Table of Contents

IV.   PRACTICUM ORIENTATION TOOLS AND RESOURCE MATERIALS ....

FOREWORD

The *Practicum Education Program Manual* has been prepared to orient students, practicum instructors, task supervisors and faculty to all aspects of the practicum education program and its central role within the MSW curriculum.

Effective implementation of a Practicum Education Program requires cooperation and collaboration among several constituent groups: students, practicum instructors, ask supervisors and teaching/practicum faculty. A wide array of agency settings and a core of well-qualified practicum instructors make it possible for the School of Social Work to respond to a range of student interests and experiences. As part of the total MSW curriculum, the practicum experience provides students with an opportunity to develop and enhance their social work knowledge and skills as well as to forge an understanding and appreciation of theoretical approaches to knowledge building that informs practice.

This manual is updated yearly. Each constituent group has contributed to the revisions made herein. Over the last two years, the COVID-19 pandemic has resulted in an ever-evolving practicum environment which cannot be adequately reflected in this document. As such, we encourage you to seek guidance from your practicum faculty and practicum personnel with regard to COVID-19-related changes or needs which may arise over the course of the academic year.

Our goal is to present a document that provides clear, concise guidelines to assist in developing a dynamic educational learning experience. We welcome and appreciate your continual input and recommendations on how we can best support students and practicum instructors in this educational endeavor.

We are committed to providing guidance, sustained support, and encouragement to all those who participate in and assist with the development of educationally sound practicum experiences for students in the School of Social Work. We would like to express our appreciation to each of you for your dedication and participation in this teaching/learning community.

Practicum Education Program Faculty and Staff
Reviewed July 2023

I. THE PRACTICUM EDUCATION PROGRAM IN THE SOCIAL WORK CURRICULUM

RATIONALE

Social work is a profession that applies a working body of knowledge to the resolution of social problems and the enhancement of social functioning. Practicum education is an integral part of both the Generalist and Specialization Curricula. Whereas classroom learning focuses on discrete knowledge and theoretical background, the practicum curriculum exposes students to a wide range of social problems and possibilities. Practicum experiences teach students to assess these situations and to develop, implement, and evaluate social interventions for individuals, families, groups, organizations, and communities.

In practicum, students practice social work knowledge, values, skills, and cognitive and affective processes within a variety of human service settings. Practicum placements present opportunities for
- Building on and applying principles, concepts, and theories taught in classes;
- Developing discipline and insight into the use of self as a professional person; and
- Developing skills to intervene with individuals, families, groups, organizations, and communities.

Specific assignments are elaborated in the student learning agreement. Students practice in an array of agencies, including community development organizations, family and children's services, school systems, medical and rehabilitative services, mental health services, programs for older adults, and other specialized programs. Students work directly with clients (or on behalf of client populations) from a variety of backgrounds and learn to consider the effects of age, gender, race/ethnicity, social class, disability, nationality, sexual orientation, gender identity, gender expression, religion, and other areas of difference on well-being and social justice.

FUNCTIONS OF THE PRACTICUM

Because students' learning is affected by what they bring to the School of Social Work, the faculty anticipates varying levels of preparation and differences in interests, abilities, and capacities. Consequently, faculty work individually with students to create a learning experience to meet the student's interests and abilities, agency capacities, and academic requirements. This individualization is possible only within the context of the overall rationale and structure of the practicum curriculum. Although students have differing practicum experiences, the goal of ensuring competence through the interaction of the academic and practicum curricula remains constant.

Practicum education provides opportunities for students to

- Test and validate ethics and values appropriate to the functions of the profession in a practice setting;
- Develop and enhance self-awareness and the disciplined use of self;
- Facilitate application of theory to real issues and problem situations;
- Learn and practice knowledge and skills in more than one method or model of helping;
- Develop skill and confidence in working with and helping various client systems (i.e., individuals, couples, families, groups, communities, and organizations) with a range of social and personal problems;

- Develop critical thinking, affective reactions, and judgment in real-world practice situations;
- Identify the influence of the larger social system on the client and on the nature and effectiveness of human services, and take this reality into account in designing, implementing, and evaluating social interventions; and
- Participate in formulating policy and procedures.

INTEGRATION OF CLASS AND PRACTICUM LEARNING

The integration of class and practicum learning is achieved through multiple methods involving faculty, practicum instructors, and students. At times, classroom faculty prepare course syllabi, infusing opportunities throughout their courses for students to apply theoretical concepts to practicum activities through assignments (please refer to the section *Time in Practicum Placement* for specific information on integrated assignments). Through classroom dialogue and case presentations, students share practicum experiences, projects, cases, and learning from their agencies.

Additional opportunities for integration are provided by the involvement of practicum instructors in the School of Social Work's curricular and administrative committees. This mechanism ensures that practice wisdom is intentionally incorporated into all facets of curriculum development and planning. The primary purpose of the Practicum Advisory Committee (a representative group of practicum instructors, practicum faculty, and students) is to advise the School of Social Work and the Practicum Education Program on policies and issues related to the Practicum.

Efforts to ensure integration are also achieved through the training of practicum instructors. New practicum instructors are required to attend a 6-hour orientation program that covers the curriculum and practicum policies and procedures. Students are encouraged to share course syllabi and discus classroom learning with their practicum instructor.

OVERALL STUCTURE OF THE PRACTICUM
THE GENERALIST PRACTICUM and GENERALIST PRACTICUM SEMINAR

Two courses constitute the Generalist practicum placement: SOWO 520, Social Work Practicum I, and SOWO 521, Social Work Practicum II. During the Generalist practicum placement, students are in practicum for approximately 200 clock hours per semester for two semesters. Typically, this amounts to 2 full days a week, for a total of 60 days. Students in the Generalist practicum placement focus on development of Generalist knowledge, skills, values, and cognitive and affective processes that provide the groundwork for the Specialization Curriculum. Prior to or concurrent with the Generalist practicum placement, all students are required to take two courses: SOWO 540, Social Work Practice with Individuals, Families, and Groups; and SOWO 570, Social Work Practice with Organizations and Communities. Generalist Curriculum competencies and practice behaviors are listed elsewhere in this manual.

Specific assignments will vary depending on (a) agency and community resources, and opportunities; and (b) student interests and career goals. Each student is assigned direct service cases (individuals, families, or small groups). Working with these client systems, the student develops the ability to assess, design, and implement social interventions and to evaluate outcomes. In addition, each Generalist practicum student is assigned an organization/community project or activity to develop skills in macro service assessment, intervention, and evaluation. In developing skills to promote the improved functioning of organizations and communities, students have hands- on responsibilities just as they do in working with direct services clients. Passive observations of organizational or community functioning *are not* considered adequate to meet this learning goal. In general, Generalist Practicum learning activities should include 50% direct practice and 50% community, management, and policy practice (macro) activities.

To enhance and strengthen the practicum experience, students are required to participate in SOWO 523 and SOWO 524: Generalist Practicum Seminar I and II. The seminar is designed to assist students in their integration of classroom learning with the direct experience of practicum and serves as a professional support group for discussing issues that arise in the practicum.

THE SPECIALIZATION PRACTICUM

Direct practice is understood to be purposeful intervention designed to enhance client functioning. In practicum, Direct Practice (DP) Specialization students are expected to apply a variety of practice methods appropriate to the client system, the setting, and the presenting need of the client system. Students have the opportunity to work with different types of client systems, including individuals, families, and groups. Students work with clients from a variety of backgrounds representing various dimensions of diversity, including age, race/ethnicity, gender (including identity and expression), sexual orientation, and socioeconomic status. Students actively evaluate direct practice outcomes and their own practice. Depending on the learning opportunities available in the agency, students specializing in Direct Practice may have up to 20% of their learning activities in the Community, Management, and Policy Practice area (macro practice).

The Community, Management, and Policy Practice Specialization includes purposeful interventions with work units, organizations, communities, and policy-making entities. The goal of the CMPP Specialization Practicum is to enhance the performance of the systems that provide human services, including agencies at all levels and community groups. Students are expected to assess functioning and apply a range of macro methods appropriate to the setting, the problem or issue, and the desired outcomes. Students also take a responsible role in developing a project to enhance the functioning of their practicum agency or community. Projects are expected to contribute to a more responsive service delivery system or to improve working conditions. Students actively evaluate macro practice outcomes and their own practice. Depending on the learning opportunities available in the agency, organization, or community, student's specializing in the Community, Management, and Policy Practice Specialization (macro practice) may have up to 20% of their learning activities in the Direct Practice area.

Three courses constitute the Specialization Practicum: SOWO 522, Advanced Standing Practicum for Advanced Standing students (during the summer preceding the academic year, Advanced Standing

students are in the practicum for approximately 160 clock hours); SOWO 820, Social Work Practicum III; and SOWO 821, Social Work Practicum IV. A student's choice of the required Specialization HBSE/ Practice course MUST correspond with the student's placement setting.

Specialization students in the on-ground MSW program Specialization placements are in practicum for approximately 300 clock hours per semester for two semesters. Typically, this amounts to 3 days a week, for a total of 90 days. Specialization students in the online MSW program typically complete 14-16 practicum hours per week for 3 semesters. All students must do a total of 600 hours for the specialization practicum. In the Specialization Practicum Curriculum, students develop expanded knowledge, values, skills, and cognitive and affective processes in their chosen Specialization area. Specialization curriculum competencies and behaviors are listed in Chapter II of the *Practicum Education Program Manual*.

Assignments vary depending on Specialization requirements, level of student skill, placement opportunities, and community resources. Specific assignments must be consistent with the student's chosen area of Specialization. All placements are designed to enable students to work with disadvantaged, vulnerable, and oppressed populations.

Students who have prior professional experience (in social work or a related practicum) and whose career goals can justify a 60/40 (or 40/60) ratio between direct practice learning and macro practice (community, management, and policy practice) learning activities can request an exception to the Specialization Practicum . Students who are granted this exception to practicum education are required to take a Specialization HBSE/Practice course from each Specialization (one of which can count as an elective).

ORGANIZATION OF THE PRACTICUM EDUCATION PROGRAM

PRACTICUM EDUCATION ADVISORY COMMITTEE

The Practicum Advisory Committee is responsible for (a) advising the School on policies and issues related to practicum instruction, and (b) maintaining effective relationships between the school and each of the agencies in which students are placed for practicum education. The Practicum Advisory Committee is composed of 15 social work practitioners who are appointed by the Dean of the School of Social Work on the recommendation of the Director of Practicum Education.

THE PRACTICUM EDUCATION TEAM

The Practicum Education Team is composed of the Director of Practicum Education, the Associate Director of Practicum Education, an administrative support specialist, practicum education faculty, and other faculty members who have major responsibilities related to practicum education. The Team is responsible for

- Assuring an adequate supply of appropriate practicum placements through recruitment and evaluation;
- Coordinating the assignment of students to practicum sites;
- Providing a link between the school, the placement agency, and the student;
- Overseeing and monitoring of the practicum placements;

- Designing and administering an information system that efficiently generates data required for effective practicum education planning, development, operation, and evaluation; and
- Studying issues in practicum education as well as problems and opportunities that emerge in the administration of the Practicum Education Program at the School toward making informed recommendations to the faculty and practicum-related committees.

The Director of Practicum Education manages the Practicum Education Program. Responsibilities include coordinating efforts of the Practicum Team, managing the Practicum Education Program budget, representing the Practicum Education Program on appropriate committees and task groups, and assisting the Practicum Education Advisory Committee in executing its duties.

CRITICAL RELATIONSHIPS IN THE PRACTICUM: ROLES

Theory, policy, and conceptual learning from the classroom come to life in the practicum education experience. The transfer of learning is possible only through a collaboration of efforts from the student, the School (primarily the practicum faculty), and the agency (in the person of the practicum instructor). The relationships that develop among these partners create the environment that supports and guides achievement of the student's learning outcomes.

UNC SCHOOL OF SOCIAL WORK FACULTY

Classroom instructors intentionally integrate the theories and concepts that the students will use during their practicum practicums (and later as active professionals) throughout the classroom learning process. The classroom instructor is integral to the practicum experience and agrees to consider the transfer of learning from the classroom to practicum when teaching theories and concepts, thereby encouraging students to be conscious of the application of theory to practice.

PRACTICUM INSTRUCTOR

The practicum instructor is the MSW practitioner at the practicum placement agency who directly supervises the student's learning. The practicum instructor helps the student select appropriate learning activities, provides weekly supervision, and evaluates the student's performance.

TASK SUPERVISOR

A student may be assigned a task supervisor if the student's practicum instructor is off-site or not always available to the student in the practicum. The task supervisor is a staff member who does not hold an MSW but guides and shapes the student's practicum experiences on a day-to-day basis.

STUDENT

The student is responsible for taking charge of their own learning experience. This responsibility involves a willingness to look for and participate in the translation between classroom learning and the practicum.

PRACTICUM FACULTY

The primary responsibility of the Practicum Education Office and the practicum faculty is to support those experiences that will enhance the professional development and skills of future graduates of the School of Social Work. The School of Social Work practicum faculty member acts as a liaison between the student and the placement agency. Practicum faculty recruit new agencies and practicum instructors as well as provide training to practicum instructors. Practicum faculty facilitate the practicum seminar course and assign grades to students for their practicum practicums.

II. PRACTICUM COMPETENCIES AND PRACTICE BEHAVIORS

Overview

Practicum goals provide structure for the practicum experience in the Generalist and Specialization curricula. Practicum goals are informed by the CSWE Curriculum Policy Statement, the School of Social Work's Mission, and MSW curriculum objectives. Practicum goals are statements of purpose without achievement criteria and provide the practicum instructor and student with a broad framework for what the student is expected to accomplish in the practicum. Specifically, the outcomes established for each goal provide the requisite competencies that students at entry and Specialization levels should acquire.

GENERALIST PRACTICUM COMPETENCIES AND PRACTICE BEHAVIORS

The Generalist Practicum introduces the student to the breadth of social work practice. Students have opportunities to work with individuals, families, or groups; to participate in an organization/community project and activities in the agency; and to develop relationships with the community. Through participating in the range of basic social work activities with client systems, the student develops Generalist social work knowledge and skills in both Direct Practice and Community, Management, and Policy Practice.

The following nine competencies with identified practice behaviors as defined by the 2015 CSWE Educational Policy and Accreditation Standards.[1]

Competency 1–Demonstrate Ethical and Professional Behavior

> At the completion of the Generalist year, the student can demonstrate the following:
> > 1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
> > 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
> > 1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
> > 1.4 Use technology ethically and appropriately to facilitate practice outcomes.
> > 1.5 Use supervision and consultation to guide professional judgment and behavior.
> > 1.6 Demonstrate initiative in seeking learning opportunities while managing workload to accomplish assigned tasks within expected timeframes, including: documentation, attendance, dress and other appropriate work habits [practicum only behavior].

Competency 2–Engage Diversity and Difference in Practice

> At the completion of the Generalist year, the student is able to demonstrate the following:
> > 2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
> > 2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.
> > 2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client and constituencies.

Competency 3–Advance Human Rights and Social, Economic, and Environmental Justice

> At the completion of the Generalist year, the student is able to demonstrate the following:
> > 3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
> > 3.2 Engage in practices that advance social, economic, and environmental

justice. Competency 4–Engage in Practice-informed Research and Research-Informed Practice

> At the completion of the Generalist year, the student is able to demonstrate the following:
> > 4.1 Use practice experience to inform scientific inquiry and research.

---

[1] Council on Social Work Education. (2015). *Final 2015 Educational Policy (EP). Developed by CSWE Commission on Educational Policy (COEP).* Retrieved from http://www.cswe.org/File.aspx?id=79793

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5–Engage in Policy Practice

At the completion of the Generalist year, the student is able to demonstrate the following:

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

At the completion of the Generalist year, the student is able to demonstrate the following:

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

At the completion of the Generalist year, the student is able to demonstrate the following:

7.1 Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8–Intervene with Individuals, Families, Groups, Organizations, and Communities At the completion of the Generalist year, the student is able to demonstrate the following:

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

8.3 Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes.

8.4 Negotiate, mediate, and advocate on behalf of diverse clients and constituencies.

8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

At the completion of the Generalist year, the student is able to demonstrate the following:

9.1 Select and use appropriate methods for evaluation of outcomes.

9.2   Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

9.3   Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

9.4   Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

SPECIALIZATION PRACTICUM COMPETENCIES AND BEHAVIORS

The Specialization Practicum builds on the Generalist placement with practicum experiences specifically related to providing direct services to individuals, families, and small groups. Placements provide an opportunity for students to engage in supervised practice in a variety of settings, using an array of intervention methods.

Competency 1: Demonstrate Ethical and Professional Behavior
At the completion of the Specialization year, the student is able to demonstrate the following:
1.1 Understand and appropriately use global, regional, and setting-specific regulations and policies for effective practice.
1.2 Demonstrate the ability to maintain professional and personal boundaries, use self- disclosure appropriately, and regulate personal emotions in the practice setting.
1.3 Accept and effectively operationalize professional supervision and peer supervision (as applicable).
1.4 Appropriately use ethical decision-making models and apply the NASW Code of Ethics to the practice setting.
1.5 Differentiate appropriate and inappropriate uses of electronic communications (e.g. e-mail, text, social media, blogging, etc.) and use technology as indicated by the practice setting.
1.6 Demonstrate initiative in seeking learning opportunities while managing workload to accomplish assigned tasks within expected timeframes, including: documentation, attendance, dress and other appropriate work habits [practicum only behavior].

Competency 2: Engage Diversity and Difference in Practice
At the completion of the Specialization year, the student is able to demonstrate the following:
2.1 Identify how multiple stigmatizing identities collectively affect client systems at multiple levels.
2.2 Evaluate the ways in which oppression and privilege manifest in institutional policies and practices and promote change to reduce bias and increase fairness.
2.3 Analyze the extent to which norms, values, and historical structures can marginalize groups of people or enhance privilege and power and stimulate changes to reduce marginalization within the practice context.
2.4 Engage in critical self-reflection to identify and manage personal values and biases that might affect practice with diverse client systems, organizations, and communities.
2.5 Adopt a spirit of inquiry when engaging with diverse groups to better understand the experiences of people who have been marginalized and oppressed.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
At the completion of the Specialization year, the student is able to demonstrate the following:
3.1 Effectively formulate strategies that promote social justice and human rights.
3.2 Advocate for social, economic, and environmental justice and human rights.
3.3 Use theory to critically analyze social injustice and human rights violations.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
At the completion of the Specialization year, the student is able to demonstrate the following:

4.1 Incorporate evidence and knowledge into the development of effective practice methods.

4.2 Understand how research questions guide the selection of research methods.

4.3 Remain informed about current and emerging evidence.

4.4 Use knowledge of research and evaluation methods to critique the literature that informs practice.

4.5 Obtain information about the quality of measures before using them to inform practice.

Competency 5: Engage in Policy Practice

At the completion of the Specialization year, the student is able to demonstrate the following:

5.1 Maintain current knowledge of organizational, local, state, and federal policies and proposed legislation that can affect systems at all levels.

5.2 Analyze policies that impact client systems, organizations, and communities, and work within the practice context to minimize adverse consequences.

5.3 Evaluate the effects of contextual history on policy formulation and implementation.

5.4 Collaborate within and across systems to advocate for and empower individuals or populations excluded from or limited by aspects of a policy.

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

At the completion of the Specialization year, the student is able to demonstrate the following:

6.1 Demonstrate self-awareness in assessing how personal experiences, beliefs, and identities influence practice with client systems, groups, organizations, and communities.

6.2 Use an understanding of the influences of development and culture to effectively engage client systems.

6.3 Practice effective engagement through the development of cooperative and respectful relationships with others and work toward resolving conflicts in the service of the client system.

6.4 Employ empathy, relational, and strengths-based approaches to developing helping relationships with diverse client systems.

6.5 Effectively prepare and facilitate meetings with client systems to work toward identified goals.

6.6 Through the use of effective verbal and nonverbal communication, consistently demonstrate the critical elements of the change process.

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

At the completion of the Specialization year, the student is able to demonstrate the following:

7.1 Use evidence-informed knowledge and theory to structure an assessment, design goals, and objectives, and develop strategies for change.

7.2 Identify the strengths and limitations of theoretical models commonly used in practice.

7.3 Use at least one instrument or process designed for assessment or data collection.

7.4 Write a clear and comprehensive assessment of a client system including mutual goals and plans for intervention.

7.5 Routinely identify strengths, challenges, and systemic factors relevant to client systems.

7.6 Select evidence-based or evidence-informed interventions that integrate assessment information and the goals of the client system.

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

At the completion of the Specialization year, the student is able to demonstrate the following:

8.1 Critically analyze and apply research regarding evidence-informed practices and emerging practices that might be appropriate for client systems.

8.2 Develop a cohesive intervention plan based on the needs and goals of client systems.

8.3 Collaborate with multidisciplinary teams and client systems to achieve the desired outcomes of planned change.

8.4 Work with leaders, staff members, community groups, or coalitions to intervene by negotiating, mediating, or advocating on behalf of client systems.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities At the completion of the Specialization year, the student is able to demonstrate the following:

9.1 Demonstrate the ability to identify and select appropriate measures for evaluation of social work practice, programs, and policies.

9.2 Monitor and analyze discrete tasks in the intervention plan using formal or informal evaluation methods, including assessing the level of involvement of client systems, organizational representatives, community representatives, and other stakeholders.

9.3 Analyze data to inform social work practice decisions and to evaluate practice and program outcomes.

9.4 Appropriately use formal instruments, tools, record keeping, and feedback from others to evaluate practice.

III. PRACTICUM POLICIES AND PROCEDURES

OVERVIEW

The School of Social Work's Practicum Education Program conforms to the standards and guidelines of the Council of Social Work Education (CSWE) and sets forth the following policies and procedures. These policies and procedures serve as guidelines and reflect the common interest of all parties involved in practicum education activities.

PRACTICUM AGENCIES/ORGANIZATIONS

When an agency is identified as a potential practicum site, a representative from the practicum education faculty will confer with the agency representative and evaluate the possibility and appropriateness of an affiliation. Factors taken into consideration include the agency's capacity to address learning outcomes of both the Generalist and Specialization Practicums, the practicum instructor's interest and commitment to social work education, the practicum instructor's ability to provide appropriate supervision, and the agency's ability to adhere to practicum policies and procedures. All agencies must be in compliance with the Fair Labor Standards Act.

If an affiliation appears mutually desirable, the practicum education faculty will ask the agency representative to complete the practicum education memorandum of agreement.

STANDARDS FOR THE SELECTION OF PRACTICUM INSTRUCTORS

The practicum instructor is selected by mutual agreement of the School and the agency and must meet the following standards:

A. Hold a Master of Social Work (MSW) degree from a CSWE accredited school of social work;
B. Have at least 2 years of post-degree social work experience;
C. Be an employed staff member of the agency or an approved off-site (outside the agency) MSW;
D. Demonstrate Specialization social work knowledge and skills essential for competent practice;
E. Have the ability to evaluate and influence provision of social work services in the agency;
F. Have the ability to conceptualize and to communicate knowledge to others;
G. Be able to engage in a give-and-take relationship with the student;
H. Be prepared and available for ongoing consultation and able to provide weekly supervision;
I. Be available to periodically (or as necessary) meet with the assigned practicum faculty member to discuss student progress;
J. Have a willingness to attend and participate in the School's seminars, workshops, and conferences on practicum education as appropriate;
K. Work cooperatively with the School in evaluating the student, the Practicum Education Program, and the curriculum;
L. Show evidence of continued professional development;
M. Have an interest in students and willingness to accept the role of practicum instructor; and
N. Agree to supply the School with a résumé.

Considerations for Off-Site Practicum Instructor:

Requests for exceptions to the standards for practicum instructors might include the following:

A. A task supervisor without an MSW in combination with an off-site MSW practicum instructor located outside of the placement agency;
B. An MSW practicum instructor with less than 2 years of post-degree social work experience in combination with some level of supervision with a social worker who has an MSW;
C. A practicum instructor that does not have an MSW.

When considering an exception to the standards for practicum instructors, the following issues should be addressed:

A. The unique qualifications of the task supervisor;
B. The unique qualifications of the agency and its services;
C. The identification of an effective off-site MSW practicum instructor.

Requests for exceptions may be initiated by the assigned practicum faculty member, or the agency. Requests for exceptionsmust be approved by the Assistant Dean of the Practicum Education Program.

In the identification of an off-site MSW practicum instructor, effort must be made to select a social worker with an MSW who has an affiliation with the agency and/or knowledge of the agency unit and population served (e.g., staff member in another department, board member, agency consultant). The off-site MSW practicum instructor is responsible for directing the student's overall learning experience and for guiding the task supervisor's activities with the student. An essential key to the success of this partnership is clear expectations concerning roles, responsibilities, and the relationship between the practicum supervisor and task supervisor, and their relationships with the student and the School of Social Work.

Criteria for Consideration of Less Than Weekly MSW Supervision

The following criteria will be used when considering a placement that uses an off-site task supervisor and less than weekly MSW supervision:

A. The task supervisor has 3 or more years' of practicum education experience with the School;
B. The task supervisor has a minimum of a post baccalaureate degree in a human services practicum;
C. The student's level of experience prior to this placement;
D. The availability of regular, individual, or group MSW supervision that can provide the student with the social work perspective;
E. The approval of the Assistant Dean for Practicum Education.

Criteria for Consideration of a Practicum Instructor Without an MSW Degree

The following criteria are used when considering a practicum instructor who does not have an MSW:

A. The individual has been a task supervisor with the School of Social Work for at least 3 years;
B. The individual has a master's degree in a related practicum;
C. The individual has clearly demonstrated the use of a social work perspective in their practice, including an understanding of the values of social justice, dignity, worth of the person, and the importance of human relationships. Further, the individual has demonstrated that their practice has integrity and competence; and,
D. The individual meets the other requirements of a practicum instructor.

For an individual without an MSW to be considered as a practicum instructor, the assigned practicum faculty member must submit a written letter to the Director of Practicum Education outlining how the individual meets the criteria outlined above. The final decision will be made by the Director of Practicum Education. The decision letter will be kept in the agency file.

PROCEDURE FOR ESTABLISHING NEW PRACTICUM EDUCATION SITES

The following general procedure is used in determining the eligibility of a new practicum site:

A. Practicum education faculty will contact agency and schedule meeting with potential practicum instructor (see Standards for the Selection of Practicum Instructors section).
B. Meeting conducted by practicum education faculty will include the following:
   - Tour agency; as applicable
   - Identify space and equipment for student;
   - Determine potential student learning assignments and appropriate volume of assignments;
   - Review qualifications of potential practicum instructor/task supervisor and determine compliance with standards;
   - Determine agency director's agreement and support as practicum education site;
   - Determine suitability for Generalist and/or Specialization placement, as well as suitability for concurrent and/or block placement and stipend availability;
   - Review content of the practicum education memorandum of agreement;
   - Discuss benefits of practicum education affiliation for practicum instructors and task supervisors;
   - Discuss training and continuing education opportunities for practicum instructors and task supervisors; and
   - Briefly discuss use of the practicum education database.
C. Assigned practicum education faculty will provide a packet of forms and database information to agency.
D. The Practicum Education Office will make acceptance decision, and then notify practicum instructor/agency.

ROLES and RESPONSIBILITIES

The memorandum of agreement (MOA) defines the School's and agency's roles and responsibilities for the practicum education of students. The MOA must be signed by appropriate parties before students can be placed in the practicum site. A copy of the MOA found in the Forms section of the *Practicum Education Program Manual.*

Roles and Responsibilities of the Agency – the agency administration and board are expected to fulfill the following:

A. Support competent and ethical social work practice, professional education, and appropriate student instruction;
B. Provide a qualified staff member to instruct the student, and reduce the workload of that staff member as necessary to allow time for instruction, attend School functions, and meet with practicum education faculty;
C. Control student workload so as to permit focus on individual learning and to facilitate receipt of maximum help from the practicum instructor;
D. Accept students as developing professionals and neither exploit them to meet staff needs nor hold back appropriate assignments because of their student status;
E. Provide adequate space, equipment, and supplies for students;
F. Make assignments that satisfy the following criteria:
   - Are appropriate to the student's specialization, practicum of practice, interests, goals, and level of competency;
   - Provide sufficient balance of short-term and long-term assignments;
   - Offer opportunities to begin and complete the helping process;
   - Contain sufficient variety of experiences to allow some breadth of learning;
   - Provide opportunities for students to work with disadvantaged, vulnerable, and oppressed individuals, families, or communities; and,
   - Provide placement sites without regard to the student's race/ethnicity, gender, gender identity, sexual orientation, or disability.

Continuity of Practicum Placement Agencies/Organizations

A. The practicum education faculty will report annually to the Director of Practicum Education regarding the ability of the agency/organization to continue meeting these roles and responsibilities.
B. Agencies/organizations will continue to serve as practicum placement sites unless they request termination or the Assistant Dean for Practicum Education and practicum faculty agree that the site is no longer meeting practicum site criteria.

Roles and Responsibilities of the Practicum Instructor (On-Site or Off-Site), Task Supervisor (if applicable), Practicum Faculty, and Student

The following roles and responsibilities relevant to practicum placements are outlined below to ensure the School's standards for practicum education are maintained:

Practicum Instructor

1. In consultation with the task supervisor (if applicable), select appropriate learning opportunities that respond to the educational needs of the student and the practicum learning objectives and outcomes;
2. Develop and sign the student's learning agreement.
3. Provide supervision to the student. It is recommended that practicum instructors meet for one hour per week with students in formal, uninterrupted supervisory sessions to address student's learning issues and needs. However, the School realizes and respects

that based on agency culture, supervision may be delivered more informally. On occasion, supervision can also be provided through other models such as structured group process;

4. Provide feedback to the assigned practicum faculty member and practicum education office about student strengths and concerns regarding an individual student or the practicum experience in general;
5. Prepare a written evaluation of the student's progress and submit it to the practicum education office by the last practicum day of the semester;
6. Attend required New Practicum Instructors Training and remain abreast of curricular developments at the School of Social Work through participation in ongoing workshops and seminars;
7. Orient the student to the agency and the experience of individual practice in ways that are most effective for the student's learning style and knowledge level;
8. Guide the student's development as a member of the social work profession;
9. Encourage the student's ability to engage in useful self-evaluation; and
10. Prepare the Practicum Instructor's Feedback form at the end of the academic year, including the evaluation of the practicum experience.

B. Task Supervisor (if applicable)
1. Provides student with a general orientation to the practicum agency;
2. In consultation with the practicum instructor, identify and/or design learning assignments for the student;
3. Develop and sign the student's learning agreement;
4. Provide daily supervision to the student regarding practicum assignments and monitor the student's performance in the practicum;
5. Schedule weekly supervisory conferences with the student to provide assistance in planning, managing, and completing practicum assignments;
6. Maintain contact with and meet with the practicum instructor and practicum faculty to monitor student progress;
7. Consult with the student and practicum instructor in completing the student's competency evaluation; and
8. Participate in the New Practicum Instructor Training and orientation.

C. Practicum Faculty
1. Diligently develop placements of such diversity that students with different learning goals and expectations can be accommodated to the greatest extent possible;
2. Engage in a discussion process with a new agency, and periodically with all established agencies, to determine the readiness of the agency and its staff to provide a controlled, challenging learning opportunity for students;
3. Provide students with an in-depth orientation to both the Generalist and Specialization Practicum;
4. Provide clarification and consultation regarding placement requirements, learning assignments, and learning outcomes for the practicum;
5. Review and approve the student's learning agreement, providing feedback as necessary;
6. Meet with the student and practicum instructor (and task supervisor, if applicable) during the practicum to monitor the practicum experience, review the student's evaluation, and assign a course grade for the practicum at the end of the semester;
7. Engage Generalist Practicum students in regularly scheduled seminar sessions to facilitate the integration of classroom and practicum learning;

8. Provide orientation for the practicum instructor to ensure clarity regarding the School's expectations of the practicum agency; and
9. Provide support to practicum instructors through individual meetings, and regularly offered workshops to help maintain professional expertise in the practicum.

D. Student
1. Work collaboratively with the practicum instructor and the task supervisor (if applicable) to prepare the Practicum Learning Agreement, outlining specific learning activities assignments; Revise the learning agreement as necessary to maintain educational relevance and for accurate use in evaluating student competency;
2. Plan an agenda and meet weekly with the practicum instructor (and task supervisor, if applicable) for direction in planning, managing, and completing practicum assignments; applying theory to social work practice, and discussing other issues associated with the profession of social work;
3. Complete the competency evaluation in collaboration with the practicum instructor (and task supervisor, if applicable);
4. Make known (i.e., self-identify) any special needs that might affect the learning experience. Students with physical or mental disabilities are encouraged to disclose this information to the Practicum Education Office and to connect the UNC Office of Accessibility Resources & Service (accessibility@unc.edu). With the student's written consent, the Practicum Education Office will engage in a dialogue with the student, knowledgeable faculty and agency personnel with the focus of determining the most appropriate practicum agency and the need for reasonable accommodations;
5. Participate in scheduled orientations for the Generalist and Specialization Practicums;
6. Sign the Student Practicum Placement Agreement on SSWiS and
7. Participate in the regularly scheduled Generalist practicum seminar.

V.   TRAINING FOR PRACTICUM INSTRUCTORS

The School is responsible for the development and implementation of training opportunities for new and continuing practicum instructors. New practicum instructors are required to complete the New Practicum Instructor Training during the first year they provide practicum instruction. Topics covered in the New Practicum Instructor Training series include the following:

A. Overview of the MSW Curriculum;
B. Roles and responsibilities of agencies, practicum instructors, advisors, and students;
C. Diversity and the supervisory relationship;
D. The role of the supervisor;
E. Orienting the student to the agency;
F. Developing the learning agreement;
G. Assessment and evaluation of student's progress;
H. Problem solving with students; and,
I. Policies and procedures of the Practicum Education Program and the University.

A certification of completion is awarded.

The practicum education office coordinates an annual appreciation event for current practicum instructors and task supervisors which includes CE opportunities.

RETENTION OF PRACTICUM INSTRUCTORS/AGENCIES

Practicum education faculty will report to the Director of Practicum Education each spring regarding the following:

A. The practicum instructor's/agency's ability to continue to meet the standards set by the School;
B. The practicum instructor's/agency's demonstrated ability to work with students, including the resolution of problems;
C. The practicum instructor's/agency's ability to provide time for student supervision; and
D. The practicum instructor's intent to stay at the agency for the next academic year.

Practicum instructors/agencies will be retained unless:

A. The practicum instructor or agency requests to be made temporarily inactive or terminated;
B. The Director of Practicum Education and practicum faculty agree that the practicum instructor should no longer serve in this capacity. The process for deciding that a practicum instructor/agency will be made inactive should include a conference with the practicum faculty and the practicum instructor/ agency director, during which the challenges in the placement are clearly identified and needed changes are clearly specified. This conference should be held as soon as any party recognizes a challenge exists.

BENEFITS OF PRACTICUM INSTRUCTION

Practicum instructors, serving as unpaid, agency-based faculty, contribute significantly to the education of social work students. Although it is impossible to adequately compensate these educators, the School offers several forms of recognition. The following describes some of these offerings:

A. Become an Area Health Education Centers (AHEC) Trainer
Practicum instructors with the UNC-CH School of Social Work are eligible to provide training to the nine regional Area Health Education Centers (AHECs) across North Carolina, under the School's contract with the NC AHEC Program Office. The NC AHEC Program Office provides funds to the School to support the overall coordination of these training activities. The School of Social Work /AHEC Training Partnership recognized practicum instructors as having a training status of a "consultant." The Partnership, through the funds provided by the NC AHEC Program Office, pays the consultant honorarium.
Practicum Instructors who are interested in being a trainer with the Partnership, should contact Sherry Mergner at the UNC School of Social Work, 919-962-6463 or at smergner@email.unc.edu.

B. Continuing Education

Periodically, the School offers practicum instructors and task supervisors continuing education activities that add enrichment to their professional roles and an opportunity to meet with other social work professionals. Covering a variety of topics, workshops and seminars are presented to keep social work professionals abreast of constantly changing issues and practices. In addition, with permission of the instructors, practicum instructors may audit a course at the School of Social Work. The practicum education faculty will facilitate this process for you.

Each spring, the Practicum Education Office hosts a Practicum Instructors' Conference .Th event includes a variety of CEU opportunities.

C. Posting Job Vacancies
    We invite practicum instructors to post notifications of employment opportunities with their agency on the UNC School of Social Work Alumni Forum. Please submit jobs to our online job board. (https://ssw.unc.edu/alumni-friends/jobs)

D. Clinical Lecture Series
    Annually, the School of Social Work offers the Clinical Lecture Series (CLS) that provides practitioners, students, and faculty the opportunity to learn from esteemed and innovative clinicians. The CLS lectures enhance the clinical curriculum for students and offers continuing education for graduates and practitioners, including practicum instructors and task supervisors. Students, practicum instructors, and task supervisors are eligible to attend CLS events at a reduced rate. To register
    - Go to the website click on "Pre-Registration"
    - Fill out contact information
    - Select "Practicum Instructor" in the list (do not select any other category such as clinician)
    - In the box that opens, select Practicum Instructor. Enter your PID number, if you have one; if you do not have a PID number, enter the practicum instructor code (*Note.* You can obtain this code by contacting Carol Ann Hincy at 919-966-4916).
    - Select the lecture(s) you plan to attend
    - Proceed to payment.

E. Career Day
    Agencies and practicum instructors are invited to partner with the School for our annual Career Day event, held in the spring. Career Day affords agencies an opportunity to highlight their work and potential employment opportunities for graduating students.

THE PRACTICUM EDUCATION AGENCY RECRUITMENT AND STUDENT MATCHING PROCESS

A. Recruitment

The School has access to some of the most qualified practicum instructors available to any school in the Southeast Not every practicum instructor will be available in a given year because of geographic location, agency priorities, space restrictions, and the periodic need for a sabbatical. In the fall of each year, the School solicits information about prospective practicum sites and practicum instructors.

B.   Information about Practicum Resources

The Practicum Education Office uses a database of placement sites. The SSWiS database describes the client population, typical social interventions, customary practice methods, and each site's potential practicum instructors and their qualifications. Students and their advisors use the SSWiS database when considering practicum placement preferences. Before requesting a specific practicum site, final year students are encouraged to consult with other faculty and with students who completed placements with that agency.

C.   Requests for Practicum Assignments

On-Ground Students:
Entering 2-Year MSW Program and advanced standing students are placed in practicum sites by the Practicum Team, which reviews students' application materials and practicum planning guides. In addition, the Practicum Team may conduct personal interviews. Students in the three-year program begin practicum practicums in their second year of study. Faculty in the three-year program work with other practicum faculty in assigning students to practicum placement sites.

Students planning their Generalist or advanced standing placement begin by completing the Generalist or Advanced Standing Planning Guide, which is available on the practicum education SSWiS database. Students planning their Specialization year placement begin by using the practicum education SSWiS database to review available placements. In collaboration with their faculty advisors, Specialization year students clarify their learning needs, styles, career goals, and review practicum opportunities to identify potential matches. Students then prepare the Specialization Placement Planning Guide, indicating their top three preferences of available practicum placement. These preferences must be consistent with their choice of Specialization. The Practicum Team matches students to an available practicum site and notifies students of their assignment.

Online Students:
Students must either be enrolled in or have completed SoWo 540 and SoWo 570 prior to beginning their generalist practicum. The semester before they plan to begin practicum, students must complete the generalist planning guide and coordinate with their assigned practicum faculty. The student and practicum faculty will discuss the student's geographic location, area of interest, time available to complete the practicum and other factors and develop a plan to identify a placement site. It may be possible for a student to utilize their place of employment as a generalist or specialization placement. Please see the policy on pg. X for more information. Specialization students must complete their generalist coursework and placement and be enrolled in theory and practice class before beginning their specialization placement. Similar to generalist students, the semester before they plan to begin practicum, students must complete the specialization planning guide and coordinate with their assigned practicum faculty. As mentioned below, placement matches must be enrolled into SSWiS and approved by the practicum faculty before a student may begin earning practicum hours.

All MSW Students:
After the assignment is made by the Practicum Team, students visit their assigned agency and interview with their proposed practicum instructor. Students should prepare for the interview as if it were an interview for employment. The placement is not confirmed until the practicum instructor and the student agree that the match is compatible. Should a student wish to decline a practicum placement match, either before or after the interview, the student must **first** contact their assigned practicum faculty or the Practicum Education Office.

In researching possible practicum placements, students **may not** directly contact practicum placement sites or potential practicum instructors/task supervisors. All preplacement contact with agencies and practicum instructors must be initiated by the practicum education faculty.

Students are matched with one practicum placement site at a time. Students are not permitted to concurrently interview practicum instructors in multiple sites and then make a placement selection. These procedures prevent students from competing with each other but also protect agencies from being inundated by requests for interviews.

The Practicum Education Office recommends that students make their practicum placement choice based on their social work interests and future career goals rather than on the proximity of the practicum placement location. Students are expected to accept practicum placements within a 60-mile radius of their designated program. Students who prioritize proximity of the practicum placement may limit their practicum placement options. Depending on resources, the Practicum Education Office may not be able to meet these requests.

Students are responsible for securing transportation to their practicum placements regardless of location. Given the limited public transportation in rural areas, students must have access to transportation to reach their practicum placements. It is to the student's advantage to have a personal vehicle. Many of our local communities are small and have few resources for practicum placements; therefore, not having a personal vehicle will limit the practicum placement options. Unfortunately, the Practicum Education Program cannot consider the costs of vehicle maintenance, insurance, and gas in practicum placement matches.

Practicum placement sites offering student placements solely during the evening or weekend hours are rare and sometimes nonexistent. Students generally need to plan to be available for placement during normal business hours maintained by the practicum site and during times when the student's practicum instructor is working and available to the student. Part of the training experience involves participating in the life of the agency, attending regularly scheduled meetings, and other activities involving or sponsored by the practicum placement site.

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website, contact ARS by email at accessibility@unc.edu, or by phone at 919-962-8300. The accommodations process starts with ARS and helps instruct faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

IX.   MATCHING PROCESS POLICIES AND PROCEDURES

A. Placement Matching

All students must complete the following requirements for participation in the Practicum Education Program:
- Successful admission into the University of North Carolina School of Social Work;

- Completion of a Safety in Practicum Education Course;
- Completion of the School's Orientation program (i.e., JumpStart), including practicum orientation;
- Completion of a criminal background check and other onboarding required by the agency (as applicable);
- Signed Student Practicum Placement Agreement (completed before beginning practicum placement);
- Completion of the applicable Practicum Education Planning Guide (i.e., Advanced Standing, Generalist or Specialization Practicum Education Planning Guide).

Every effort is made to match students to a practicum placement that matches their individual interests and career goals. The Practicum Education Office takes responsibility for making assignments to practicum settings. The Director of Practicum Education has final approval for all practicum placements.

Students are matched with one agency at a time. A student must decline a placement before being matched elsewhere. If the Practicum Team has determined that an agency offered to a student for the pre-placement interview is the best available match for the student, the student may not refuse that placement assignment for non-educational reasons.

1. Placement Matching—Generalist Students

Students requesting a Generalist placement are required to submit the on-line Generalist Practicum Education Planning Guide to the Practicum Education Office. Referrals to placements are made after an interview with a member of the practicum faculty and consideration of work and educational background, interests, and availability of practicum placement agencies. Students are notified of their practicum placement match via e-mail to their UNC e-mail account.

2. Placement Matching—Specialization Students

On-Ground MSW Specialization Students:
Students requesting a Specialization placement are required to complete and submit the online Specialization Practicum Education Planning Guide to the Practicum Education Office. Students are assigned a placement manager who takes primary responsibility for providing leadership to and guiding the student through the placement process. Generally, the placement manager is the student's assigned Generalist practicum faculty person or seminar leader; Students are encouraged to seek counsel and advice from other faculty members in the School and from their current practicum instructor regarding placement options. However, it is always the student's decision to identify their three top choices on the Specialization Practicum Education Planning Guide.

The practicum education faculty meets as a team to review each student's placement choices; The faculty review how well the student's choices match with the learning opportunities available in the practicum placement and the "goodness of fit" with the practicum instructor and agency, including the style of supervision needed. Students are notified of their placement match via e-mail to their UNC e-mail account.

During the Specialization matching process, multiple students might be interested in the same practicum placement. After exploring the possibility of the practicum setting accepting more than one student, the Practicum Education Office will use the following principles (in no particular order) in determining which student will be placed at the practicum site:

- How closely the student's second choice would meet their learning goals;
- How well the proposed practicum instructor's and student's learning/teaching styles match;
- The agency expectations of the student (e.g., skill level, professional experience, age, maturity of the student, requirements for languages other than English);
- How well the placement fits with the student's career goals;
- The strength of the student's Generalist placement;
- Duplication of prior employment or Generalist practicum placement experiences; and
- Special needs of the student such as health or disability.

The Practicum Office does not consider travel distance to practicum sites or financial need in these decisions.

If a placement becomes unavailable between the time the student submits their agency preferences and the time practicum matches are announced, the student will be notified that one of their three preferences is no longer available and will be asked to choose another option in its place.

Online MSW Specialization Students:
Specialization students must complete the specialization planning guide. Then, students confer with their practicum faculty to identify a placement option focused on their concentration (direct practice or community, management and policy practice). Available learning activities at the agency must meet the criteria for specialization competencies. The student and practicum faculty will explore available practicum options within their home community or agencies that provide social work practice.

B. Arranging for the Pre-Placement Interview and Confirming the Placement Match

At the point of referral, the Practicum Education Office will contact the proposed practicum instructor/task supervisor regarding a possible placement assignment, and provide information regarding the student, including the student's resume. At the same time, the student will be notified that a placement assignment has been recommended to the practicum instructor/task supervisor, and the student will be provided with information regarding how to contact the practicum instructor/task supervisor to schedule an interview to assess the appropriateness of the match.

After the placement interview, the student and practicum instructor are requested to advise the Practicum Education Office. If the interview has raised a student's concerns about the proposed educational experience at the placement, the student should immediately contact the Practicum Office to discuss the interview and their rationale for wanting to decline the match. Students will have two opportunities to receive placement assignments, based on the rationale for the rematch and the availability of resources. If the student remains dissatisfied with the practicum placement process after two attempted placement assignments, the student must schedule a meeting with the Director of Practicum Education before additional placement assignments will be considered.

If the practicum instructor decides to decline the match they should immediately contact the Director of Practicum Education.

Students are required to successfully interview and be officially accepted by the practicum placement agency and practicum instructor/task supervisor. Occasionally, a student is not accepted for placement after the initial interview because the practicum instructor/task supervisor thinks that the student is not appropriate professionally. If a student is not accepted for a practicum placement after two different interviews for reasons of professional inappropriateness, the student will not be allowed to

interview at another practicum setting until a meeting occurs between the student, the practicum faculty, the Assistant Dean for Practicum Education, and the Associate Dean for Academic Affairs. The purpose of the meeting will be to assess and address the issues identified by the practicum instructors who interviewed the student and to assist the student in correcting or addressing such challenges. On occasion, the student may be referred to the Committee on Students.

Once students have made a commitment to their respective agencies, students are expected to complete their practicum placement in that agency. However, if at any point during the practicum, the student determines that she or he will not be going to a practicum placement as planned, or is not a good match for the agency, then the student should contact their assigned practicum faculty member. Once the situation has been discussed with and agreed upon by the practicum education faculty, the student shall notify the agency to which they were assigned. This notification must be completed before a referral to another agency will be pursued by the Practicum Education Office.

PLACEMENT CONCERNS, REASSIGNMENT OF PLACEMENT, AND TERMINATION

Placement Concerns

If a student, practicum instructor, or task supervisor has a concern about any aspect of practicum education, the issue should be reported as soon as possible to the assigned practicum faculty member. Then, if not resolved, a report should be made to the Director of Practicum Education.

Before the placement has begun

If the concern occurs during the interview and acceptance process, the student and/or practicum instructor should contact the assigned practicum faculty member to discuss the concern and decide if the match should continue.

If the practicum instructor/task supervisor declines the student based on poor performance during the interview, only one additional placement match will be made. Student poor performance in two consecutive interviews will result in a conference with the Director of Practicum Education and consideration of a referral to the Committee on Students.

After the placement has begun

If the concern occurs after the placement has begun, in most circumstances, the assigned practicum faculty member will schedule a joint conference with the student and the practicum instructor/task supervisor. The purpose of the conference is to explore in-depth the concerns of all involved parties and the agency and to determine an action plan.

During the joint conference, an action plan will be developed that includes:

- A clear identification of problems in learning/teaching;
- Specification of the expected behavior changes;
- Necessary actions and procedures to be taken; and

- A time to review the progress made on the action plan.

When the issue involves practicum instructor/task supervisor concerns about student competence, the practicum instructor/task supervisors are expected to provide the student with behaviorally specific feedback prior to placement termination unless there is a serious incident or concern. Likewise, students who have concerns about their practicum placement are expected to directly discuss those concerns with their practicum instructor either prior to or during the joint conference. It is expected that most student and practicum instructor placement concerns can be resolved through a joint conference process.

Reassignment and Termination of Placements

Due to the School's multiple obligations including the interests and needs of the student, the practicum agency, the practicum instructor/task supervisor and the agency's clients, serious consideration must always be given to the decision to reassign or terminate a practicum placement.

However, if there is a decision to remove the student from the assigned placement, the following policies will apply:

Practicum Instructor/Task Supervisor concerns about the student:

If the practicum instructor/task supervisor determines that termination of the student from the practicum placement is the only option, then the placement will be ended. As practicum instructor/task supervisors voluntarily supervise students, they have can terminate an internship without notice if they believe that they can no longer work with the student.

Student concerns about the placement:

Decisions regarding placement reassignment due to student concerns or challenges at the agency are made by the assigned practicum faculty member with the approval of the Director of Practicum Education. Multiple factors will be considered in making this decision such as student learning opportunities, availability of supervision, professional ethics, client/student safety and agency/practicum instructor functioning.

No student may terminate a practicum placement without prior approval of the Assistant Dean for Practicum Education. Any student who terminates their practicum placement without prior approval risks permanent denial of reassignment into a practicum placement setting and dismissal from the MSW program.

On occasion, students and practicum faculty members may recommend that the School's relationship with a practicum instructor and/or agency be terminated. In order to make this decision, the Assistant Dean for Practicum Education will carefully weigh the type and seriousness of the concern, the experience of the students and practicum faculty members, evaluation of the practicum placement over time and the results of the aforementioned joint conference process. Regardless of the reason for the termination from the practicum placement, the practicum instructor/task supervisor and/or the practicum faculty member should determine the best way for the student to end the practicum placement in a professional manner.

When a student leaves the practicum placement before the mid-semester break, the practicum instructor/task supervisor should provide a brief written competency evaluation. If a student leaves the placement after the mid-semester break, the practicum instructor/task supervisor should evaluate the practicum work performance using the Practicum Education Competency form appropriate to the student's program level and semester.

In exceptional circumstances (e.g. student terminated from practicum placement, serious student illness), a final grade can be assigned if 70% of the required practicum hours have been completed. To request this exception, practicum faculty will seek approval to assign the grade from the Director of Practicum Education.

Steps Following Termination of a Student's Placement

In consultation with the Director of Practicum Education and depending on the circumstances, alternate plans for the student can include one or more of the following:

- Reassign the student to a new practicum placement;
- Reassign the student to a new practicum placement with a remediation plan;
- Refer the student to the UNC-CH School of Social Work Committee on Students; and/or
- Assign a grade of F for the associated practicum education course.

Students who are approved for reassignment of their practicum placement are required to update their Practicum Education Planning Guide and résumé before they can be assigned a new placement match. During the interview, the student must be prepared to discuss the reason for their reassignment with the prospective practicum instructor/task supervisor. Once the student has been accepted into the new agency, the prospective practicum instructor/task supervisor may need to know information regarding the student's previous placement experience. The assigned practicum faculty member will share information regarding the status of the student's social work competencies and practice behaviors and a required remediation plan (if applicable).

The student who is reassigned will be required to make up any missed practicum hours in order to fully meet the required number of practicum hours. Additionally, the student will be required to participate in additional orientation hours at the new placement which will not count toward the total required number of practicum hours. The length and scheduling of this time is to be negotiated with the Practicum Office and the agency to which the student is reassigned. All Generalist practicum hours and course work must be completed prior to matriculating into the Specialization year.

When the reassignment of the student has been made due to student request or poor performance, only one reassignment will be made.

Referral to the Committee on Students:

Students may be referred to the COS for a multitude of reasons including but not limited to:
- Failure to maintain the School of Social Work Technical Standards for Professional and Ethical Behavior;

- Failure to make adequate progress toward the CSWE Core Competencies of Social Work Practice;
- Failure to meet or maintain academic requirements as established by UNC Chapel Hill, the UNC Chapel Hill Graduate School, and/or the School of Social Work;
- Behavior that may constitute a violation of the NASW Code of Ethics;
- Conduct that could constitute a violation of the University's Instrument of Student Judicial Governance/Honor Code (violations of the Honor Code will be referred to the University's Honor System; however, the University Honor System process and the COS process are not mutually exclusive);
- Legal involvement including arrests, criminal charges, convictions, or pleas (students may also be referred to the University's Emergency Evaluation and Action Committee);
- Pattern of problematic behavior;
- Uncertainty about fit for the social work profession; and/or
- Requests for reinstatement and/or readmission.

Additional information about the Committee on Students is found in the *UNC-CHMaster of Social Work Curriculum Manual.*

Once the student is referred to the Committee on Students, the student will be temporarily removed and/or denied reassignment into a practicum placement setting. The Committee on Students will make a recommendation to the Dean about a proposed plan of action. Recommendations can include one or a combination of the following: reassignment into a practicum setting, reassignment with conditions, temporary denial of reassignment or assignment of a grade of F for the practicum placement under review rendering the student academically ineligible to continue in the MSW program.

Assign a grade of F for the Practicum Education course:

A student will be assigned a grade of F for the Practicum Education course when there are especially egregious circumstances (see above) that would seriously jeopardize the integrity of the social work program, the educational standards of the School and the University, the practicum agency, and/or the profession, or would be considered potentially harmful to the clients with whom the student would be working.

OPERATIONAL POLICIES AND PROCEDURES

Placements with Family Members

To avoid conflicts of interest, students are not permitted to complete their practicum education work in an agency or institution owned by a family member or close personal or family friend. Additionally, a student's family member or personal or close family friend, may not serve as a practicum instructor for the student. Students are obligated to notify the practicum education office if a family member is employed in any capacity with the placement agency, organization, or institution.

Time in Practicum Placement

Students are expected to complete the following hours in practicum placements:

Generalist students are in placement 14-16 hours per week and must complete a total of 400* hours while enrolled in SOWO 520 and SOWO 521.

Specialization students in the on ground program are in placement three days a week and must complete a total of 600* hours while enrolled in SOWO 820 and SOWO 821. Specialization students in the online program may extend their practicum to three semesters and complete 14-16 hours per week for a total of 600 hours.

Advanced standing students complete SOWO 522 in a 24-day block placement during the summer in addition to SOWO 820 and SOWO 821 in the fall and spring for a total of 760* hours.

*Hours are based on the University Calendar and may fluctuate from year to year. The exact number of required hours will be announced at the beginning of each academic year.

Students who are out of sequence with their entry cohort will be required to complete the number of practicum hours required for the most current academic year.

Attendance is a beginning benchmark of the developing professional social worker. Students should treat their practicum work as they would a formal job. Students are expected to be present in their assigned placements during the normal hours the agency operates unless a special schedule has been worked out and approved by their practicum instructor and the practicum education faculty.

Lunch breaks are not counted as practicum hours unless they are an agency-required "working" luncheon meeting. Likewise, time spent commuting to and from the agency at the beginning and end of each scheduled work session may not be counted as practicum hours.

Students are expected to be in the assigned agency from the beginning date of the semester or summer session until the ending date of that semester or summer session unless an alternative plan has been negotiated and approved by the practicum instructor and the assigned practicum education faculty member. For students graduating in May, under no circumstances shall a practicum placement end before April 1.

Students are allowed the regular University holidays that fall on practicum days. However, the holiday is not counted as a part of the required number of practicum hours. The Learning Agreement must specify any expectation the agency has regarding the student working in the agency during UNC-approved holidays, breaks, or any time outside the dates of the semester or summer session.

Students requesting absence from a practicum placement due to illness or family bereavement are expected to notify their practicum instructor before or on the day the absence is planned.
If a student plans to request an approved absence for another purpose (e.g., personal time, wedding, or special event), then the student must ask their practicum instructor for an approved absence before the event occurs. Each practicum instructor determines what constitutes sufficient notice for an approved absence. Missed time beyond the specified leave amount must be made up. Students should enter the **actual number of hours** they are in practicum on the monthly report.

In rare cases, a Specialization student may request to reduce their practicum placement hours/week and extend the length of the placement. This reduction must be approved before beginning the placement and approval is at the discretion of the agency. However, students who are approved for this plan must be in their practicum placement a minimum of 16 hours per week.

Students appointed as representatives to committees at the School of Social Work such as the Curriculum Committee, Specialization and Generalist Committees, and Practicum Advisory Committee may be granted time away from their practicum not to exceed 30 hours per academic year to participate in these decision-making bodies. These absences must be requested by the student and approved by the agency practicum instructor.

A student who is required by a practicum instructor/agency to attend training for activities related to the practicum placement may do so on scheduled practicum placement days and count training hours as practicum hours. Occasionally, practicum instructors request students to come to the agency during a time when the student is scheduled to be in class. In this circumstance, the student must obtain the prior permission of their course instructor. Likewise, it is sometimes preferable to the agency that the student register for classes on specific days to enable the student to come to the agency on a designated class day. However, it is the policy of the School not to give preference for certain sections of classes based on practicum education assignments. Only in very unusual circumstances will the faculty of the School prioritize practicum education assignments on scheduled class days.

The maximum number of practicum hours a student may claim for student-initiated attendance at optional conferences (those not required by the practicum instructor) and training is 3 hours per academic year. These hours may be claimed with the prior approval of the practicum instructor and the practicum education faculty. Practicum hours that are missed due to attendance at student-initiated conferences and training must be made up.

Circumstances might arise in which a student has compelling reasons for an extended absence from their practicum placement, and the absences cannot be made up in the semester or summer session in which the absence occurred. In such a case, if a plan to make up the missed hours in a subsequent term is approved by the practicum instructor and the practicum education faculty, then a grade of I (Incomplete) will be entered by the practicum faculty and replaced by a letter grade once the absences are made up. *Note:* A Contract for Completion of Grades of Incomplete form, which outlines the plan to make up the hours, must be completed prior to submitting the grade of I. Practicum instructors are encouraged to immediately notify the assigned practicum education faculty if issues arise regarding a student's attendance in practicum. The Generalist practicum placement must be completed prior to matriculating into the Specialization year.

Integrated Assignments

One of the primary purposes of practicum education is to afford the student an opportunity to integrate classwork learning with real world settings. For example, in SOWO 540, *Social Work Practice with Families and Individuals*, students are assigned to interview a client from their assigned practicum placement and then write a biopsychosocial assessment paper to submit to their professor for a grade. Similarly, the SOWO 810, *Evaluation of Social Work Interventions*, the primary assignment involves an evaluation project which includes a focused literature review, evaluation design, sampling strategy, measurement plan, data collection data analysis and final evaluation report.

When thinking about integrated assignments and counting practicum education hours it is important that the student consider whether the work that they are completing is primarily benefiting the student (such as completing a class assignment) or the agency and their clients. For example, in SOWO 540, conducting the interview with the client while in the agency would count towards practicum education hours but writing the biopsychosocial assessment paper would not. For SOWO 810, various components of the project may count towards practicum hours depending on if the project has been integrated into the student's learning agreement with the agency and how the work will be utilized by the agency. Students should be transparent about the recording of their hours for practicum education and questions about this should be directed to the assigned practicum faculty member prior to the work being completed.

Excused Absences for Religious Reasons

Students are authorized to have up to two excused absences each academic year for religious observances. Students who wish to request more than two excused absences in an academic year for religious observances will need to contact their practicum faculty member and request the additional absence; additional absences can be granted only by the student's assigned practicum education faculty member. Students should notify their agency if they will not be in the agency on a day the student is participating in a religious observance required by their faith. Primary holy days for religious observance are noted on a Web-based interfaith calendar site at www.interfaithcalendar.org.

Written Notice of Excused Absence. Students are responsible for providing a written notice for an excused absence for a religious observance **2 weeks in advance** of the date requested or as soon as possible if the date occurs within the first 2 weeks of the semester.

Inclement Weather Policy

Each year the practicum office establishes the required number of practicum hours for Generalist and Specialization year students. The required number of hours is based on the current Council on Social Work Education (CSWE) and UNC-School of Social Work standards. To provide students with flexibility, the required number of hours is not based on the actual number of academic days in a semester; fewer days are required. This affords the student the ability to accommodate inclement weather into their semester and complete the practicum education course on time. Therefore, the total number of practicum hours required in a semester is not reduced due to inclement weather.

If the University is closed due to inclement weather, the student is not required to attend their practicum placement either virtually or in-person, however, they may choose to do so. If the assigned practicum site is closed due to inclement weather, students are encouraged to develop virtual options to complete their hours. If the agency is open during inclement weather (whether the University is open or not), students should consider personal safety first when making decisions to travel to and from their agency. Practicum Instructors are encouraged to be as flexible as possible with students.

Practicum Education Fees

A practicum education fee is charged to students each semester they are registered for a practicum course. This fee, approved by the UNC Board of Trustees, acknowledges that maintenance of a Practicum Education Program involves special costs beyond those incurred in a classroom-based program. Unfortunately, School allocations from the State make no allowance for meeting this cost.

The current authorized fee is $300 payable during the semester the practicum is taken. Students completing a block placement (completing the requirements of two practicums in one semester) pay two practicum fees.

Fees are subject to change without notice.

Practicum fees are used to meet practicum education expenses such as (a) salaries for the administrative specialist and partial salary support for the members of the Practicum Team, (b) travel reimbursement for practicum education faculty visits, (c) practicum education program activities, and (d) equipment and supplies.

Student Malpractice Insurance

A blanket professional liability insurance policy provides coverage for students enrolled in SOWO 520, 521, 522, 820, 821, or 720 (Individual Practicum Practicum). The coverage limit is $2 million per claim and $4 million aggregate. The policy is written on an annual basis for any student who is registered and receiving course credit for an approved practicum. Student malpractice insurance is provided to all enrolled UNC-CH Social of Social Work students placed in the United States or internationally.

The professional liability insurance policy purchased by the University will provide coverage for a student placed internationally. However, in order for the insurance company to respond to the claim, the lawsuit must be brought within the United States of America, its territories, or possessions or Canada.

Liability Insurance for Practicum Instructors

Liability coverage (as a volunteer) for practicum instructors and task supervisors is provided for by the State of North Carolina and is authorized by Public Officers and Employee Liability Insurance Commission of North Carolina and the General Statutes of North Carolina, §143-291 to 141-305.

Safety Policy and Procedures in the Practicum

The Practicum Education Program oversees the students' experiences in their practicum placements and their safety in the practicum. The following safety policy and procedures were created in recognition of the fact that physical vulnerability of professional social workers and violence in the lives of clients/consumers/communities are current realities. This policy clarifies the respective roles of the School, the agency and the student with the goal of collaboration to maximize safe practices in practicum education settings.

Roles and Responsibilities
UNC School of Social Work will:
- Provide to students and agencies a Workplace Safety Practice discussion guide
- Provide training on assessing and intervening in potentially dangerous situations

Practicum Placement Agencies will:
- Orient students to the safety policies and procedures of the agency. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients. Security of personal belongings should be included. Students should also be informed of and trained in health precautions and protocols appropriate for the setting. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed.
- Include in the learning agreement information about the agency's orientation to safety and the training opportunities it provides to students to develop skills and knowledge that will maximize safe social work practice.
- Make the same accommodations to ensure students' safety as they make for staff.
- Contact the assigned practicum faculty member if the student's concerns about safety interfere with the learning process. In consultation with the practicum faculty member develop a plan that addresses the student's educational needs and the agency's requirement to provide services.
- Not assign the following tasks to student interns: restraining clients, performing drug screening (collecting urine samples), and/or bodily searches of clients.

Social Work Students will:
- Read and be familiar with the safety policy and procedures of the agency where they are placed and abide by health precautions and protocols related to the specific agency setting.
- Attend orientation, workshops and training programs related to the safety and safe social work practice offered at the School and at their agency.
- Not engage in assignments in which they feel physically at risk. If a student is concerned about their safety, the student should inform the practicum instructor. The practicum faculty member and practicum instructor should consult to determine the best course of action to support the student's education.

Procedures for Reporting an Incident
- If an incident occurs in which a student is threatened or hurt, the practicum instructor or their assigned practicum faculty member should contact the Assistant Dean for Practicum Education immediately to discuss what actions the agency and School should take to ensure the student's physical and emotional well-being.

- The Assistant Dean for Practicum Education will document the incident and the steps taken to address it. The Director of Practicum Education will meet with the student and practicum faculty member to discuss the situation, assess the immediate and ongoing risk, and find a resolution that promotes the student's sense of well-being and the learning process.

After Hours Reporting
Practicum Education students who experience an emergency after regular business hours or on the weekends should contact the University Public Safety Office at 919-962-8100.

Injury While in Practicum Placement

Medical services that may be required by a student due to injury occurring while performing practicum duties are usually not covered by agency (unless the student is employed by the agency and covered by Workman's Compensation), and not covered by The University of North Carolina at Chapel Hill or the School of Social Work. The student's own medical insurance may or may not cover the medical treatment depending on the insurance plan.

Communicable Diseases & Exposure Incidents

Social Work Students are required to follow UNC's Health Clearance Protocol for Health Professions located on the UNC SSW Intranet at- https://adminliveunc.sharepoint.com/sites/SOWO/SitePages/COVID-19-Resources.aspx

Professional Ethics and Conduct

At all times in their practicum setting, students are expected to adhere to the standards regarding professional values and ethical conduct and behavior as identified in the NASW Code of Ethics.
Students are expected to be familiar with the Code of Ethics and demonstrate their understanding of these standards in the application of knowledge and practice skills in their practicum settings. The NASW Code of Ethics can be found https://www.socialworkers.org/About/Ethics/Code-of-Ethics/ Code-of-Ethics-English Additionally, at all times in their practicum setting, students are expected to adhere to the UNC-Chapel Hill School of Social Work 'Technical Standards which can be found on the UNC SSW Intranet at:
https://adminliveunc.sharepoint.com/sites/SOWO/SitePages/Practicum- Education-Resources-for-Students

Disclosure of Student Trainee Status

In accordance with the NASW Code of Ethics, social workers (including social work students) must represent themselves as competent only within the boundaries of their education. In general, this means that social work students must identify themselves as student trainees to patients/clients both verbally and through the use of nametags (except in emergency situations where such identification of their student trainee status is clinically contraindicated as determined by the practicum instructor and the student) and in signing notes in records or charts and all other documents produced by student trainees for or on behalf of the practicum agency.

Disguise of Confidential Practice Material

When students use case material from their agency (e.g., process recordings, case studies or presentations, meeting minutes, group recordings) they are required to carefully observe confidentiality by not using client names, agency names, names of staff members, or other identifying information that could compromise confidentiality.

NASW Competency Requirements/Nondiscrimination

The NASW Code of Ethics states,

Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of the people for whom they have a professional responsibility.(§ 4.05a)

The Code encourages social workers, including students, who believe that these difficulties are interfering with their professional judgment and performance to "seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others." (§4.05b)

2-Year MSW and 3-year Chapel Hill Program students who are experiencing physical or emotional health difficulties may contact Campus Health Services online or by phone by calling (919) 966-2281 for assistance. Additionally, students who believe they may have a disability can self-identify with or seek reasonable accommodations through the UNC Office of Accessibility Resources and Service (919-962-8300; NC Relay T-711; accessibility@unc.edu).

The UNC-CH policy on nondiscrimination (full text here) states,

> The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of race/ethnicity, color, gender, age, national origin, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Equal Opportunity/ADA Office (which can be contacted at 100 E. Franklin Street, Unit 110, CB #9160, Chapel Hill, NC 27599-9160, or 919- 966-3576) has been designated to handle inquiries regarding the University's non- discrimination policies.

Mandatory Reporting and Duty to Warn

The State of North Carolina has laws that require mandatory reporting of suspected child or elder abuse and the duty to warn if a client is harmful to self or others. Practicum instructors are responsible for educating all students regarding their agency's policy and procedures related to these laws.

Students should not be required to be the primary mandated reporter while functioning as an intern in a practicum placement. This role is reserved for practicum site personnel who are responsible for ensuring that all practicum placement policies, regulations, laws, and ethical obligations are followed. (Students who have concerns about how these policies are being carried out in the agency, on a case-by-case basis, should contact their assigned practicum faculty member.) When possible, the student can assist and should have exposure to situations that involve mandatory reporting and duty to warn.

Criminal History Checks, Drug Screening and Verification of Health Status

Due to accreditation standards and/or agency policies, many practicum placement agencies require one or more of the following: criminal history check, drug screening, and verification of health status. Students will not be allowed to participate in their practicum education practicum in agencies that require these checks/screenings unless the student consents to and completes the required check, screening, or health care verification before beginning the practicum placement. In addition, some agencies might choose to complete random checks and screenings throughout the course of a placement. In order to continue in the placement, the student must consent to a check/screening on the schedule requested by the agency.

Criminal History Check

Many practicum placement agencies require criminal history checks for students placed in their agency. Some of these agencies conduct the criminal history check themselves and some agencies require that the University conduct the criminal history check. All students are required to complete a Release and Consent form for a criminal history check.

For those students whose criminal history check will be conducted by the University, the School of Social Work Practicum Education Office will provide the company performing the background check with the student's name, PID, date of birth, and e-mail address. Using the company's secure website, the student will order their criminal background check from the company, providing the additional information as necessary. Notification of the outcome of the background check will

be sent to the Practicum Education Office and to the student. The Practicum Education Office will notify the placement agency to visit the company's site to retrieve the criminal history check. In the event a criminal history is found, the student will be given the opportunity to write a letter to the Practicum Education Office explaining the circumstances related to the charge and/or conviction identified in the criminal history. This letter, along with the notification of the criminal history check availability, will then be forwarded to the placement agency.

A criminal history could be grounds for an agency declining to accept a student. As a result, the Practicum Education Office may be unable to identify a practicum placement for a student with a criminal history. In the event that a practicum placement cannot be identified, completion of degree requirements is not possible, and the student will not receive the MSW. **Additionally, students with criminal histories may not be able to obtain social work licensure in North Carolina or other states post-graduation. For guidance on this matter, students are advised to check with the North Carolina Social Work Certification and Licensure Board and/or the appropriate board of the state in which they are seeking licensure/certification.**

Some practicum placement agencies require that the student pay for the criminal record check. In this case, the student will be reimbursed by the University up to the cost paid to the UNC-CH approved background check vendor.

Drug Screening

Some practicum placement agencies require drug screening of students placed with their agency. It is the student's responsibility to inquire about drug screening requirements **during the placement interview with the practicum instructor.** Of the agencies that require screening, some conduct the drug screening themselves and some agencies require that the student obtain their own screening , the school will provide the instructions for this process if applicable, no out of pocket cost to the student will be incurred for drug-screenings. Labcorp is the drug screening service provider.
Students will be instructed to go to any Labcorp that is convenient . No appointment will be necessary.

Should an agency refuse to accept a student for placement or retain a student intern (in the case of a random screen) due to the results of a drug screen, and such drug screen has been verified by the drug-screening vendor's medical review officer, the student must contact the Director of Practicum Education who will consult with the Associate Dean for Academic Affairs, and may refer the student for a professional-level substance abuse assessment. (In the case of a student enrolled in the 2-Year MSW Program, the student will be referred to the UNC-CH Counseling and Wellness Program.) The student will be asked to sign a consent form for release of information permitting Counseling and Wellness to report the results of the assessment to the School. Based on the assessment results— and as evaluated on a case-by-case basis by the Director of Practicum Education in consultation   with the Associate Dean for Academic Affairs—the Director of Practicum Education will make a plan with the student regarding continued matriculation in the School of Social Work. The plan may include receiving a letter from a treating therapist stating that a student is ready to return to an agency setting. Only on completion of this plan may the student once again be referred for a practicum

placement. Given the time required to complete this lengthy process, students need to be aware that their matriculation in the program might be delayed.

A positive drug test result could be grounds for an agency declining to accept a student. As a result, the Practicum Education Office may not be able to identify practicum placements for a student with an unexplained, positive drug screen that has been verified by a medical review officer. In a case in which a practicum placement cannot be identified, completion of degree requirements is not possible, and the student will not receive the MSW.

Verification of Health Status

Some practicum placement agencies require a range of health status verifications and screenings. These health checks can include documentation of a physical examination, health care insurance, immunization, other health records, and testing for tuberculosis and hepatitis B testing. Students are responsible for obtaining and providing this information to their placement agency. Many health care screenings can be obtained at Student Health Services, at the student's cost.

Sharing Student Information

The School of Social Work takes a collaborative approach to student learning. In the educational interest of the student, it is sometimes necessary to confer with faculty, staff, practicum instructors, and other agents of the University regarding the student's academic progress and professional development. The purpose of these consultations is to support and assist the student in their educational endeavors. For more information, please refer to the UNC-Chapel Hill Policies and Procedures under the Family Educational Rights and Privacy Act of 1974 here.

In accordance with federal law and University Policy, the Assistant Dean for Practicum Education has been designated a Campus Security Authority and Responsible Employee at UNC. This means, the Assistant Dean for Practicum Education has a responsibility to notify the Equal Opportunity & Compliance Office (EOC) when a student discloses that they or someone they know has experienced interpersonal violence, sexual violence, stalking, discrimination, or harassment. This responsibility also means that the Assistant Dean for Practicum Education has a duty to notify the Department of Public Safety if he or she becomes aware of certain other crimes (e.g., robbery, arson). The Assistant Dean for Practicum Education is required to share the known details of any reported incidents; however, the Assistant Dean for Practicum Education will not share the information with anyone outside EOC or the Department of Public Safety.

Following any report made to the EOC, the EOC staff will reach out to the student via e-mail to share information about the student's rights and options following an incident. The student can choose whether she or he wants to respond to this e-mail. When the Assistant Dean for Practicum Education makes a report as a Responsible Employee, it does not mean that the student will be required to participate in any University process.

Transportation

Students are responsible for their transportation to and from their practicum placements. Commute time may not be counted as practicum hours. Many practicum placements offer community-based services and the majority of practicum sites require the use of a vehicle for practicum work, which means that most practicum placements will require the student to have a car to perform practicum-related tasks such as transporting clients, community outreach, home visits, community work, or attending meetings. In these circumstances it is the **responsibility of the agency** to specify whether the student will drive as a part of their essential duties within their practicum placement and to manage any state law and agency policy regarding certification of NCDL and automobile insurance. It is the **student's responsibility** to provide documentation to the agency of their current North Carolina Driver's License and proof of insurance coverage.

Students who use their own vehicles to transport clients may be liable in the event the client(s) or passengers are injured in the event of an accident, regardless of whether the student is at fault. Students should inquire about the agency's insurance policy and whether that policy will cover the student and passengers when the student is acting on behalf of the agency. When using a personal vehicle for required educational training that is authorized by the University, the student's personal automobile liability insurance is considered primary. The University does not reimburse the damage (or deductible portion) for any physical claims (i.e. comprehensive, collision). The University's automobile liability insurance is provided on a secondary basis only, and the University will only respond once their limits are exhausted. The University of North Carolina at Chapel Hill is not responsible for managing any requirements for transportation or driving as a part of practicum placements and does not maintain insurance for driving as part of the essential duties of student's internships.

Agencies are expected to reimburse students for mileage incurred when conducting agency business (not travel between the agency and the student's residence). It is the **student's responsibility** to inquire about this policy during their placement interview with the practicum instructor.

Dress Code

Students must follow the same dress code required of agency employees.

Hooding Ceremony Policy for August/December Graduates

MSW students who anticipate graduating in August/December may participate in May commencement ceremonies and be hooded; students must receive prior approval from the Associate Dean of Student Affairs. MSW students who will graduate in August/December and desire to participate in the May hooding ceremony are expected to (a) submit their graduation application by February of the graduation year; (b) be in good standing with the UNC Graduate School, including no incomplete grades or probationary status; (c) complete all required Generalist and Specialization courses by May; and (d) register for all remaining coursework in the first and/or second summer session.

Students wishing to participate in the hooding ceremony must receive approval from the Associate Dean of Student Affairs. The Associate Dean will respond with an e-mail to the student granting approval to participate in the hooding ceremony. A copy of the e-mail will be directed to the graduation coordinator.

CRITERIA FOR EXCEPTIONS TO THE STANDARD PRACTICUM

Block Placements

Typically, practicum practice occurs concurrently with classroom courses. However, students may request a block placement as an alternative option. A block placement differs from the concurrent arrangement in two major respects: (a) a block placement is concentrated within a shorter time frame, and (b) a block placement is not taken concurrently with related academic course work. A block placement may be approved after a student has completed the academic course work for the particular practicum placement (e.g. students must complete their Generalist academic coursework before starting a Generalist block placement, likewise, students must complete their Specialization coursework before starting a Specialization block placement). Students in 3 Year programs may not engage in Generalist block placements during the summer before their second year of study.

As this is an exception to the usual curriculum, available types of practicum placements for the requested timeframe may be limited. Students (non-dual degree) who have been approved for a block placement are encouraged to share their plan for completing classroom/practicum integration assignments with their classroom instructors.

Students are responsible for inquiring how a block placement will affect tuition; such inquiries should be made to the Academic and Student Affairs Office. Practicum fees must be paid for each practicum course that the student is registered for (i.e., a block placement incurs fees for two practicum courses).

Requests for block placements are made by completing the Block Placement Proposal form; this form must be submitted by the designated date that either the Generalist or Specialization Practicum Education Planning Guide is due.

Approvals of block placements are based on the following criteria:

- **Compelling reason**. Students must outline in their proposal why they are requesting a block placement. For example, students might cite financial hardship, health related issues, need for accessibility resources, or family care giving situations as compelling reasons for seeking a block placement. The Director of Practicum Education makes the final decision regarding approval of the block placement request.

- **Educational plan**. Students must outline a detailed plan for completion of their practicum placement in a block setting. This plan must include a description of the type of practicum placement setting that is appropriate to and consistent with the student's identified educational objectives and the curriculum of the school; the plan must include steps and time frames for securing an approved practicum placement.

Student activities during the academic year. When seeking a block placement, students must have a plan for how they will integrate class work with real world experience.

The Director of Practicum Education must approve all requests for a block placement.

When block placements are not approved:
The practicum education faculty will make every effort to work with students to process their requests. However, if the block placement request is denied, a student's ability to matriculate through the program may be delayed.

Time in block placements:
An approved block placement may be taken only in conjunction with or after the completion of the Generalist or Specialization (i.e. Specialization) curriculum. For example, all Generalist coursework, including a Generalist practicum placement, must be completed before beginning the Specialization practicum placement. A student must be registered for the appropriate practicum education course prior to beginning their practicum placement.

Students in block placements may not complete more than 45 practicum hours per week.

Requirements for Completing Block Placements for MSW/MPH Programs

Students who are enrolled in the dual-degree social work/public health program and are placed in a block placement in one agency must complete a School of Social Work Learning Agreement and one School of Social Work Competency Evaluation (completed at the end of the practicum placement).

Other students approved for block placements (including students enrolled in other dual-degree programs) and placed in one agency must complete one Learning Agreement for the entire placement and one Competency Evaluation for each semester/session they are enrolled.

Exception to the 80:20 Ratio for Specialization Practicum

Typically, students are expected to be in a Specialization practicum placement with a minimum 80:20 ratio between their primary Specialization choice and the alternative Specialization choice. In exceptional circumstances, the School of Social Work will consider allowing students to have a 60:40 ratio between Specialization choices. This exception will be considered for students who have prior professional experience in social work (or a related practicum) and whose career goals justify this approach. Students who are granted this exception to practicum education are required to take an advanced theory/practice course from each Specialization (one of which may count as an elective). If a student is interested in making this request, the student should first talk with their assigned practicum faculty and plan of study advisor. Once all are in agreement, the request for the exception can be made by completing the "Exception to the 80:20" form on SSWiS

Exception to the Required Number of Hours/Week

On occasion, students request to reduce the amount of time they are in practicum to below the expected number of hours. When approved by the SSW and at the discretion of the agency, students may complete fewer hours/week. However, students must complete the total number of required hours to receive credit for the course. Generalist students may not reduce their hours to less than 12 hours/week and Specialization students may not reduce their hours to less than 16 hours/week.
Requests for reduction in practicum hours/week must be made to the assigned practicum faculty member with approval by the student's practicum instructor and the Director of Practicum Education.

Two Practicum Placements in the Same Agency, Unit, or Practicum Instructor

Achieving professional breadth is an important component of the School's mission because breadth enhances the student's ability to transfer knowledge and skills from one practice setting to another. Breadth is promoted through opportunities to practice within different organizations, with different client population groups, and through the provision of different types of services. Consequently, students are normally assigned to different organizations with different practicum instructors for the Generalist and Specialization practicum placements.

Students may request an exception to this policy if they have compelling reasons to have both practicum placements in the same organization and/or with the same practicum instructor. In deciding whether to approve the exception, the Director of Practicum Education will consider the following points:

- Has the student had previous significant social work experience with regular MSW supervision?
- Has the student previously worked in different social work organizations, with different types of services or functions, with different populations, with different issues or problems, and with different methods of intervention?
- Is a different practicum instructor available for the second placement?
- Do the learning activities differ substantially regarding the problems, tasks, client systems, and other pertinent factors the student will encounter?

Requests for a second placement in the same agency/unit/practicum instructor are approved by the Director of Practicum Education. Appeal of placement decisions may be made to the Associate Dean for Academic Affairs. For more information about the appeal process, consult Chapter 2 of the *Curriculum Manual.*

Placement in Employing Agency

Employer-Based Placements are a possible option for students who either want to maintain or obtain employment to complete their practicum education course requirements. The student, employing agency, and practicum office work together to ensure new social work knowledge and skill can be achieved in the student's workplace. Setting up placements in employing agencies requires more effort than placements in non-employing agencies. Arrangement and approval of the placement plan require the involvement of and close communication between the student/employee, employment supervisor, agency director (or designee), potential practicum instructor, and the assigned practicum faculty. This extra attention is necessary to ensure that the planned placement experience meets all school and accreditation requirements, including fulfilling the nine core competencies and related practice behaviors outlined in the Practicum Education Program Manual and the Learning Agreement while building new social work knowledge and skills for the student.

Close communication between the student, the employing agency, and the practicum faculty needs to occur during the pre-placement planning stage and throughout the placement to ensure the student is engaged in learning activities leading to increasing levels of competence in the nine core competencies and related practice behaviors.

The school must be assured that it is possible for the student to achieve Generalist or Specialization Practicum competencies and practice behaviors in the employing agency. When placement in an employing agency is being considered, the practicum competencies and related practice behaviors must be reviewed in advance by the student and the student's employer. The director of the employing agency (or designee) in which the student desires placement must assure the school and student that an increasing level of social work competence can be achieved in the agency. Such assurance is indicated by the agency director's (or designee's) verbal or written approval of the Employer-Based Placement Proposal form and, ideally, through attendance at a meeting to review the proposal with the practicum faculty. A representative approved by the agency must further affirm the agency's commitment to the student/employee by serving as the student's practicum instructor or task supervisor, both of whom participate in the development of the student's Learning Agreement. The agency is also required to sign a Memorandum of Agreement with the School of Social Work that outlines the responsibilities of both the school and the agency.

The school must be assured that the employing agency recognizes the value of the student's educational experience. Student work assignments and employee tasks may qualify as practicum hours when directly linked to social work competencies and level of practice (i.e., at the Generalist or Specialization level). It is also necessary that the student/employee can build on current competence and that this development is related to the nine competencies required by the Council on Social Work Education (CSWE). It may be necessary that structural arrangements are made to balance employment demands while also protecting the learning environment. Consequently, the director (or designee) of the employing agency needs to help the school, the student, and the agency create and maintain an environment for this to take place.

Practicum education supervision may be provided by the student/employee's work supervisor if the practicum education supervision is distinct from employment supervision and the supervisor holds a master's degree in social work from a CSWE-accredited program and has two years of post-MSW degree practice experience in social work.

The practicum placement learning activities may be the same as the student's employment duties if there is a plan for the student to demonstrate a growing level of social work competence as outlined by the nine core competencies and related practice behaviors and the student is in a learner role. Opportunities to develop competence can include new intervention methods, populations, skills, and knowledge.
Employer-based placements must be approved by the assigned practicum faculty and the Director of Practicum Education. It is strongly advised that students considering an employer-based placement have completed their probationary period in their employing agency before requesting an employer-based placement because an unsuccessful probationary period is also likely to result in disruption of the student's practicum placement.

Under no circumstances may a student begin an employer-based placement without the approval of the Director of Practicum Education.

Process for Approving Employer-Based Placement:

1. As soon as the student identifies a potential interest in exploring an employer-based placement, the practicum faculty should direct them to the *Practicum Education Program Manual* to review the Placement in Employing Agency Policy. The student should thoroughly review the information and, if they remain interested, should submit a draft of an Employer- Based Placement Proposal Form to their practicum faculty. This form must be completed regardless of whether the student is employed in the agency in a human services role.

2. The practicum faculty and student should schedule a meeting to discuss the student's current job responsibilities and the potential for an employer-based placement. If this meeting indicates that an employer-based placement can be considered, the student should familiarize themselves with the Employer-Based Placement Proposal form and discuss the possibility of an employer-based placement with their current work supervisor and any other relevant contacts at the agency. Ultimately, the student will also need to request approval from the agency director (or designee), identify a proposed MSW practicum instructor, and brainstorm a potential list of appropriate learning activities for each of the nine Practicum Competencies. Information resulting from this process should be included in the Employer- Based Placement Proposal.

3. As part of the employer-based practicum placement planning process, the assigned practicum faculty will meet with the student, current work supervisor, agency director (or designee), and proposed practicum instructor. At this meeting, the practicum education faculty should share information related to (a) the Rationale and Functions of the Practicum Program, (b) the policy regarding Placement in an Employing Agency, (c) the Practicum Competencies and Practice Behaviors, and (d) the standards for practicum instructors. Documents related to the above information can be provided to agency contacts via handouts or PDF attachments/links.

4. In addition to providing information related to the school's employer-based placement approval process and structure, the assigned practicum faculty should learn about the mission of the agency, its function and services, and the student's current job responsibilities. At this meeting, the student should present some preliminary ideas related to learning activities they may engage in as part of an employer-based practicum placement that are distinct from their current job responsibilities and that meet the requirements for the school's Practicum Competencies through some combination of new intervention methods, populations, skills, and/or knowledge.

5. The agency representatives, practicum faculty, and student should also discuss the student's schedule. For example, if there are required practicum activities that are not included as a part of the student's employment, when will these practicum activities take place? Will these activities be counted as part of the student's paid workload if each of the parties involved in the discussion is comfortable with the plan that has been discussed?

6. The student completes and finalizes the Employer-Based Placement in SSWIS, then the proposal is presented to the Director of Practicum Education for final approval. The Director of Practicum Education may approve, request clarification, suggest areas for improvement, or deny the request. This decision will be communicated to the student and practicum faculty member within 2 weeks of the final proposal submission. The final proposal is automatically emailed to the Practicum Instructor and Work Supervisor.

Role of the Off-Site Practicum Instructor and Task Supervisor

A practicum instructor who holds a master's degree in social work from a CSWE-accredited program and who has two years of post-MSW degree practice experience in social work is required for all placements. Occasionally, the identified practicum instructor may not be an employee of the practicum agency. If this is the case, an off-site practicum instructor may be utilized. In such cases, an on-site task supervisor will need to be assigned by the agency and will assume responsibility for the daily supervision of the student while the off-site practicum instructor provides supervision to the student that is grounded in a social work perspective. Generally, supervision occurs one hour per week or 2 hours every other week and totals at least 4 hours per month. If the off-site practicum instructor and/or task supervisor have never supervised UNC-Chapel Hill MSW students, it is expected that they complete the New Practicum Instructor Training.

During the Practicum Placement

The assigned practicum faculty will monitor and support the employer-based practicum placement to ensure that practicum activities and supervision are happening according to the proposed plan and subsequent Learning Agreement. The assigned practicum faculty will schedule at least three practicum meetings (virtual and/or in-person) per year with the student, practicum instructor, and task supervisor. The assigned practicum faculty will also communicate via telephone and/or email to both the student and the practicum instructor as needed to ensure that the placement is going smoothly.

When Practicum Status Changes to Employment

Occasionally, a practicum placement agency offers to employ a student intern who is placed with them. When the student is requesting that all or part of their employment activities be considered as their practicum placement, the student must complete an Employer-Based Placement Proposal, and all policies in the previous section apply. **If a student has an opportunity to become employed at their practicum agency after their placement begins, this must be reported to their practicum faculty, the Employer-Based Placement Proposal form completed, and approval received by the Director of Practicum Education before such a transition occurs**.

When A Student Nearing Graduation Requests a Change to Their Practicum Placement Due to an Employment Offer at a New Agency

Occasionally, a student nearing graduation has an opportunity to accept employment at an agency other than their practicum site. When the student requests that hours worked at the new employing agency be considered toward completion of their practicum education hours, the following

policies will apply:

- The student will complete an Employer-based Placement Proposal and all policies outlined above will apply.
- The new employer consents to serve as a practicum placement agency for the student, to abide by the policies and procedures of the Practicum Education Program, and to sign a Memorandum of Agreement with the School of Social Work that outlines the responsibilities of both the school and the agency.
- At least 80% of the practicum education hours and learning activities are completed in the original practicum placement agency.
- The student is performing at a minimum level of *competence* on all practicum education practice behaviors and the original practicum instructor documents this on the appropriate Learning Agreement/Competency Evaluation (LACE) form.
- The student's assigned practicum faculty agrees that this plan is an appropriate course of action.
- The original practicum instructor and task supervisor agree with the plan and service to the clients/communities will not be disrupted.

The student and new practicum instructor complete an updated Learning Agreement that covers the period in the new agency. The updated Learning Agreement must be approved by the student's assigned practicum faculty.

- The student is performing at a minimum level of *competence* on all practicum education goals and outcomes and the practicum instructor documents this performance;
- The student's assigned practicum faculty member agrees that this plan is an appropriate course of action,
- The practicum instructor (and task supervisor) agrees with the plan and service to the clients/communities will not be disrupted; and,
- The student and new practicum instructor complete an updated Learning Agreement that covers the period in the new agency; the updated Learning Agreement must be approved by the student's assigned practicum education faculty.

Please refer to the Frequently Asked Questions (FAQ) on Employer Based Placements, which is located in the Appendices (Chapter VII).

Ad-Hoc Placements

The practicum education faculty is always interested in developing new practicum placement sites and encourages students to suggest new training sites. However, all placements must be arranged according to the policies and standards of the School of Social Work's Practicum Education Program and approved by the Director of Practicum Education. Site approval is usually a 10 to 12 week process for domestic practicum placements and can take as long as 6 to 12 months for international practicum placements; therefore Specialization planning is required to avoid a delay in the start of placement.

Student Ad-Hoc Placements are defined as those placements that are developed by the student in collaboration with the Practicum Education Team as a result of the student's individual learning interests and needs. To develop an ad-hoc practicum placement, the placement must meet all of the agency and practicum instructor criteria as outlined elsewhere in this manual. The process for developing an ad hoc placement is described below:

Before the Placement Begins:
As soon as the student has identified an interest in exploring an ad-hoc placement, the student should meet with their assigned practicum education faculty member to discuss the proposed practicum placement site, potential practicum instructor, and how the placement will meet the student's learning needs.

A practicum education faculty member will contact the agency and meet with the proposed practicum instructor/task supervisor to discuss the following issues: (a) the mission and purpose of the agency, (b) the agency's function and services, and (c) the proposed tasks for student learning. If the proposed practicum instructor/task supervisor is unfamiliar with the UNC-CH School of Social Work Practicum Education Program, then the practicum faculty will also go over practicum practicum goals and objectives, required training for practicum instructors/task supervisors, and the paperwork required by the Practicum Education Program.

Once all the information has been collected, the student will complete an Ad-Hoc Approval Form located in SSWiS ,for practicum faculty and Director of Practicum Education approval.

Role of the Off-Site Practicum Instructor and Task Supervisor:

The student is responsible for locating a qualified MSW practicum instructor. Occasionally, no potential practicum instructors are available in the unit where the student will be completing the practicum placement. If this is the case, an off-site practicum instructor may be utilized. This practicum instructor might work at the same agency but within a different unit, or might not be an employee of the agency. In the case of an off-site practicum instructor, an on-site task supervisor assumes the responsibility for the daily supervision of the student, while the off-site practicum instructor provides supervision for the student for at least 4 hours/month. Usually, supervision happens for one hour per week or for 2 hours every other week.

During the Practicum Placement:

The assigned practicum faculty member will carefully monitor the ad-hoc placement to ensure that Learning Agreement goals and identified learning activities are occurring according to plan. Generally, this monitoring will include no less than three site visits to the agency (if in NC) and communication via telephone and e-mail.

National (out-of-state) and International Practicum Education

The Practicum Education Program develops national and global placements with students on a case-by- case basis. These placements are developed for Specialization practicumwork experiences and are generally delivered through a block placement model either the fall of the Specialization year or the summer following the completion of course work. Successful completion of the required Specialization Theory/Practice course is required before the beginning of a block practicum placement. Dual-degree students may also complete a global practicum placement, the timing of which varies according to the dual-degree matriculation. National practicum placements will be developed as ad hoc placements (see policy above).

Global practicum placements must meet all UNC-Chapel Hill and Council on Social Work Education Practicum Education policies and standards outlined in the Practicum Education Program Manual. Additionally, global practicum placement sites may have specific requirements related to previous experience in a global setting. Students requesting global practicum placements must demonstrate the following:

- An ability to adapt easily to various changes in the student's environment;
- Openness to learning about other cultures;
- Flexibility in learning expectations;
- An ability to seek out peer relationships in other cultures;
- Insight into and an appreciation for the differences that a global placement can provide;
- Willingness to engage in a self-reflexive process that explores one's positionality/identity and how they relate to local and global sociopolitical contexts;
- Availability of adequate financial resources; and
- A record of strong academic performance and positive references from classroom teachers and previous practicum instructors.

Please note: The above will be assessed via a written statement and interview as part of the global practicum placement process

When considering a global block placement, the student should complete the Request for the Placement Exception in the Practicum Education Planning Guide and submit the request to the Director of Practicum Education and GEO Coordinator for review. The Director of Practicum Education and the GEO Coordinator and Director of Practicum Education will vet the application and make a decision.

As in all placement options, students are responsible for making their own arrangements for travel, visas (if required), lodging, food, and other living expenses. The UNC-Chapel Hill School of Social Work does not make nor is responsible for any logistical arrangements for national or global practicum placements.

Information/Criteria for the Consideration of Global Practicum Placements
The following information/criteria is required by the UNC-Chapel Hill School of Social Work for consideration of global practicum placements:
1. Name of agency considering student for practicum work
2. Website of agency
3. Main contact at agency
     a. Full Name:
     b. Title:
     c. Phone:
     d. Email:
4. Location of proposed practicum placement:
5. Mission/purpose of agency:
6. Description of primary services delivered by agency and the client population(s) served:
7. Description of experiences the student will have in this placement, correlated to the appropriate Learning Agreement:
8. Language requirements for student:
9. Dates of proposed travel:
     a. Start Date:
     b. End Date:
10. Dates of proposed placement
     a. Start Date:
     b. End Date:
11. Information about on-site practicum instruction or task supervision, (including the on-site practicum instructor/task supervisor résumé or curriculum vitae, including position title and educational degrees:
12. If no on-site MSW practicum instructor is available, proposed plans and information about MSW supervision, including the proposed supervisor's résumé or curriculum vitae:
13. Accessibility of electronic communication hardware and software:
14. Financial arrangements of the placement (e.g., stipend for student, resources for student travel, housing subsistence, honorarium for the placement agency for supervision):
15. How the completed practicum education memorandum of agreement, Learning Agreement, monthly report, and competency evaluation forms will be translated into another language (if applicable):

Students completing an international practicum placement are required to complete the following steps prior to traveling abroad:

1. Review all UNC policies regarding international travel.
2. Review the Current Warnings and Restrictions on UNC-Sponsored Travel:
3. Register your travel in the UNC Global Travel Registry (currently offline) and sign any required Waivers based on your destination.
4. Enroll in MANDATORY GeoBlue Travel Health Insurance.
5. Review U.S. State Department International Travel information
6. Register with U.S. State Department Smart Traveler Enrollment Program (STEP):
7. Review information regarding your destination provided by the Centers for Disease Control (CDC).
8. Visit the UNC Campus Health Services International Travel Clinic:
9. Provide the assigned UNC School of Social Work Practicum Education Program practicum faculty member with the following information:
   a. Student E-mail address or addresses
   b. Student in-country cell phone telephone number
   c. USA emergency contact information
   d. Confirmation of GeoBlue enrollment

IMPORTANT INTERNATIONAL TRAVEL

RESOURCES:
1. UNC:
   a. UNC Global: Andrew Hunt, andrew_hunt@unc.edu or +1.919.962.2198
   b. UNC Department of Public Safety (UNC Police): 1.919.962.8100
2. GeoBlue International Travel Health Insurance:
   a. Website: www.geobluestudents.com
   b. Email: assist@hthworldwide.com
   c. Phone (outside the U.S.): +1.610.254.8771 (call collect)
   d. Phone (inside the U.S.): 1.844.268.2686
3. Centers for Disease Control (CDC)
4. U.S. State Department

Academic Considerations
While in global practicum placements, students are held to the same standards and requirements of UNC SSW Practicum Program. This means students will engage in the same number of practicum hours, participate in supervision, complete the learning agreement and monthly reports, and be assessed by the UNC-Chapel Hill SSW's grading standards.
Living Details
Transportation- Students will be responsible for booking flights to and returning from practicum placement countries. Students will be financially responsible for traveling to and from their practicum placement and any travel they choose to do while in the country.
Accommodation and Meals - Students may be provided with housing options by their practicum placement site. These can include but are not limited to hostels, student living rooms, apartments, or homestays. Otherwise, students are responsible for making their own accommodations. Students will be responsible for purchasing or cooking their own meals unless provided as a part of an accommodations package.

Taking Coursework Outside the School of Social Work

On occasion, either because students are enrolled in a dual-degree program or because they have a special interest, students request to complete coursework outside the School of Social Work. If coursework outside the School would require the student to be absent from the practicum agency on a scheduled practicum day, the student should first consult with the Practicum Education Office regarding the extent to which their absence from the practicum agency might affect their work with clients and the practicum agency.

Practicum instructors must be notified of the possibility of the change in schedule and consent to this arrangement before the student registers for a course outside of the School of Social Work.

Independent Study in Practicum Education – SOWO 720

On occasion, practicum education faculty might recommend or require that a student take an additional semester of practicum to augment gaps in a student's Generalist practicum experience, which have resulted in the student being insufficiently prepared for the Specialization Practicum. Such gaps might have occurred because of unforeseen changes in the Generalist placement, insufficient practice experience, English as a second language, or for other reasons. When this circumstance occurs, students will be offered the option of registering for the additional semester of practicum either as an elective, counted toward the Specialization year, or as additional credit hours.

Students may decide to request an additional practicum placement experience, most commonly during the summer between the student's Generalist and Specialization years. Students interested in this option should meet with the Director of Practicum Education to discuss an *Independent Study in Practicum Education, SOWO 720.* Local and national placements are planned with the student's assigned practicum faculty member; international placements are planned with the Assistant Dean for Practicum Education. Planning for local placements will begin after the Spring Break and will be considered a Specialization Generalist placement. An independent study proposal must be developed and approved by the Associate Dean for Academic Affairs. The proposal must include learning objectives, number of hours, and a written assignment. For a 3-credit hour elective, a minimum of 250 hours are required (although the agency may require more.) Placements will be made as agencies are interested and available. Students are responsible for paying per credit hour for course credit and for the current practicum education fee. Because this independent study is a practicum education course, students are eligible to earn a grade of P, L or F for the course.

The UNC-CH School of Social Work does not allow for additional practicum placements for students who have begun their final year and are on track to complete the 62 credit hours required for graduation. Students interested in additional training are encouraged to apply for post-graduate fellowships.

Plan for Two Placements within the Generalist or Specialization Year

The UNC Practicum Education program is designed for students to complete two distinct practicum placement experiences: one in the Generalist year and one in the Specialization year. For the purposes of continuity, it is required that a student plan to complete the required number of practicum hours at one agency for the Generalist practicum placement and one agency for the Specialization placement. As part of the learning agreement, students may include activities involving other agencies (e.g.

shadowing someone at another, collaborative tasks, learning about another agency's services). The School of Social Work does not accept requests from students to plan for two or more placement settings in either the Generalist or Specialization year.

PRACTICUM ACTIVITIES

This section outlines and describes the essential activities involved in the practicum experience, the development of the Learning Agreement document, practicum advising, and the practicum placement evaluation process. The Practicum Education Program's approach to the practicum experience is grounded in theories of adult and applied learning. The process of practicum instruction emphasizes experiential learning that begins with the student's knowledge and experience, builds on that base by adding new information (theory), and proceeds to the immediate application of that learning. Instrumental to this cycle of learning is evaluative feedback and self-evaluation. A supportive teacher-learner partnership is critical to these processes. Effective learning also requires students and practicum instructors to actively question theory and practice through critical analysis.

The following chart provides a list of suggested activities and materials, some of which are included in the Resources and Appendix sections, that might be helpful in guiding the student and practicum instructor in the development of the Learning Agreement, implementation, and evaluation of the student's learning experiences.

THE PROCESS OF PRACTICUM INSTRUCTION

STAGES	ACTIVITIES	HANDOUTS
ENGAGEMENT & ORIENTATION	• Introduction to agency mission, staff, facilities, and programs. • Describe student's role and responsibilities. • Review NASW Code of Ethics. • Review agency history, policies and procedures, confidentiality requirements, record-keeping procedures, and safety issues. • Provide orientation to client populations served by the agency. • Provide orientation to community service systems and referral network.	Getting to Know You NASW Code of Ethics Orientation Check List Orienting Your Student to Practicum Placement
ASSESSMENT	• Life experiences of student, including education, employment, and volunteer activities. • Student's resources in skills and personal attributes. • Student's characteristic learning tasks within the agency. • Characteristics of the student, practicum instructor, and client group, including cultural background, socioeconomic status, age, and gender or gender identity.	Learning Styles Inventory "Can Do" Personal Assessment
PLANNING	• Review of practicum learning objectives and outcomes. • Identification of personal learning objectives. • Selection of educational assignments. • Negotiation and documentation of student's Learning Agreement.	Typical Assignments During the First Year
IMPLEMENTATION	• Assignment of cases and projects. • Implementation of other learning strategies determined in the student Learning Agreement. • Ongoing assessment and evaluative feedback. • Weekly, educationally focused supervisory conferences.	
EVALUATION/ TERMINATION	• Wrap-up agency-based activities. • Review student Learning Agreement. • Document student's progress in social work knowledge, values, and skills. • Identify strengths, limitations, and future learning needs.	Practicum Competency Evaluation

Orientation to Practicum Education

The Practicum Team and practicum education faculty design appropriate orientation programs to ensure that students and practicum instructors understand the expectations of practicum education. These orientations focus on issues specific to practicum teaching, such as identifying student learning styles, setting educational objectives, and evaluating student competency. Practicum faculty remain in close contact with students and practicum instructors throughout the placement, providing information and support and engaging in creative problem solving as needed.

The Learning Agreement

The Learning Agreement is a collaborative document produced by the student and the practicum instructor. Due dates for the learning agreement are established by the Assistant Dean for Practicum Education. The student has primary responsibility for writing and designing the learning activities, which are a product of self-assessment, careful planning, and extensive discussion with the practicum instructor and the student's assigned practicum education faculty member. This process requires students to take an active part in articulating assignments and tasks they plan to complete in practicum to aid them in accomplishing the practicum outcomes. The Learning Agreement provides a focus for student learning throughout the year, establishes and clarifies mutual expectations, and describes the means for evaluation of student competency. The basic process includes the following steps:

- Reviewing the practicum policies and procedures;

- Developing an understanding of the required competencies and behaviors for the practicum;

- Ensuring sufficient orientation to the practicum setting (the population served, the services provided, and the organizational structure);

- Conducting a self-assessment (student) and an assessment (practicum instructor) to identify the student's strengths and areas for professional growth;

- Reviewing and incorporating each course syllabus into the Learning Agreement; and

- Delineating learning activities and tasks to meet the student's learning goals and objectives.

The student Learning Agreement marks an important step in building the collaborative relationship between the student, the practicum instructor, and the assigned practicum faculty member. Developing the Learning Agreement provides students with an opportunity to structure their practicum experience in the way that will be most beneficial to their own educational needs and interests. Throughout the practicum placement, the student and the practicum instructor should review the student's current Learning Agreement to assess the relevance of identified activities. Over the course of a practicum placement, new opportunities will arise, different interests will develop, and students will have a more realistic idea of what can be accomplished during the hours they are in the practicum, leading many students to desire changes to their Learning Agreement. Modifications to the Learning Agreement should be approved by the practicum instructor and submitted online to the assigned practicum education faculty member.

The Monthly Report

Students are expected to complete monthly reports which are then automatically emailed to practicum faculty and practicum instructors upon completion.

The purpose of the report is to

- Provide an ongoing accounting of the student's activities in the practicum setting;
- Afford the student an opportunity to reflect on their practice;
- Create a record of the student's required hours in placement;
- Provide a means of identifying and communicating issues or problems that need a response by the assigned practicum education faculty member; and
- Provide some of the information the assigned practicum education faculty member will need to determine the practicum course grade.

The student completes the monthly report online and reviews it during a supervisory conference with the practicum instructor. The report is due online by the last day of each month the student is in the practicum placement.

The Competency Evaluation and Grading

Evaluation of the student's progress in the practicum is an ongoing process. The student and practicum instructor share responsibility for evaluation of the student's practicum experience and learning. The Competency Evaluation form should be completed each semester through discussions between the practicum instructor and student, as well as in consultation with the assigned practicum education faculty member. The practicum instructor and the student submit the evaluation online, and both sign the evaluation electronically. The evaluation becomes part of the student's permanent record. Both the student and the practicum instructor should keep a hard copy of the signed document. The Competency Evaluation form must be submitted electronically to the Practicum Education Office by the last day of practicum for the current semester.

Students will not receive a grade for practicum without a signed evaluation. A grade for the practicum course is assigned by the assigned practicum faculty member based on review of the practicum instructor's written evaluation, the student's work, monthly reports, and other products or materials available. Following the Competency Evaluation, a grade of P (pass), L (low pass), F (fail), or IN (incomplete) is assigned by practicum faculty. The grade of P indicates satisfactory competency; the grade of F indicates the student is not competent; and, a grade of L indicates the student is performing at a limited or inconsistent level. Students receiving an L in practicum are required to work with their assigned practicum faculty member to develop a plan for future field experiences designed to improve the student's competency. IN means that the student withdrew during the semester or in some other way did not complete all the requirements during the semester. If a mark of IN is given the student will develop a contract with the practicum faculty member, defining when and how the work will be completed. A grade will be assigned when the work is complete. A grade of F will be assigned if the work is not complete by the conclusion of the contracted time.

Please note that students do not receive an "H" (high pass) grade in practicum education. The purpose of this grading structure is to reinforce a focus on the practicum as a place where students are given opportunities to develop and demonstrate skills and behaviors related to social work practice competencies. Removing the High Pass option enables students to more freely explore learning opportunities within their placement without concern about achieving a specific grade. Students are encouraged to use the competency evaluation as valuable feedback to aid in their learning, with an emphasis on self-reflection and professional growth rather than grade attainment.

In general:

Fail (F) – Students demonstrating overall competence at the "Not Competent" level will receive an end-of-semester grade of "F" for all practicum courses (SOWO 520, 521, 522, 820, 821). In addition, at the completion of SOWO 521 or 821, students demonstrating overall competence at the "Low Competence" level will receive a grade of "F."

Low Pass (L) – At the completion of SOWO 520, 522 or 820, students demonstrating overall competence at the "Limited Competence" level will receive an end-of-semester grade of "L." At the completion of SOWO 521 or 821, students demonstrating overall competence at the "Emerging Competence" level will receive a grade of "L."

Pass (P) – At the completion of SOWO 520, 522 or 820, students demonstrating overall competence at the "Emerging Competence," "Competence" or "Superior Competence" level will receive an end-of-semester grade of "P." At the completion of SOWO 521 or 821, students demonstrating overall competence at the "Competence" or "Superior Competence" level will receive an end-of-semester grade of "P."

Supportive and continuous evaluation of students is important for many reasons. First, practicum instructors must assure their clients and the agency that the student is able to effectively and efficiently complete assignments, and that the student is receiving adequate supervision. Second, our profession expects schools of social work and their affiliated training agencies to serve as gatekeepers to the profession by encouraging excellence and identifying students who face challenges in meeting social work competencies. Once identified, practicum instructors help these students to improve their competencies or counsel the student about leaving the program and considering an alternate career. Finally, students welcome and expect constructive feedback on their performance. Such feedback can increase the student's awareness of strengths or challenges, increase the motivation to change, clarify expectations, target developmental and training needs, and positively affect student performance.

Although the practicum placement includes an official, written competency evaluation, which is completed at the end of each semester (or end-of-course for block placements), having a midterm evaluation conference is strongly recommended. Students find it helpful to have a midterm conversation with their practicum instructors regarding their performance, including feedback on their strengths and any identified concerns. Likewise, the Practicum Education Office encourages practicum instructors to solicit feedback from students regarding their practicum education experience thus far. This practice models both giving and receiving feedback, promotes a trusting relationship between practicum instructor and student, and creates a positive adult learning environment.

Multiple competency measures derived from a variety of methods not only promote effective student performance appraisals but also provide documentation of student growth. The following methods have proven useful to students and practicum instructors in the past. Identified strengths and needs can be addressed in weekly supervision and end-of-semester meetings with the assigned practicum education faculty member and student:

- Direct observation of student
- Presentations
- Video tapes
- Audio tapes

- Written records
- Co-therapy/intervention
- Collateral staff feedback
- Client feedback
- Student self-reports
- Process recording
- Work products
- Quantitative outcomes measures
- Curricula

The following approaches are likely to contribute to a productive evaluation:

- Evaluation should be a continuous process rather than an occasional event.
- The practicum instructor and student should discuss the evaluation procedures at the outset of the practicum placement so there is mutual understanding of expectations and evaluation criteria.
- The evaluation should be a mutual, shared process. Evaluations are done "with the student," not "to the student."
- The principle focus (or exclusive focus) of the evaluation should be the competency of the student as a social worker rather than evaluation as a person.
- The evaluation should be a fair and balanced review of both strengths and needs and areas of growth as well as stagnation. Fair evaluation focuses on behavior and behavior patterns.
- The evaluation should focus on modifiable aspects of the student's competency.
- Evaluation should be formulated with some consistency.

PRACTICUM EDUCATION FREQUENTLY ASKED QUESTIONS

PRACTICUM EDUCATION
FREQUENTLY ASKED QUESTIONS
(FAQs)

What is the purpose of practicum education?

Practicum education is an integral part of both the Generalist and Specialization Curricula. While classroom learning focuses on discrete knowledge and theoretical background, the practicum curriculum exposes students to a wide range of problems and possibilities. It teaches students to assess these situations and to develop, implement, and evaluate social interventions for actual persons, families, groups, organizations, and communities.

What are the roles and responsibilities of the practicum team?

It is in the practicum education experience that theory, policy and conceptual learning from the classroom comes to life. The transfer of learning is only possible through a collaboration of efforts from the student, the school (primarily through the practicum faculty) and the agency via the practicum instructor. The relationships that develop among these partners create the environment that supports and guides achievement of the student's learning outcomes.

Practicum Instructor

The major responsibilities of the MSW practicum instructor include helping the student select appropriate learning activities that support the development of social work competencies, evaluating the student's competence, and providing weekly supervision. The practicum instructor is particularly instrumental in guiding discussions about social work values and ethics, providing a context for the student to understand social work practice, and helping the student integrate theories and skills learned in the classroom with the practicum setting. The practicum instructor should communicate regularly with the task supervisor to ensure that a consistent learning experience is provided for the student and to better understand the student's strengths and challenges. The practicum instructor, task supervisor, and student should participate in a joint meeting with the practicum faculty three times each academic year.

Off-site practicum instructors

When there is no MSW practicum instructor at the agency, an MSW affiliated with the agency may be assigned as the practicum instructor. The MSW may be a faculty member at the University, work in another program at the agency, or be a board member or volunteer. This individual should have a clear knowledge base of agency functioning and be familiar with the services provided and competencies necessary to be successful within this environment. Social work placements with external supervision can have advantages for students. They can provide placement experiences in non-traditional or emergent practicums, allow for expanded multi-disciplinary work, used in rural settings in which MSW's are less available, or may be associated with an employer-based placement. There are also potential challenges with this arrangement, such as the lack of a clearly defined social work role, and limited opportunities for practicum instructors to observe student performance in the placement.

Task Supervisor

Task supervisors guide and shape the student's practicum experiences on a day-to-day basis. They offer a variety of learning activities and help the student facilitate completion of daily tasks. The task supervisor should be available to model practice behaviors, observe the student, and provide feedback to the student, practicum instructor and practicum faculty about student performance and progress toward achieving competencies.

Practicum Faculty

The primary responsibility of the practicum faculty is to support those experiences that enhance the professional development and skills of MSW students. The practicum faculty is the School of Social Work faculty member who serves as a liaison between the student and the agency.
Practicum faculty foster collaboration between the practicum instructor, task supervisor and student, and visit the agency several times per academic year to meet with all parties. They are available to troubleshoot should any challenges occur in the placement.

Student

Students are expected to actively engage in translating and applying classroom learning to their experiences in practicum. Students should schedule weekly supervision with the practicum instructor and task supervisor and create agendas to guide those sessions. Students are responsible for communicating with the practicum instructor, task supervisor and practicum faculty about successes and challenges they experience in practicum.

What types of agencies are selected as practicum sites?

We are fortunate to have a wide range of cooperating agencies in over fifty NC counties. Each year more than 200 students are placed in a variety of agencies and programs. Most students complete their practicum in North Carolina, though increasingly students are requesting practicum placements in national and international settings. Placement sites represent the broad scope of social work practice in public and private, not-for-profit, and for-profit agencies. Typical practicum sites include Departments of Social Services, community providers of mental health services, substance abuse agencies, medical facilities such as hospitals and hospices, domestic violence agencies, homeless shelters and public schools. Students are also placed in agencies involved in program and policy

development, advocacy, and regional and statewide planning such as local United Ways, private non-profit agencies, family resource centers, and others.

How does the School choose practicum instructors?

Practicum instructors are recruited by the School or recommended by agency personnel, other practicum instructors and our students. They are chosen because of their agency's support for social work education, their individual qualifications, and our need for particular types of student learning experiences. Among other criteria, practicum instructors are required to have an MSW degree and at least two years post-masters experience. Most have five or more years of practice experience. They must also be interested in serving as agency-based educators and need sufficient time to supervise a student. Exceptions to these criteria will be considered, on a case-by-case basis, depending on the opportunities available for the learning experience and according to program policies.

What kind of training is available to a practitioner who wishes to serve as a practicum instructor?

First time practicum instructors are asked to participate in New Practicum Instructor and Task Supervisor Training. Each practicum instructor is assigned a Practicum Education Faculty Member from the School of Social Work who is available to interpret the School's goals and objectives and advocate for both the student and the practicum instructor. This training is offered in multiple locations every summer and on- line throughout the course of the year. Practicum instructors are also invited to participate in continuing education opportunities offered by the School.

What are the benefits that UNC offers to practicum instructors?

Most practicum instructors tell us the greatest reward comes from helping others develop professional knowledge and skill. Though we can never fully compensate practicum instructors for the teaching they do, some of the direct benefits include: (a) UNC electronic library privileges; (b) an annual practicum instructors' appreciation conference; and (c) reduced or no cost admission to workshops sponsored by the School of Social Work when available. With permission of the instructor, practicum instructors may also audit social work classes if space is available.

How is the placement assignment determined?

Generalist (1st year) practicum placements are made by the Practicum Education Program faculty in consultation with students. Specialization (2nd year) practicum placements are also made by the Practicum Education Program faculty in consultation with the students. Unlike the Generalist students, however, Specialization students provide faculty with their top three preferences of specific agencies where they would like to be placed. When a final choice is made, the student is expected to arrange a pre-placement interview with the prospective practicum instructor.
Students are only matched (and subsequently interview) at one agency at a time. By doing this we prevent students from competing with each other for placements and protect agencies from being inundated by students seeking interviews.

When placing generalist practicum students, we seek opportunities that will broaden their professional experience and address core knowledge in developing basic social work skills. In the generalist practicum students must engage in both direct and macro practice activities.

Specialization practicum students gain a greater depth of skill and knowledge in their chosen area of special interest.

A **Memorandum of Agreement** between the School and cooperating practicum education agency must be signed before a student is officially placed. Copies of this agreement are kept on the SSWiS database.

What are the goals of the first (generalist) practicum?

The generalist placement is designed to help the student acquire and improve basic social work practice skills in work with individuals, families, and small groups (direct practice) as well as with work units, organizations, and communities (community, management and policy practice).
Therefore, students are expected to carry a caseload where they can practice assessment, engagement, and intervention skills. They are also expected to participate in tasks that can improve a work unit, an organization or some aspect of the community. In both kinds of activities, they should be able to demonstrate a beginning ability to evaluate their practice.

What are the goals of the second (specialization) practicum?

In their second year, students select a placement in their **area of concentration.** Students may choose either Direct Practice or Community, Management and Policy Practice. In each area of concentration, students are expected to develop depth in social work practice knowledge and skills sufficient for competent, self-evaluative, accountable and ultimately autonomous practice.

What will the prospective practicum instructor know about the student before the pre-placement interview?

After a placement is recommended by the Practicum Education Program faculty, the student must have a pre-placement interview with the practicum instructor and any other relevant staff. A copy of the student's résumé is sent to the prospective practicum instructor prior to the interview. In some cases, prospective practicum instructors call the Practicum Education Program to clarify information or we may call a practicum instructor to discuss a student's special needs.

What is the purpose of the pre-placement interview?

The pre-placement interview gives the student and practicum instructor an opportunity to get acquainted and explore mutual expectations about the placement. The goal of this interview is to determine if the match of student/agency/practicum instructor is appropriate. It helps the student and practicum instructor clarify and adjust their expectations and prepare for the practicum experience. If the match of student and agency does not seem appropriate, the practicum instructor and the student should contact the Practicum Education Office immediately. A different placement option is then explored.

The placement assignment process is not complete until the potential Practicum instructor and the student have met and the Practicum Education Office receives confirmation from both parties.

What questions should be explored in the pre-placement interview?

The student and practicum instructor should discuss the nature of the practicum assignment including types of clients, activities, projects, services rendered and caseload size (if applicable). They should discuss how tasks will be assigned, especially during the first few weeks of the placement. The teaching style of the practicum instructor and learning style of the student is another topic to discuss. Also approaches to supervision should be discussed: when will weekly conferences be scheduled? Will other agency staff be involved? Does the practicum instructor expect the student to take the initiative in seeking help and how will the instructor routinely monitor the student's work? The student and practicum instructor should also discuss issues of protocol and the norms present in the practicum agency regarding dress, student space, level of formality in communication, confidentiality, correspondence and topics such as personal safety and health precautions, when applicable. Finally, the student and practicum instructor should share enough about their personalities and mutual expectations that they will be able to assess how they can work together most effectively.

How many hours per week are students in practicum?

On ground MSW program:

Students are typically at their placements for 16 hours per week for their first practicum placement in their generalist year. For the specialization placement, students complete 24 practicum hours per week. Usually, this means that generalist students are at their practicum for 60 days and specialization students are at their practicum for 90 days. Advances standing students complete a summer block practicum for 160 hours in addition to their specialization practicum.

On-line MSW program:

Students must complete at least 400 practicum hours for their generalist placement and 600 practicum hours for their specialization placement. Student complete a minimum of 14 hours per week at the practicum. However, there is a lot of flexibility about the pace at which students complete their practicum. Potential options can be discussed with practicum faculty.

Are students allowed to transport clients in their own personal vehicle?

Many practicum placements offer services that are community-based, and the majority of practicum work sites require the use of a vehicle for practicum work. This means that many practicum placements require students to have a car to perform practicum related tasks such as transporting clients, community outreach, home visits, community work, attending meetings, etc. When using a personal vehicle for required educational training that is authorized by the University, the student's personal automobile liability insurance is considered primary. The University's automobile liability insurance is only provided on a secondary basis.

Agencies are expected to reimburse students for mileage incurred when conducting agency business (not travel between the agency and the student's residence). However, students should inquire about this policy during the interview.

Do students carry liability insurance?

The School of Social Work carries a blanket professional liability insurance policy for students. Coverage is limited to $2,000,000/$4,000,000. It is recommended that students also carry an automobile insurance policy if they will be using their car to carry out agency assignments (see above).

Can placements be completed in a student's employing agency?

Placements in employing agencies may be possible if the criteria for employer-based placements are met. Specific guidelines are provided in the *Practicum Education Program Manual.*

How is the practicum grade determined?

Grades are based on school criteria and student performance. See the *Practicum Education Program Manual* for specifics. This performance should be documented by a variety of means including direct observation, audio/video tapes, statistics, written records, and other products. Performance evaluations are completed at the end of each semester. Students may receive the following grades for practicum instruction: Pass (P), Low Pass (L), or Fail (F). The grade is assigned by the practicum faculty after consultation with the practicum instructor and discussions with the student. The student receives a separate grade for each semester of practicum.

What if the placement doesn't work?

Occasionally it is necessary to terminate placements due to agency, practicum instructor or student factors. Termination requires as much planning as placement. The student and practicum instructor should thoroughly discuss the need to terminate in consultation with the Practicum Education Program faculty. Students are not relieved of their practicum responsibilities without the approval of the Director of Practicum Education. See the placement concerns policy for more information.

What supervision model do we use?

Our model of supervision for Practicum Education comes from the work of Alfred Kadushin. We teach a model that explains the importance of three types of supervision, administrative, supportive and educational. Administrative Supervision involves the day to day management of the supervisee's work which may involve discussing and explaining agency policies and procedures, assigning cases or other work tasks, reviewing and explaining paperwork and monitoring the student's casework or other tasks. Supportive supervision involves discussing student's various emotional reactions to the work and helping the student to develop self-awareness. In Educational Supervision, the typical supervisory tasks include discussing theoretical approaches and strategies for interventions with client systems, reviewing ethical issues, evaluating the effectiveness of interventions, and examining how issues in the social environment and particularly issues of diversity affect the client system. In

our Practicum Instructor training course, we discuss each of these aspects of supervision and provide role played examples.

What practicum education policies and procedures are students expected to follow?

All students are expected to follow all policies and procedures of the Practicum Education Program as outlined in the Practicum Education Program Manual and the NASW Code of Ethics. Therefore, prior to beginning a practicum placement, students are expected to sign a statement indicating their understanding and agreement to adhere to these policies and ethical standards.

What happens if a student requests a clinical/practicum accommodation in their practicum placement through Accessibility and Resource Services (ARS)?

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina - Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) office at UNC has been established to coordinate all accommodations. If a student might need accommodations at any point during the semester, they should contact ARS prior to the beginning of the semester or as early in the semester as possible. Information about ARS is available their website or by calling (919) 962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. Approved accommodations will likely require coordination between the practicum education faculty, the agency and the student. If a student inquires about receiving accommodations in their practicum placement ask the student for their permission to contact the assigned practicum faculty member.

ORIENTING YOUR STUDENT TO PLACEMENT: A PRELIMINARY CHECKLIST

<div style="border: 1px solid black; text-align: center;">

ORIENTING YOUR STUDENT TO PLACEMENT
A PRELIMINARY CHECKLIST

</div>

Each agency is different and will require a unique orientation plan. The items listed below are suggestions based on practicum instructor, student and faculty feedback.

BEFORE THE STUDENT ARRIVES

Office or desk assignment is confirmed and area cleared

Prepare initial reading material for student

History of agency

- o Brochures, annual reports, etc.
- o Policy and procedure manual
- o Information about the client population, the intervention models and the community
- o Glossary or key to frequently used terms
- o Examples of forms, reports, other recordings
- o Information about key community resources
- o Map of the community
- o List of staff, phone numbers, office locations, position and role in the agency
- o Other

Memo to appropriate staff to remind them of the student's arrival

Receptionist is informed about the student and knows how to direct calls/visitors

Student's name on mailbox, in/out board, etc.

Arrange for parking, name badges, etc.
Develop an orientation plan and schedule

THE FIRST WEEK OF PLACEMENT

Review with the student the agency's history, mission, and target population.

Introduce the student to others in the work area including administrative and clerical personnel

Make a plan for lunch (or inform student of the usual lunch routine)

Arrange a tour of the agency (be sure to include the bathrooms, supplies, copier)

Provide the necessary keys, parking sticker, name badges, etc.

Discuss work hours, appropriate attire, etc.

Review telephone procedures and computer use

Discuss the student's role in the agency and how the student is to be identified

Explain what the agency service delivery system does and does not do

Review the orientation plan including the student's responsibility for implementing the plan (e.g.: Is the student to arrange appointments with each department head to discuss the work of that department or will you arrange the meeting?)

Provide opportunities to observe the work of agency (the student may observe you or others in the agency.) Provide time to process the observations.

Review reference material which you have collected for the student to read during the early days of placement.

Discuss the Student Learning Agreement and formulate a plan to develop the Learning Agreement

THE FIRST WEEKS OF PLACEMENT

Discuss confidentiality policies and procedures

Review paperwork

Discuss how long in advance student should prepare for class projects related to practicum agency (e.g. interviews with clients and request agency documents)

Provide training related to safety issues

Discuss ethical issues that arise in the agency and mechanisms for resolving ethical dilemmas

Establish a schedule for weekly supervisory time and establish time for regular feedback

Discuss learning style and teaching style, communication style, and differences.

Create safety and open dialogue with student, especially when discussing diversity and difference. Be aware of and sensitive to the identities the student holds as they vary from one's own identities.

Arrange opportunities to visit community agencies

Arrange visits to similar programs in other communities

Monitor orientation plan to ensure implementation

Review first draft of the Student Learning Agreement

Discuss agency policy on use of social media

Discuss time off (sick days, personal days, vacations) and the best way for the student to communicate with the supervisor.

GETTING TO KNOW YOU FORM

GETTING TO KNOW YOU

UNC-CH School of Social Work Practicum Education Office
325 Pittsboro St., CB# 3550
Chapel Hill, NC 27599-3550
Phone 919-966-4916 FAX: 919-962-3384

To provide sound direct service, evaluate agency effectiveness or serve as a representative of your agency, it is imperative for you to have a thorough understanding of the various aspects of agency functioning. When beginning your practicum placement (or any new job), it is important that you learn as much as you can, as quickly as you can about your position, your agency, and the agency's services and clientele. The ability to answer the questions below indicates you have a good grasp of your agency and your role in the agency. The required level of understanding is achieved through observation, questioning, reading agency policy and procedures, and being actively involved in your practicum placement. A thorough understanding will take months, so start on this exercise as soon as possible.

Class assignments and discussions will also address many of these topics; thinking about these questions from the earliest days of your placement will give you an "edge" later.

PURPOSE, FUNCTION, & STRUCTURE OF YOUR AGENCY

1. What is the purpose of your agency?

2. How is the agency's purpose legally spelled out?

3. What segments of the community support this program?

4. How was your agency established?

5. What types and range of services are provided by your agency?

6. Describe the formal structure of your agency? (Draw an organization chart, if this will help)

7. How many workers are employed in your agency?

8. What roles do volunteers fill in your agency? (If applicable)

9. What is the informal structure of your agency? (You will be better able to answer this question later in the semester.)

10. How is your agency funded? Does the agency receive public and/or private funds?

11. What is your total agency budget? How is this budget distributed among the various programs?

12. How is your agency related to the other social welfare agencies and services in the community?

SOCIAL WORK PRACTICE IN THE AGENCY

To the greatest extent possible, base your responses to the following questions on your own practice, including your observations, examples, and thoughts on your practice in the agency.

1. What seems to be the underlying rationale for the process, methods and techniques used in your agency?

2. How are workers trained in your program?

3. Does the agency provide ongoing, in-service trainings?

4. How is the social work process measured and evaluated?

5. What kind of knowledge and skills are you called upon to know and use in your social work practice?

6. What are the trends in the methods used by the agency, and what factors have influenced or driven these trends?

7. Describe the ways in which the client groups served by the agency influence the selection of methods, the ways in which those methods are implemented, and the outcomes.

8. What supervision methods are used? Is supervision provided to all workers or only new workers?

CLIENTS

1. Who gets defined as a client?

2. Who cannot be a client?

3. What are the differences between clients and non-clients?

4. How do the problems of clients get defined in your agency?

5. What is the process by which individuals or families become clients of the agency?

6. What are the characteristics of the clientele?

7. How do the characteristics of the clientele influence the methods typically used, the ways the agency has for helping, the goals of the agency, and the role of the client?

8. What must the client do to remain a client in the agency?

9. How are services to the client terminated?

10. What provisions are made for incorporating client feedback and input into the agency decision-making process?

PERSONAL ASSESSMENT FORM "CAN DO"

PERSONAL ASSESSMENT QUESTIONNAIRE
"CAN DO"

UNC-CH School of Social Work * Practicum Education Office
335 Tate, Turner, Kuralt Bldg. CB# 3550 Chapel Hill, NC 27599-3550
Phone 919-966-4916 FAX: 919-962-3384

GENERALIST AND DIRECT HUMAN SERVICES

The following is a copy of the Personal Assessment Questionnaire. This is a tool that has been used in previous years to help students identify strengths and areas for professional growth. Its use is optional, but may be helpful in preparing your learning agreement.

As you read each item on the form, begin the statement by saying to yourself, "I can …" For example, Item 1 would read "(I can) prepare a program proposal." Thus, the form has been nicknamed the "Can Do" form.

Try to be fair to yourself as you use the rating scale to assess what you know in a given area. The following categories have been provided:

- **NO**   "I do not know," or "I have never done it."

- **YES**   "I have had some practical experience." You can draw on any paid or volunteer experience that you have had in a social work or related setting.

If you answer YES, then you must also circle 1, 2, or 3.

- **1**   "Yes, but I need more practice."

- **2**   "Yes, I can do this adequately."

- **3**   "Yes, I can do this well enough to teach others." (This response implies that you are also familiar with the literature or other teaching resources.)

- **A**   ACADEMIC EXPERIENCE means "I have had classroom/workshop experience."

Sharing your completed "Can Do" form with your practicum instructor is a useful way to establish a supervisory relationship. A careful review of your responses will help both of you construct your Practicum Learning Agreement. For example, if you are not familiar with the components of the planning process (see Item 5), a specific learning objective and related activities could be designed to familiarize you with this aspect of the planner role. In this way, the "Can Do" form can help you take the first step towards meeting your educational/career needs.

Provided by Portland State University School of Social Work

Assessment Rating Scale
NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A....... "I have had classroom/workshop experience."

PERSONAL ASSESSMENT QUESTIONNAIRE
"CAN DO"

GENERALIST AND DIRECT HUMAN SERVICES

PROFESSIONAL GROWTH AND DEVELOPMENT

USE OF SUPERVISION   Assessment

1. Use supervision to critically examine my own professional growth.   NO YES 1 2 3 A

2. Identify those areas of learning where I need supervisory help
    and ask for it.   NO YES 1 2 3 A

3. Plan ahead for supervisory conferences.   NO YES 1 2 3 A

4. Organize and plan my work so that assigned responsibilities
    are carried out in a timely fashion.   NO YES 1 2 3 A

5. Apply the skills and concepts I learn in one situation to another.   NO YES 1 2 3 A

ROLE OF SOCIAL WORKER

6. Explain the role and function of a social worker to a non-social
    worker.   NO YES 1 2 3 A

7. Apply social work values and ethics in work with clients and
    colleagues.   NO YES 1 2 3 A

8. Work with other professionals/para-professionals as a member of a
    team.   NO   YES 1 2 3 A

9. Differentiate between representing a personal, professional, or
    organizational position.   NO YES 1 2 3 A

10. Consult with persons from other disciplines on behalf of clients.   NO YES 1 2 3 A

SELF-AWARENESS

11. Assess how my values, attitudes, and beliefs affect my percep-
    tion of and my relationships with other people.   NO YES 1 2 3 A

12. Recognize the influence my personal feelings have on my
    relationships with other people.   NO YES 1 2 3 A

Assessment Rating Scale
NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A……."I have had classroom/workshop experience."

13. Examine and change my own behavior when it interferes
    with successful client work.   NO YES 1 2 3 A

14. Articulate and clarify my personal values, stereotypes, and biases   NO YES 1 2 3 A
    about my own and others' race and ethnicity, sexual orientation,
    gender, and social class, and ways these may accommodate or
    conflict with the needs of clients from cultural groups other than
    my own.

15. Work effectively with people in sub-ordinate positions.   NO YES 1 2 3 A

16. Work effectively with persons in positions of authority.   NO YES 1 2 3 A

17. Work effectively with persons from cultural groups other than NO YES 1 2 3 A
    my own.

COMMUNICATION SKILLS

18. Express myself clearly when speaking.   NO YES 1 2 3 A

19. Express my ideas clearly in writing.   NO YES 1 2 3 A

20. Utilize computer technology for written and visual presentation. NO YES 1 2 3 A

21. Present and defend my own point of view orally and in writing.   NO YES 1 2 3 A

22. Openly discuss racial, class, gender, ethnic, sexual orientation, NO YES 1 2 3 A
    disability, and other differences and be able to respond to
    culturally-based cues.

ORGANIZATIONAL AND COMMUNITY CONTEXT OF PRACTICE

PRACTICUM PLACEMENT SETTING

23. Identify the goals and purposes of an agency or organization.   NO YES 1 2 3 A

24. Interpret formal organizational charts.   NO YES 1 2 3 A

25. Locate and use informal communication channels in an   NO YES 1 2 3 A
    organization.

26. Evaluate the impact of agency goals, structure, process, and   NO YES 1 2 3 A
    physical environment on the services provided and on the help-
    seeking behaviors of clients from cultures different from my own.

27. Differentiate between interpersonal and organizational conflict. NO YES 1 2 3 A

Assessment Rating Scale
NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A .... "I have had classroom/workshop experience."

INTER-AGENCY RELATIONSHIPS

28. Locate information about the formal social services that exist in a community.　　NO YES 1 2 3 A

29. Locate informal services (e.g., individuals, neighborhood networks) which can be used as resources.　　NO YES 1 2 3 A

30. Identify linkages, (e.g., contractual, procedural) that exist between agencies.　　NO YES 1 2 3 A

SERVICE POPULATION

31. Describe the characteristics of an agency's client population.　　NO YES 1 2 3 A

32. Identify techniques for learning the cultures of client groups who differ from me due to race, class, gender, ethnicity, sexual orientation, or disability.　　NO YES 1 2 3 A

33. Identify the unique demographic characteristics of the community or geographical area that an agency or organization serves.　　NO YES 1 2 3 A

34. Identify gaps in an agency's services and the clientele's needs.　　NO YES 1 2 3 A

POLICIES AND PROCEDURES

35. Describe how an agency's policies and procedures are developed.　　NO YES 1 2 3 A

36. Determine how an agency's policies or procedures will affect service delivery to a client or client group.　　NO YES 1 2 3 A

37. Identify different approaches for service delivery to a client or client group.　　NO YES 1 2 3 A

38. Recognize and combat racism, sexism, heterosexism, classism, and the related stereotypes, and myths within individuals and institutions.　　NO YES 1 2 3 A

Assessment Rating Scale
NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A....... "I have had classroom/workshop experience."

PROVISION OF DIRECT SERVICES

PROBLEM IDENTIFICATION AND ASSESSMENT

39. Differentiate between symptoms of intra-psychic stress and stress arising from the social structure. NO YES 1 2 3 A

40. Understand a problem(s) from the client's point of view. NO YES 1 2 3 A

41. Figure out the key people who are involved in a problem. NO YES 1 2 3 A

42. Determine what specific information I need to better under-stand a problem. NO YES 1 2 3 A

43. Relate a client's current problem to relevant past history. NO YES 1 2 3 A

44. Distinguish between what is inferred or "seems to be" and what is factual information. NO YES 1 2 3 A

45. Systematically collect information within a theoretical framework. NO YES 1 2 3 A

46. Examine alternative explanations about the possible causes of a problem and its solution(s) after considering all known facts. NO YES 1 2 3 A

47. Develop an assessment of an individual or family that takes into account intrapersonal, interpersonal, and environmental factors. NO YES 1 2 3 A

48. Assess the dynamics of a small group. NO YES 1 2 3 A

49. Assess how characteristics such as race, ethnicity, economic status, sex, age, disability, or lifestyle affect a client's situation. NO YES 1 2 3 A

50. Assess the meaning economic class, race, gender, sexual orientation, disability and ethnicity has for individual clients. NO YES 1 2 3 A

51. Assess a client's needs, capacities, and readiness to benefit from intervention. NO YES 1 2 3 A

52. Synthesize information so that a clear intervention plan can be developed. NO YES 1 2 3 A

53. Change my mind about a problem based on new information. NO YES 1 2 3 A

54. Examine more than one solution (outcome) to a problem and choose the one that's most feasible. NO YES 1 2 3 A

Assessment Rating Scale
NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A....... "I have had classroom/workshop experience."

55. Use research findings to assess the utility of alternative intervention approaches. NO YES 1 2 3 A

56. Evaluate new techniques, research, and knowledge as to their validity and applicability in working with culturally diverse client groups. NO YES 1 2 3 A

57. Work with a client to select goals for change. NO YES 1 2 3 A

58. Write outcome objectives in clear, behavioral terms so that results can be evaluated. NO YES 1 2 3 A

59. Negotiate a contract (working agreement) with a client. NO YES 1 2 3 A

60. Develop and justify a detailed intervention plan which "fits with" a problem assessment. NO YES 1 2 3 A

61. Actively involve a client in the intervention (change) process. NO YES 1 2 3 A

62. Pace the tempo of intervention to a client's capacity to change and to handle change. NO YES 1 2 3 A

63. Make changes in the scope and focus of the client's contract when they are indicated. NO YES 1 2 3 A

INTERVENTION MODES

64. Utilize the concepts of empowerment on behalf of all clients and communities. NO YES 1 2 3 A

65. Provide supportive counseling for an individual. NO YES 1 2 3 A

66. Provide long-term counseling for an individual. NO YES 1 2 3 A

67. Provide short-term (crisis intervention) counseling for an individual. NO YES 1 2 3 A

68. Provide marital or couples counseling. NO YES 1 2 3 A

69. Provide conjoint family therapy. NO YES 1 2 3 A

70. Provide supportive services to the family of a client. NO YES 1 2 3 A

71. Lead or co-lead a support or educationally focused group. NO YES 1 2 3 A

72. Lead or co-lead a psycho-therapeutic group. NO YES 1 2 3 A

73. Facilitate the development of a self-help group. NO YES 1 2 3 A

74. Act as a case advocate on behalf of a client. NO YES 1 2 3 A

75. Act as a case manager to plan and coordinate services for a client. NO YES 1 2 3 A

Assessment Rating Scale
NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A....... "I have had classroom/workshop experience."

76. Understand and articulate accurately the cultural context of each client and his/her community.

NO YES 1 2 3 A

77. Act as a social broker to locate and match clients to appropriate community resources.

NO YES 1 2 3 A

78. Use resources (e.g., agencies, persons, informal helping networks, research) on behalf of all clients and their communities, taking cultural issues into consideration.

NO YES 1 2 3 A

79. Provide consultation, in an area of expertise I have, to other professionals or non-professionals.

NO YES 1 2 3 A

TERMINATION EVALUATION

80. Determine when to end a contract with a client.

NO YES 1 2 3 A

81. Terminate with a client and other people involved.

NO YES 1 2 3 A

82. Compare the client's progress with what was originally planned.

NO YES 1 2 3 A

HUMAN RELATIONS SKILLS

83. Use accurate empathy by communicating a concern for and an understanding of what a client is experiencing.

NO YES 1 2 3 A

84. Show genuine interest in a client by use of congruent attending behavior.

NO YES 1 2 3 A

85. Demonstrate respect by accepting the client's point of view as a valid perspective.

NO YES 1 2 3 A

86. Use concreteness to assist a client to be more specific about personally relevant concerns.

NO YES 1 2 3 A

87. Read non-verbal communication accurately.

NO YES 1 2 3 A

88. Respond appropriately to pertinent non-verbal communication.

NO YES 1 2 3 A

89. Respond to clients in a manner that is perceived as useful and relevant to their concerns.

NO YES 1 2 3 A

90. Use appropriate self-disclosure to help clients explore and more clearly understand their concerns.

NO YES 1 2 3 A

91. Use immediacy to focus on the here-and-now of worker/client relationships.

NO YES 1 2 3 A

Assessment Rating Scale
NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A....... "I have had classroom/workshop experience."

INTERVIEWING SKILLS

92. Open a helping (counseling) interview and clearly establish its context.　　　　NO　YES　1　2　3　A

93. Use a range of questioning skills in a timely manner.　　　　NO　YES　1　2　3　A

94. Demonstrate diverse and appropriate responding skills.　　　　NO　YES　1　2　3　A

95. Guide the direction and provide focus during an interview.　　　　NO　YES　1　2　3　A

96. Close an interview and give direction for future contacts.　　　　NO　YES　1　2　3　A

Assessment Rating Scale
NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A……."I have had classroom/workshop experience."

SOCIAL SERVICE ADMINISTRATION AND MANAGEMENT

Following is a copy of a Personal Assessment Questionnaire. This is a tool that has been used in previous years to help students identify strengths and areas for professional growth. It's use is optional, but may be helpful in preparing your learning agreement.

As you read each item on the form, begin the statement by saying to yourself, "I can …" for example, Item 1 would read "(I can) prepare a program proposal." Thus, the form has been nicknamed the "Can Do" form.

Try to be fair to yourself as you use the rating scale to assess what you know in a given area. The following categories have been provided:

- **NO**   "I do not know," or "I have never done it."

- **YES**   "I have had some practical experience." You can draw on any paid or volunteer experience that you have had in a social work or related setting.

If you answer YES, then you must also circle 1, 2, or 3.

- **1**   "Yes, but I need more practice."

- **2**   "Yes, I can do this adequately."

- **3**   "Yes, I can do this well enough to teach others." (This response implies that you are also familiar with the literature or other teaching resources.)

- **A**   ACADEMIC EXPERIENCE means "I have had classroom/workshop experience."

Sharing your completed "Can Do" form with your practicum instructor is a useful way to establish a supervisory relationship. A careful review of your responses will help both of you construct your Practicum Learning Agreement. For example, if you are not familiar with the components of the planning process (see Item 5), a specific learning objective and related activities could be designed to familiarize you with this aspect of the planner role. In this way, the "Can Do" form can help you take the first step towards meeting your educational/career needs.

Provided by Portland State University School of Social Work

Assessment Rating Scale
NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A....... "I have had classroom/workshop experience."

SOCIAL SERVICE ADMINISTRATION AND MANAGEMENT

PLANNER ROLE   ASSESSMENT

1. Prepare a program proposal.   NO YES 1 2 3 A

2. Write a grant.   NO YES 1 2 3 A

3. Develop a flow chart as a planning technique.   NO YES 1 2 3 A

4. Write specifications for contracts and RFPs (Requests for Proposals). NO YES 1 2 3 A

5. