and alcohol testing at the student's expense. Any criminal history may exclude a student from obtaining a placement based on individual agency policies, not University or Department of Social Work policies.

Student Eligibility

To be eligible for Practicum placement a student must:

- Have been formally accepted into the MSW program (no conditional status).
- Generalist students must have a cumulative grade point average of 3.0 or better in the social work major, as well as have grades no lower than a B for all completed courses, as they have completed the Fall semester of courses before placement;
- Submit a Practicum application and student resume. Incomplete Practicum application will cause a delay in the student's assignment to a Practicum agency;
- Secure final approval from the Practicum Coordinator;
- Identify the title of agency and supervising contact information at designated Practicum placement;
- Pass the background check or screening the agency requires; and

Students will be ineligible for SW 589 (Practicum Placement II) and SW 582 (Practicum Seminar II) if they do not successfully pass either SW 588 (Practicum Placement I) and SW 581 (Practicum Seminar I). This includes incompletes. Both Generalist and Specialized students must maintain a 3.0 GPA in all classes while in practicum in order to move forward into their next practicum.

Student Ineligibility: Non-acceptance into Practicum Placement

An incomplete Practicum application will cause a delay due to lack of available Practicum placement in the student's assignment to a Practicum agency. The following may result in non-acceptance into the Practicum and seminar:

- Student does not have the minimum Grade Point Average (GPA) of 3.0 or passed all classes in the Generalist year.
- Student has not submitted a complete Practicum application.
- Student has violated social work values and/or NASW *Code of Ethics* (Appendix D).
- Student cannot secure an approved Practicum agency.
- Student cannot pass the background check or screening which the agency requires.

Practicum Enrollment Process

1. The student submits the Practicum Placement Application to the Practicum Coordinator by the designated due date. Upon submission of the Practicum Placement Application **the student is responsible for reaching out to the Practicum Coordinator to set up a placement meeting. This meeting is mandatory.**
2. At the placement meeting, the Practicum Coordinator will review the application with the student, identify educational needs, learning experiences, occupational plans, and tentative agencies for Practicum experience. The Practicum Coordinator makes a tentative match between the student and the agency.
3. The Social Work Practicum Coordinator initiates the selection and approval of agencies and Practicum Instructors based on the student's interest. The Practicum Coordinator informs the potential Practicum Instructor that the student will request an initial contact and interview. Students, supervisors, and the Practicum Coordinator must ensure tasks and supervision for the student are different from those of the student's employment.
4. The student is notified of the tentative placement. The student contacts the agency for a placement interview and provides the agency with a copy of the student's resume and Practicum application prior to the interview.
5. If the student and the agency agree to the placement, the student is officially placed at the agency. The student will reach out to the Practicum Coordinator with Agency Name, Practicum Instructor Name, Email, and Phone Number.
6. The agreement requires an Acceptance Contract, which is secured by the Practicum Coordinator. The student, authorized agency representative/agency-based Practicum Instructor, and the Practicum Coordinator sign the Acceptance Contract which must be signed before the student begins Practicum placement.
7. If the student and/or the agency does not agree to the placement, the matter is referred to the Practicum Coordinator for another agency match.

8. It is the student's responsibility to secure a Practicum placement before the enrollment semester. The Practicum Coordinator will make a reasonable effort to assist the student in securing a placement. **It is not the Practicum Coordinator's responsibility, nor is it the responsibility of the Social Work Department or the University, to obtain a placement for the student.** If a student cannot secure a Practicum placement after three attempts, the student, the Practicum Coordinator, and the Department Chair meet to discuss terminating the Practicum placement process. Offer by the Practicum coordinator of a placement is counted toward one of three placement attempts by the department, regardless of if the student contacts the agency. Exceptions may be made for instances of health, safety, and means (ex: distance placement, and student has no transportation).
9. The student must fulfill the expectations of Practicum placement and successfully complete the practicum. If the student cannot complete the practicum, they may be advised to withdraw from the program and find a major for which they can fulfill the degree requirements.

