



## Field Education Planning

Dear Colleagues:

The purpose of this document is to inform you of the process and timeline of matching social work students with practicum agencies, and to identify the learning expectations for practicum students at each level of the program. These learning expectations are very important for agencies to review in order to identify which level of student your agency is best suited to support.

The Field Education Planning process cannot begin each year until we know which agencies will be participating in the field education program. Our “placement pool” is determined after our receipt of the completed Agency Data Form. At that time, we begin the process of matching students with available agencies based on educational level, interests, schedules, and innumerable other factors. After this preliminary match has occurred, agencies/field instructors will be informed by the Field Ed office that we are referring a student for an interview. Students will also receive notice by our office of the referral, and are instructed to contact the agency for an interview. Both the student and the agency are asked to report to the Field Education Office—after the interview—if it is a good match, and if you intend to confirm the placement. The dates for the start of interviews depend on the level of practicum the student is entering, and are specified below. Please note the following timeline on your calendar.

|                         |   |
|-------------------------|---|
| <b>December/January</b> | Preliminary matching and interviews of BSW seniors and Part Time students with agencies. Field <u>Agency Data Form</u> (ADF) due in Field Education Office. |
| <b>February</b>         | Preliminary matches and interviews of Current Foundation Students planning for Advanced Level with agencies.  |
| <b>March</b>            | Preliminary matching and interviews of Advanced Standing students with agencies.  |
| <b>April</b>            | Ongoing matching of students to agencies and interviews.  |
| <b>May</b>              | Preliminary matching and interviews of Newly Admitted Foundation students with agencies.  |
| <b>June/July</b>        | Confirmation of all placements. Completion of preliminary requirements (background checks, TB tests).   |

All Practicum Agencies must follow our **Non-Discrimination Policy**: Students will not be discriminated against based upon age, race, gender, ethnicity, marital status, sexual orientation, physical disability, political or religious affiliations. These guidelines are in accordance with the NASW Code of Ethics, and apply not only to student placements, but also to agency policy regarding staff hiring, staff relationships, relationships with students, and work with clients. It is understood that your agency accepts this policy when you complete and return the Field Agency Data Form.

**Flexible Time Practicum’s.** Agencies which can provide part of the practicum experience during weekend and evening hours should make note of that on the Agency Data Form under “special opportunities”. The agency must still be able to maintain field education standards by providing the following conditions: (1) weekly field instruction from a qualified social worker (1-1 ½ hours) and staff support during practicum hours; (2) sufficient and suitable client assignments; (3) participation in essential agency work groups such as team and staff meetings; and (4) access to community and familial resources essential to client well-being. **We require all students to be in practicum at least one regular 8 hour work day (8-4; 9-5) during the normal work week (M-F) in order to achieve the conditions above. 50% of student practicum hours must be direct client contact (with the exception of SW Administration students).**

### Definitions:

The educational requirements for field practicum in the School of Social Welfare varies depending on both the educational level of the student, and in the case of Advanced Level MSW students, the concentration they have selected.

- **BSW Seniors:** The undergraduate program requires two full years of study in social welfare courses, and the completion of a 480 hour field practicum (16 hours per week for 30 weeks) during the senior year. The focus of this practicum is generalist in nature and requires that students have (1) direct involvement with individuals, families and groups, (2) have the opportunity to be involved in work within the agency and community, and (3) have exposure to research and policy practice. We require all

students to be in practicum at least one regular 8 hour work day (8-4; 9-5) during the normal work week (M-F) in order to achieve the conditions above.

- **Foundation Level MSW:** Foundation Level MSW students are required to complete a 480 hour field practicum (16 hours per week for 30 weeks). For full time students this will occur concurrent with the Foundation Level course work. For part-time students it will occur during their second year of study and concurrent with the Social Work Practice courses. As with BSW seniors, the focus of this practicum is generalist in nature and requires that students have (1) direct involvement with individuals, families and groups, (2) have the opportunity to be involved in work within the agency and community, and (3) have exposure to research and policy practice. We require all students to be in practicum at least one regular 8 hour work day (8-4; 9-5) during the normal work week (M-F) in order to achieve the conditions above.
- **Advanced Level MSW:** The Advanced Level MSW students are required to complete a 720 hour field practicum (24 hours per week for 30 weeks), within their chosen concentration (Clinical or SW Administration). Clinical concentration students are also required to select a field of practice (health/mental health; children and families; schools; or aging). The two concentrations require very different educational opportunities and practicum assignments. We require all students to be in practicum at least one regular 8 hour work day (8-4; 9-5) during the normal work week (M-F) in order to achieve the conditions above.

### **REQUIRED LEARNING OPPORTUNITIES**

The educational requirements for field practicum in the School of Social Welfare varies depending on both the educational level of the student (BSW, MSW Foundation, MSW Advanced), and in the case of Advanced Level MSW students, the concentration they have selected. A specific criterion for each level is identified below.

#### **Foundation (1<sup>st</sup> year) MSW and BSW Level Practicum's**

##### **I. Identify as a professional social worker**

###### **Description of Competency**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

###### **Practice Behaviors**

- a. Describe learning opportunities to advocate for client access to social work services.
- b. Describe how you will practice personal reflection and self-correction to promote your professional development.
- c. What assignments will you have to show your understanding of professional roles and boundaries?
- d. Demonstrate professional demeanor in behavior, appearance, and communication: what will you do in your practicum to implement this practice behavior?
- e. Identify assignments that will promote your skills and abilities for career long learning.
- f. Describe the activities you will be regularly carrying-out that will enable you to use supervision and consultation.

##### **II. Apply social work ethical principles to guide professional practice**

###### **Description of Competency**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

###### **Practice Behaviors**

- a. Describe assignments that will give you opportunities to recognize and manage your personal values so that you can then use professional values to guide your practice.
- b. Identify assignments where you will practice making ethical decisions by applying standards from the NASW Code of Ethics.
- c. What assignments will you use to demonstrate your ability to tolerate ambiguity in resolving ethical conflicts?

- d. Describe assignments where you will apply strategies of ethical reasoning to accomplish principled decisions.

### **III. Apply critical thinking to inform and communicate professional judgments**

#### **Description of Competency**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

#### **Practice Behaviors**

- a. What assignments will involve you in differentiating, evaluating, and integrating multiple sources of knowledge?
- b. Identify assignments that will provide practice analyzing models of assessment, prevention, intervention, and evaluation.
- c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

### **IV. Engage diversity and difference in practice**

#### **Description of Competency**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

#### **Practice Behaviors**

- a. Identify assignments that will give you opportunities to recognize the ways in which a culture's structure and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- b. Define activities that will support you in gaining sufficient self-awareness to eliminate influence of personal biases and values in working with diverse groups.
- c. What assignments will enable you to recognize and communicate your understanding of the importance of difference in shaping life experiences?
- d. What activities will you engage which will help you to be a learner and to regard those with whom you work as the experts (informants) on their lived experiences.

### **V. Advance human rights and social and economic justice**

#### **Description of Competency**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

#### **Practice Behaviors**

- a. Identify activities that will support you in understanding the forms and mechanisms of oppression and discrimination.
- b. What assignments will involve you in advocating for human rights and social and economic justice?
- c. Describe assignments that will engage you in practices that advance social and economic justice.

### **VI. Engage in research-informed practice and practice informed research**

#### **Description of Competency**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

### **Practice Behaviors**

- a. Describe learning assignments within the agency that will enable you to identify research questions directly related your social work practice experiences.
- b. Identify research evidence that guides social work practice within your practicum agency. Compile an annotated bibliography of research studies that help to inform social work practice in your practicum agency.

## **VII. Apply knowledge of human behavior and the social environment.**

### **Description of Competency**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

### **Practice Behaviors**

- a. Using knowledge acquired from your courses, including theoretical and conceptual frameworks, describe how this knowledge guides the processes of engagement, assessment, intervention, and evaluation in your practicum experiences.
- b. Identify assignments that engage you in the thoughtful critique and application of knowledge to understand person and environment. You should plan experiences that support you in examining the strengths and limitations of different sources of knowledge about human behavior and the social environment.

## **VIII. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

### **Description of Competency**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

### **Practice Behaviors**

- a. Within the context of your practicum agency outline a project that will support you in developing the skills to analyze, formulate, and advocate for policies that advance social well-being;
- b. Include in your project a description of your opportunities to collaborate with colleagues and clients for effective policy action.

## **IX. Respond to contexts that shape practice.**

### **Description of Competency**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

### **Practice Behaviors**

- a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
- c. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

## **X. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

### **Description of Competency**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and

communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

### **Practice Behaviors**

#### **10(a)—Engagement**

- a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- b. Use empathy and other interpersonal skills; and
- c. Develop a mutually agreed-on focus of work and desired outcomes.

#### **10(b)—Assessment**

- a. Collect, organize, and interpret client data;
- b. Assess client strengths and limitations;
- c. Develop mutually agreed-on intervention goals and objectives; and
- d. Select appropriate intervention strategies.

#### **10(c)—Intervention**

- a. Initiate actions to achieve organizational goals;
- b. Implement prevention interventions that enhance client capacities;
- c. Help clients resolve problems;
- d. Negotiate, mediate, and advocate for clients; and
- e. Facilitate transitions and endings.

#### **10(d)—Evaluation**

- a. Critically analyze, monitor, and evaluate interventions.

### **Clinical Concentration -- Advanced Level Practicum**

The Clinical Concentration prepares students to work directly with individuals, families and small groups who are experiencing problems in social living. Many of the assignments for the Advanced Level Practicum in the Clinical Concentration are similar to those found in the BSW/Foundation Level Practicum. The difference in these two levels of practice may be defined by the level of sophistication that students are expected to employ in both their understanding of the situation as well as in their practice. While BSW and Foundation Level students are in the process of developing a social work identity, Advanced Level students are expected to enter with this basic understanding about the profession.

#### ***I. Professional Development***

The development of professional identity including verbal and written skills and physical presentation; The effect of the NASW Code of Ethics on clinical social work practice; one's responsibility to reflect on and critically analyze one's own practice.

1. Demonstrate professional verbal and written communication skills and physical presentation that are consistent with the profession and the agency.
2. Demonstrate the ability to critically analyze one's own practice (through evaluative processes including the use of supervision) and then apply this understanding to the use of self in the intervention process.
3. Demonstrate an ability to effectively utilize supervision and consultation. Open and professional communication in supervision and the ability to receive supervisor feedback are critical components of the supervisory process.
4. Demonstrate the ability to engage in clinical social work practice in a manner consistent with social work values, ethics and theories/perspectives taught by KU School of Social Welfare.
5. Describe important characteristics of relationships with other professionals in the field, and the impact of collaboration on behalf of the client.

#### ***II. Direct Clinical Social Work Practice***

The ability to complete comprehensive biopsychosocial assessments; develop and implement appropriate intervention plans with a range of client systems and problems; demonstrate consideration for client strengths and diversity.

1. Complete comprehensive biopsychosocial assessments emphasizing the interaction between the individual and his/her environment.
2. Complete comprehensive assessments using agency and other evaluation tools including the current diagnostic and statistical manual of the American Psychiatric Association (DSM). Analyze their utility and limitations.
3. Demonstrate application of select clinical social work models/approaches/theories appropriate to the agency setting. Evaluate the interventions and outcomes.
4. Apply knowledge and understanding of human diversity, with particular emphasis on demonstrating the skills required to fully explore with clients the experience and impact of being a member of a marginalized group.
5. Apply knowledge and understanding of the power dynamics that exist within professional relationships and their impact on client outcomes.
6. Apply evaluation techniques for analyzing the effects of interventions with clients. Use this feedback to modify case plans.

### ***III. Indirect Practice***

The development of knowledge and skills needed to enhance service delivery and client well being, including the ability to evaluate and develop policy.

1. Apply knowledge about indirect practice through assuming specific roles in the community and the agency that focus on larger systems that impact clients. Demonstrate your knowledge of how agency, community, and legislative advocacy can enhance service delivery and client well being. For example: get involved in a local community coalition specific to your client population to engage in advocacy; or monitor outcomes for clients and use the information to advocate for improvements in agency policy or practice).
2. Demonstrate an understanding of how research, ethics and social work values informs and defines best practices.

## **Social Work Administration & Advocacy Practice (SWAAP)**

### **Advanced Level Practicum**

The Social Work Administration and Advocacy Practice Concentration prepares students for administrative practice in social work programs and agencies. The concentration prepares students for administrative practice by developing knowledge bases and building skills set in: Designing and managing social work program; managing human resources in social work; budgeting and resource planning; and managing information systems. The learning opportunities available must meet these basic expectations:

#### ***I. Professional Development***

The continued development of professional identity as a social work administrator; an increasingly complex understanding of how the NASW Code of Ethics affects administrative social work practice; taking active responsibility for one's own learning and performing in a professional manner; and developing an approach to administrative practice that is client-centered.

1. Demonstrate professional verbal and written communication skills and physical presentation that are consistent with the profession and the agency.
2. Demonstrate understanding of how research, ethics and social work values inform and define best practices.
3. Demonstrate the ability to engage in administrative social work practice in a manner consistent with social work values and ethics and theories/perspectives taught by KU School of Social Welfare.
4. Demonstrate an ability to effectively utilize supervision and consultation. Open and professional communication in supervision and the ability to receive supervisor feedback are critical components of the supervisory process.
5. Describe important characteristics of relationships with other professionals in the field, and the impact of collaboration on behalf of the client.

#### ***II. Advanced Policy and Programs***

The ability to develop and apply knowledge about (1) federal and state policies, (2) regulations, (3) funding structures and streams, and (4) best practices in a given field of practice.

1. Use advanced skills using library and electronic resources to research the literature on programs that have been shown to be effective in enhancing the well being of individuals, families, groups, organizations, and communities.
2. Demonstrate the ability to apply knowledge, skills, and abilities in the areas of advanced policy and program analysis to the design of social work or social justice programs and initiatives; the mobilization of resources for meeting needs and enhancing well-being; the management of financial, informational, and human resources in administrative practice.
3. Demonstrate an advanced understanding of a federal or state policy—and a program or group of programs resulting from that policy—in a chosen field of practice such as child welfare, aging, health, and mental health.
4. Describe current trends in federal and state policy and the implications of such trends for programs serving groups who have historically been socially and economically disadvantaged including people of color, women, children, older adults, and people with disabilities.
5. Demonstrate the ability to evaluate a federal or state policy of central importance to clients and/or communities served by a social work agency or a social justice organization in one's chosen field of practice.
6. Use at least one advanced administrative practice skill designed to influence policy and/or program development, implementation, or change on behalf of clients and/or communities in the student's chosen field of practice.

### ***III. Social Program Design and Management***

The ability to apply knowledge and skills in designing (or redesigning) social programs that maximize client outcomes; manage social programs.

1. Apply the principles of client-centered performance management and contrast these with other models of social work administration and advocacy practice.
2. Demonstrate the ability to describe at-risk, target, and client populations.
3. Demonstrate the ability to gather input from clients, key staff and other agency constituents.
4. Demonstrate the ability to write a clear statement of a social problem.
5. Apply knowledge and skills to develop an analytic model of a social problem addressing issues of oppression.
6. Demonstrate the ability to write program goals and objectives based on a social problem analysis.
7. Apply knowledge and skills to identify several agency problems/situations in which program design skills are useful.

### ***IV. Financial Management***

The development of knowledge and skills needed to manage the finances of a social work program or agency through all stages of the budget cycle, and to direct scarce resources in order to advance the empowerment and well being of clients and communities.

1. Apply knowledge about and common skills, concepts and terminology to understand the financial resources of the agency, and the development of the budget.
2. Demonstrate an understanding of ways in which the budgeting process and agency accountability requirements can be used as tools to accomplish client-centered service objectives.
3. Demonstrate the ability to apply financial management skills and knowledge in a manner that is consistent with social work values and ethics, and develop ethically defensible courses of action.
4. Demonstrate an understanding of how agency finances can be managed in a way that promotes social justice, celebrates human diversity, uses a critical perspective, and focuses on people and agency strengths.
5. Demonstrate the ability to understand issues related to purchase of service contracting, including the bidding process, compliance and reporting, and implementation issues.

### ***V. Personnel Management***

The ability to apply knowledge and skills in the (1) supervision and management of social workers and other human service staff (2) building teams and organizational cultures that maximize staff morale and job satisfaction, and (3) create and maintain workplaces that reflect, contribute to, and celebrate diversity in the larger community.

1. Demonstrate the ability to apply the core concepts of the strengths perspective and client-centered administrative practice to the supervision and management of social workers, other human service staff members, or volunteers.
2. Apply knowledge and skills in the understanding of how to build teams and organizational cultures that maximize staff/volunteer morale, and job satisfaction.
3. Demonstrate the knowledge and skills of how to create and maintain workplaces that reflect, contribute to, and celebrate diversity in the larger community.
4. Demonstrate an understanding of how knowledge and skills can be applied to recruit, interview and hire prospective staff members/volunteers.
5. Apply knowledge and skills in the creation and implementation of plans to enhance and maintain workforce diversity within the agency setting, with special attention to diversity based on age, sex, race, ethnicity, language, religion, sexual orientation, disability, and cultural background.
6. Demonstrate the knowledge and skills needed to maximize job satisfaction of staff members/volunteers through staff development, communication, the creation of a reward-based environment, and evaluation.

#### ***VI. Assessing and Managing Outcomes***

The ability to define, collect and report information to (1) evaluate the impact of the management practices on client outcomes; (2) determine if a social service program is performing as intended; and (3) develop administrative interventions in the interest of program improvement.

1. Demonstrate the knowledge and skills to define management performance areas and at least two methods for measuring each.
2. Demonstrate the knowledge and skills needed to develop measures of status change, behavior change, client satisfaction, productivity, efficiency, resource acquisition, and staff morale for an agency program.
3. Demonstrate the ability to design a performance report package for a manager in a human service agency.
4. Demonstrate the ability to apply knowledge and skill in using program data and information to assess, monitor, and improve program performance and client outcomes.
5. Demonstrate an understanding of the importance of purposefully attending to the utilization of information in an organization.
6. Demonstrate the ability to critique the agency's current data-based reports using the principles of report-formatting.
7. Demonstrate the ability to critique the program's performance and outcome measures with special attention to diversity based on age, sex, race, ethnicity, language, religion, sexual orientation, disability, and cultural background.