Selection of Agencies and Agency Practicum Instructor for Practicum Placement

Students in Practicum instruction are placed in public, private non-profit, and private for-profit human service agencies. The Practicum Coordinator and an authorized representative from the agency can negotiate a working relationship based on the criteria defined below. If a working relationship is successfully negotiated by the Practicum Coordinator and the agency representative, a "**Memorandum of Agreement**" is signed by the Provost and an appropriate agency representative. The agreement must be signed prior to the student entering placement.

Criteria for Selection of a Practicum Agency

1. The availability of appropriate advanced practice contexts (individuals, families, groups, organizations, community) at the agency.
2. The availability and assignment of an approved Practicum Instructor with the time, motivation and commitment to social work student education.
3. Administrative support for Practicum Instruction activities as demonstrated by:
 - a. Granting the Practicum Instructor the necessary time for teaching and supervising student(s).
 - b. Providing the student with physical facilities and materials necessary for him/her to function as a professional. These include desk space, facilities for privacy in interviewing and tutorial instruction, reimbursement for agency-related travel, and provision of essential clerical services
 - i. Providing agency sanctions for student responsibility for clientele.

- ii. Providing opportunities for students to gain generalist practice experience with individuals, families, groups, organizations, and communities.
- 4. The opportunity for students to gain practice experience with client systems, including persons from diverse ethnic, racial, and cultural heritages and from age, gender, socioeconomic status different from his/her own background.
- 5. The agency's support of the educational focus of Practicum instruction by granting time for supervisors to attend conferences, seminars, or workshops on Practicum education sponsored by the Social Work Department.
- 6. The agency's adherence to social work values and the NASW *Code of Ethics*.
- 7. The agency's adherence to a policy of non-discrimination regarding disability, gender, age, religion, racial/ethnic background, sexual orientation and veteran status.
- 8. Approval of the agency can only occur after the Practicum coordinator has conducted a site visit.

Criteria for Selection of Practicum Instructors

Agency Practicum Instructors must have:

- 1. A master's degree in social work from an accredited school with at least two years post MSW experience. The Practicum coordinator may not make an exception to the educational requirement for Practicum Instructors but may place a student at the agency if a faculty member or a community professional social worker with the appropriate credentials assumes the responsibility for providing the social work education focus to the Practicum experience. In that case, the agency will be responsible for providing a task supervisor. The agency Practicum Instructor or Task Supervisor must be able to bridge the student's academic learning to the student's Practicum experience.
- 2. Social work practice competence, skill in teaching and supervision, and a commitment to social work education.
- 3. Social work licensure and/or membership in the NASW are desirable.
- 4. Submission of a resume on to the Practicum instructor's Tevera profile, as well as filling out and completing the resume verification form. This form asks if the instructor has an earned MSW, how many years of experience, and signs off that the information is correct and truthful. Both documents are permanently stored in the supervisor account and can be accessed by social work department administrators such as the Chair, Practicum Coordinator, and Practicum Liaisons.

Discontinuance of Practicum Instruction Site

Practicum education sites will be discontinued for the following reasons:

1. The agency or the Practicum Instructor demonstrates a lack of commitment to social work Practicum education.
2. Student failure to comply with agency or supervisor directives (ex: arriving on time, agency specific behavior rules, dress code failures).
3. Agency non-compliance with non-discrimination and/or ADA policies of the university.
4. Substandard supervision.
5. Lack of supervision.
6. Limited Practicum education learning opportunities.
7. Using the Practicum education student to compensate for agency workload caused by lack of staff resources or staff vacancies.
8. Non-compliance with agency/student learning agreement.
9. Agency or Practicum Instructor violation(s) of the NASW *Code of Ethics*.
10. Agency need, closure, or staffing changes that limit or prohibit practicum support.

Specific Responsibilities

Agency Responsibilities

1. Interview a prospective Practicum student and accept or reject the student. An authorized agency representative must sign the student acceptance sheet.
2. Identify a Practicum Instructor and grant the Practicum Instructor the necessary time to fulfill Practicum teaching responsibilities.
3. Grant the Practicum Instructor time for consultation meetings with social work faculty and time to enhance the Practicum Instructor's knowledge of Practicum instruction by attending conferences, institutes, and workshops on Practicum teaching sponsored by the Social Work Program.
4. Consider students for placement without respect to race, ethnicity, origin, gender, sexual orientation, age, religious, disability (unless the student is not able to function in the agency setting), or political belief.

5. Provide the student with opportunities to gain advanced practice experience with individuals, families, groups, community organizations, and policy-making bodies.
6. To provide physical facilities and materials necessary for the student to function as a professional. These include desk space, facilities for privacy in interviewing and tutorial instruction, reimbursement for agency-related travel, and provision of essential clerical services.
7. Allow the student access to case files, recordings, board meetings and minutes, and other materials that can enhance the student's Practicum experience.
8. Provide agency sanctions for the student to carry caseload responsibilities.
9. Utilize the Tevera software for Practicum supervision.
10. Supervisory succession planning as needed (i.e., a job change, leave, vacation, etc.).

Agency-Based Practicum Instructor Responsibilities

1. Submit a professional resume and an agency description. These documents will be assigned for completion through Tevera.
2. Participate in the selection of Practicum instruction students through interviews and assessment of students referred by the Practicum Coordinator.
3. Establish and sign the "Student Agency Learning Contract" with the student. This document identifies learning goals and assignments commensurate with the educational objectives for Practicum instruction.
4. Orient the student to the agency (including agency policies, procedures, services, intake procedures, case assignments, planning and referral processes, sources of funding, administrative structure, and linkage to other agencies).
5. Provide the student with weekly supervisory conferences.
6. Provide the student with evaluative feedback about his/her progress toward achieving competency as a beginning-level practitioner.
7. Provide time to meet with the Practicum Liaison and student.
8. Sign weekly timesheets.
9. Provide the Social Work Department with two evaluative reports of the student's performance, once at midterm and once at the end of the semester's practicum.

10. Participate in practicum instruction conferences and workshops sponsored by the Social Work Department.
11. Supervisory succession planning as needed (i.e. a job change, leave, vacation, etc.).
12. Complete the Termination of Practicum document as applicable if terminating a student from practicum.

Student Responsibilities

1. Complete background checks, testing criteria, and urine analysis as requested by each agency. Pay for background checks or other fees, if required.
2. Observe the agency's schedule for working hours. Navigate Practicum schedule with Practicum instructor.
3. Responsible for formulating a "Student Agency Learning Contract" with the Practicum Instructor. The learning contract identifies specific goals, learning objectives and assignments. The learning contract is also a place for the student to narrate specific activities they have experienced within their Practicum placement, regarding all CSWE competencies and practice behaviors.
4. Act as a mature, professional at the assigned agency.
5. Apply the NASW *Code of Ethics* as criteria for determining professional conduct and standards of practice.
6. Develop professional work habits in the completion of agency assignments.
7. Attend and actively participate in weekly conferences with the Practicum Instructor.
8. Enroll in and successfully complete the Practicum seminar(s) held during Practicum.
9. Make advance preparations for case responsibilities when absent for University vacations.
10. Prepare to make up time to attain 448 for generalist or 500 for specialized hours when the agency is closed for a holiday or any other reason.
11. Participate in the Practicum placement conferences with the Practicum Instructor and Practicum Liaison.
12. Seek assistance from the Practicum Liaison if the student encounters problems in the practicum.

13. Arrange with the agency Practicum Instructor for the termination or orderly transfer of cases or projects before leaving the agency.
14. Complete a student evaluation of the Practicum experience at the end of the practicum. If a student changes placement, the student must submit an evaluation on both agencies.
15. Complete the MSW Survey and SWEAP evaluation.
16. For the Title IV-E program, students are responsible for attending the regional training as scheduled by the Colorado Department of Human Services and completing the Transfer of Learning (TOL) Checklist promptly.
17. Utilize the Tevera software for Practicum tasks and assignments.

University and Social Work Program Responsibilities

1. Assign a social work faculty member as Practicum Coordinator to manage the Practicum instruction program.
2. Assign a social work faculty member as Practicum Liaison.
3. Evaluate the preparation of the social work student regarding advanced academic and theoretical knowledge, values, skills, and cognitive and affective processes needed to experience a successful practicum and be a contributing member of the agency.
4. Allocate sufficient faculty resources, travel reimbursement, time, and planning.
5. Allocate funds to publish the Practicum manual, which is essential to a well-integrated Practicum experience.

Practicum Coordinator Responsibilities

The Practicum Coordinator has primary responsibility for administering policies governing the Practicum instruction program established by the University and Social Work Department

1. Administer the quality of the Practicum instruction program and recommend policy to the social work faculty.
2. Maintain a current Practicum Manual.
3. Select Practicum agencies in accordance with the "Selection of Agencies and Agency Practicum Instructor for Practicum Placement" guidelines, including visiting the agency at least once before certification.
4. Maintain an active list of approved Practicum agencies.

5. Collect and maintain documents from Practicum agencies and instructors. Documents include Practicum agency descriptions and Practicum Instructor's resumes.
6. Assure that the approved agencies and instructors meet the accreditation requirements through an initial agency visit and yearly visits after initial approval.
7. Orient agencies to CSU Pueblo's Social Work Program and the Practicum instruction program.
8. Plan and schedule an annual conference on Practicum instruction for all Practicum personnel (one in Pueblo and one in Colorado Springs).
9. Provide Practicum Instructors with information about the Social Work Program, including curriculum, policies, procedures, goals, and expectations for student performance.
10. Plan and conduct an annual orientation for students entering Practicum.
11. Assure students meet minimum qualifications for placement.
12. Provide Practicum Instructors with a summary of the student's education, experience, and interests at the beginning of the placement process.
13. Ensure assignment of Practicum Instructors with primary teaching responsibility for students in the setting.
14. Approve and assign students to a Practicum placement setting which provides micro, mezzo, and macro level experiences with a variety of client systems.
15. Assure necessary documentation has been completed prior to the student starting practicum (i.e., "Acceptance Contract" and "Memorandum of Understanding").
16. Assess the quality of Practicum instruction provided to each student.
17. Aid in the final arbitration of problems and conflicts which arise in the practicum.
18. Assess and approve the appropriateness of a student change of Practicum Instructor or practicum placement agency.
19. Collect data and resources for evaluation.
20. Review, approve, and arrange courtesy supervision in accordance with CSU Pueblo's Social Work Department and requesting University.

Practicum Liaison Responsibilities

A member of the Social Work faculty is assigned to consult with Practicum Instructors in every agency in which a student is placed. The Practicum Liaison meets periodically with Practicum Instructors to review and approve specific learning objectives and assignments and to facilitate the educational goals of the Practicum instruction program. The Practicum Liaison will also meet periodically with student and Practicum Instructor when deemed necessary.

1. Work collaboratively with Practicum Instructor to ensure the educational focus and academic integrity of Practicum instruction.
2. Meet with the Practicum Instructor and student to facilitate the formulation of a student learning contract with the agency.
3. Meet with Practicum Instructor at least two times during the semester. One meeting must be in person (or via video conference as necessary) within the first five weeks of placement. The other meeting may be via teleconference, video conference, or email to review student's learning assignments and progress toward fulfilling the Practicum instruction course requirements. Additional contact may be needed to resolve concerns in Practicum.
4. Strengthen and support the Practicum Instructor's Practicum teaching skills.
5. Facilitate resolution of problems or conflicts between the student, Practicum Instructor, and/or agency.
6. Collaborate with Practicum Instructor in the evaluation of the student's performance at the end of Practicum placement.
7. Assign student's grade in collaboration with the Practicum Instructor and submit the final grade for Practicum instruction to the registrar's office.
8. Secure the necessary evaluation documentation for the Social Work Department.
9. Keep the Practicum Coordinator informed regarding developments in the practicum which impact administration of the Practicum instruction program.
10. Make a recommendation about continuing or discontinuing Practicum placement in the agency or continuing or discontinuing Practicum Instructor participation to the Practicum Coordinator.

Schedule of Practicum Placement Hours

The student is expected to begin Practicum hours the first week of classes and the student is not allowed to complete any Practicum hours prior to this designated time without approval from the Practicum Coordinator and Practicum Liaison. For example, a student may be required to

complete training before beginning practicum hours or contact with clientele and may seek approval in advance to complete hours before the first week of classes. Students are expected to complete 448 clock hours (Generalist) and/or 500 clock hours (Specialized) at the agency over two academic semesters. Students are not required to work holidays that the university is closed and are not permitted to work Practicum hours during the long holiday break from December to January without permission from their Practicum Liaison and Practicum Coordinator.

The precise scheduling of hours (days and times) may vary according to the agency's needs, client's schedules, and opportunities for student learning experiences. The student's schedule is arranged between the student and agency Practicum Instructor, but those hours must not conflict with the required class meeting times in the student's academic schedule. The agency Practicum Instructor approves the final schedule but must ensure the student can earn at least 224 clock hours (Generalist) or 250 clock hours (Specialized) of placement per semester. The agency Practicum Instructor and the Practicum Liaison should be aware of the student's assigned days and hours. Students need to be supervised; therefore, it is highly unlikely that a student will be able to secure a placement on weekends and/or evenings. On-call hours are not permitted to be counted toward Practicum time without a written agreement between the agency, student, and Practicum liaison. This is to ensure appropriate and properly supervised time is what is being used towards Practicum hours.

In the event of a change in placement, the student must complete 80% of the hours in the agency where the student successfully completes placement. Only 20% of the time from a previous agency (or agencies) will be counted toward a new agency. This requirement may be waived at the discretion of the Practicum Coordinator and the Social Work Department Chair.

Colorado Child Welfare Scholar's Consortium Stipend Recipient Hours

Students who have been awarded the Colorado Child Welfare Scholar's Consortium Stipend are required to complete the state child welfare training, if they have not already done so, concurrently with their Practicum placement. The time spent at this training counts towards the hours that they are required to complete for practicum, and the schedule for these dates and times will be available to students at the start of the school year. Students are responsible for sharing these details with supervisors and arranging their Practicum schedule accordingly.

Absence from Practicum Placement

In the case of illness or other **extraordinary** circumstances necessitating absence, the student is expected to notify the agency Practicum Instructor and Practicum Liaison about the reason for the absence and expected date of return. The student must arrange to make up for missed time in order to complete the practicum hours Practicum requirement. Students are entitled to regularly scheduled University vacations and holidays. If the agency has a holiday not recognized by the University, it is the responsibility of the student to arrange with the agency Practicum Instructor to make up the hours missed. The student needs to consider client and agency needs for continuity of service in the case of a planned absence and make arrangements for coverage with the approval of the Practicum Instructor. Exceptions are arranged through a mutual agreement

between the student and the Practicum Instructor. In case of an extended absence, the Practicum Liaison must be aware of the absence and the plan to make up hours.

Student Evaluation

Student evaluation is a continuous process and an important component for professional development. The purpose of the evaluation of students in Practicum instruction is threefold:

1. Provide the student with an assessment of their competencies in the knowledge, values, skills, and cognitive and affective processes for professional practice;
2. Give the student encouragement, guidance, and motivation to continue their professional growth; and
3. Provide the school and the student with a written record of the student's performance for purposes of granting credit and recommendations for beginning level social work practice.

The student, the agency Practicum Instructor, and the Practicum Liaison must participate in the formal evaluation process. The "Student-Agency Learning Contract" and the evaluation provided by the Social Work Program are used as the basis for evaluation. These evaluations are located on the Tevera website.

Agency Concerns

If the agency is dissatisfied with a student's performance, the procedure to be followed is:

1. Immediately bring the issue to the student's attention in an effort to resolve the problem.
2. When appropriate, the agency Practicum Instructor should work with the student to modify the learning contract so that the agency's expectations are stated in constructive behavioral terms.
3. If the student's performance does not adequately improve using the above procedures, the agency Practicum Instructor should immediately contact the Practicum Liaison to determine what corrective action should be taken.
4. The Practicum Coordinator should be notified if any violations of the NASW *Code of Ethics*, unexplained absences, performance issues and/or violations of agency policy constitute grounds for terminating the student from the practicum.

Student Concerns

Protocol for resolving student concerns is:

1. Discuss the problem constructively with the agency Practicum Instructor.
2. If the situation or problem cannot be resolved at the agency level, the student should contact the Practicum Liaison. The Practicum Liaison will meet with the student and the agency Practicum Instructor.
3. If the problem continues, the Practicum Liaison will discuss the situation with the Practicum Coordinator. At this point, a meeting may be scheduled with the student, agency Practicum Instructor and/or director, Practicum Liaison, and Practicum Coordinator. In addition, the Practicum Coordinator may be contacted to also assist in this process.
4. Should a decision to terminate the student occur, the student, the Practicum Instructor and the Practicum Liaison will hold a joint meeting and complete and sign the “Termination of Practicum” form. (See, Appendix A).

If the student remains dissatisfied with the problem resolution, the student may initiate a formal grievance through the University Student Grievance Procedure (Appendix C in this document).

Termination

Students may be terminated or terminate from practicum for the following:

1. Student is unable to secure a placement by the second week of classes.
2. Student has been terminated from the agency and/or refused three placements at qualified agencies. An offer by the Practicum Coordinator of a placement is counted toward the three placement attempts by the social work department, regardless of if the student contacts the agency. Exceptions for instances of health, safety, and means (example: student and community lack transportation or alternatives to/from practicum site).
3. Students violate social work values and/or NASW Code of Ethics.
4. Student fails to complete SW588/SW589 and/or SW688/SW689.
5. A dangerous situation occurs to the student at the site of placement.
6. Unforeseen and unresolvable event at the site of placement (i.e. placement closure). In these instances, if the event is not due to student fault, the Department will work with the student to secure a new placement.

7. Student participates in the grievance process and is unable to procure an amicable solution with the site of placement.
8. Student fails to complete SW588/SW589 and/or SW688/SW689.

Termination from a practicum agency may affect the ability to secure another placement and to complete the MSW degree.

Students may be terminated or terminate from the social work program for the following:

In accordance with professional and University standards, students may be denied acceptance or be withdrawn from the program or practicum for either academic or behavioral reasons. Students should carefully review the “Standards for Retention in the Major, located in the MSW Student Handbook (link in Appendix B).

Academic Requirements

By University policy, students are required to maintain a minimum cumulative grade point average of 3.0 for matriculation. Students may earn credit for only one course completed with a C grade but must still maintain the 3.0 grade point average.

Behavioral Requirements

Behaviors which may result in non-acceptance into the program, practicum, or withdrawal from the social work program may include, but are **not limited to**, the following:

1. Serious or repeated violations of the NASW *Code of Ethics*;
2. Violation of CSU Pueblo’s academic dishonesty policy or Student Code of Conduct;
3. Unprofessional social work conduct;
4. Demonstrated unwillingness or inability to use supervision;
5. Personal problems that seriously and consistently interfere with the conscious and professional use of self in a helping relationship;
6. Inability to accept an appropriate evaluation from supervisors or refusal to modify one’s professional behaviors as requested;
7. Inappropriate or disruptive behavior toward colleagues, faculty, staff or peers;
8. Consistent failure to demonstrate the interpersonal skills necessary to form effective professional relationships on all levels;

9. Misuse of agency materials, including client records;
10. Violations of NASW *Code of Ethics* through inappropriate use of social media;
11. Any behavior that violates the “Standards for Retention in the Major” policy (link in Appendix B).

Behaviors identified as inappropriate will be discussed between the Practicum Liaison, Practicum Instructor, Practicum Coordinator, and the student. In the event of a termination from the program or practicum, the student may appeal the decision. The student may request a meeting with the Social Work Department Chair and submit in writing a request for re-evaluation of the termination and provide reasons for the reassessment of termination.

Students can appeal decisions through the due process procedures available through the University (refer to Appendix C of this Manual).

Practicum Problem-Solving and Grievance Procedures

Proper procedures must be followed if a student experiences any difficulty or becomes dissatisfied with his/her practicum and are as follows:

1. Discuss the problem constructively with the agency Practicum Instructor.
2. If the situation or problem cannot be resolved at the agency level then attempt to resolve the problem with the social work Practicum Liaison. The Practicum Liaison will meet with the student and agency Practicum Instructor.
3. If the situation cannot be resolved at the agency level the Practicum Liaison will discuss the situation with the social work Practicum Coordinator. At this point, a meeting may be scheduled with the student, agency instructor and/or director, Practicum Liaison, and Practicum Coordinator.
4. If a satisfactory solution cannot be achieved, the student may elect to meet with the Social Work Department Chair, Practicum Liaison, and Practicum Coordinator.
5. The agency-based Practicum Instructor and/or the agency director may elect to terminate the student from practicum. If circumstances dictate, the student may be allowed to switch to another agency.
6. If a satisfactory solution cannot be achieved after the above steps have been taken, the student may seek remedy through the University student grievance procedure.

APPENDIX A

**Colorado State University Pueblo
Department of Social Work
Termination of Practicum**

This form is to be completed by the **Faculty Practicum Liaison or Agency Practicum Instructor** when a termination of practicum is occurring either within a semester or at the end of the semester if the student will not be completing the hours or the agreement confirmed for the practicum. A copy of this form will be filed in the student's Practicum/practicum file.

STUDENT NAME _____

PID _____ SEMESTER _____

INTEGRATIVE SEMINAR _____

PRACTICUM SITE _____

PRACTICUM INSTRUCTOR _____

TASK SUPERVISOR (If applicable) _____

PRACTICUM LIAISON _____

NOTIFIED PRACTICUM COORDINATOR (Y/N) _____

Number of hours Student Completed at this site: _____

Briefly describe the reason for termination of this practicum. If appropriate, please include a brief summary of the student's and Practicum Instructor's perspective.

Is this site terminating the student? Yes _____ No _____ if yes, please describe the reasons that the student is being terminated.

Is the student terminating from the site? Yes _____ No _____ if yes, please describe the reasons that the student is terminating.

Please describe the steps taken by the student, Practicum Instructor and/or Practicum Liaison to handle the challenges that arose.

Describe the outcome of the termination (may include, as appropriate, expected challenges to assignments in Integrative Seminar, number of hours to carry over to next Practicum site, status of grade, referring to faculty advisor or Student Affairs Committee, etc.)

I have read and understand this document.

Student

_____ date

Practicum Liaison

_____ date

Practicum Coordinator

_____ date

Cc: Student Practicum/ file

Practicum agency file _____

Practicum agency _____

APPENDIX B

Professional Behavior Standards Department of Social Work Colorado State University Pueblo

The CSU Pueblo Department of Social Work expects all students to acquire, nurture, and maintain the professional knowledge, values, and skills that the profession of social work dictates. Students can and will be comprehensively and continuously evaluated in the classroom and in their Practicum placement. Expectations are both academic and behavioral; for social work, they are seen as indicators of readiness for professional practice. While students are engaged in learning, we expect to see continuous development of the knowledge, values, and skills required for social work practice. Retention, continuation, and termination as a MSW student are based on performance standards, including cognitive abilities, demonstration of skills, behavioral and professional components, and academic performance.

The standards set forth by the Department of Social Work are guided by the *NASW Code of Ethics* (2022) and the Council on Social Work Education competencies. In addition, the standards are consistent with and complementary to the University catalog, the Colorado State University Pueblo Code of Student Conduct, and the mission and goals of the Department of Social Work. The standards can be found in detail in the [Colorado State University Pueblo Department of Social Work MSW Student Handbook](#) on pages 6-14.

Students needing a reasonable accommodation for any other disability should contact the Disability Resource and Support Center. Students can meet the standards noted with or without reasonable accommodations.

Performance Review Student Academic Progress Committee

If a concern is identified regarding academic or behavioral performance throughout the duration of the Master of Social Work Program students may be required to participate in a formal review of student performance. The Department of Social Work at Colorado State University Pueblo uses three levels of review of student performance. Students may appeal at each level of review following the process described above. Any single student may have multiple Level 1 reviews, but only one Level 2 and Level 3 review. The formal review of student performance can be found in detail in the [Colorado State University Pueblo Department of Social Work MSW Student Handbook](#) on pages 14-21.

APPENDIX C
University Policies

Family Educational Rights and Privacy Act of 1975

Grade Change Policy and Academic Appeal Procedure

Sexual Harassment Policy

Discrimination, Protected Class Harassment, and Retaliation

Student Complaint Policy (Grievance)

Accommodation Policy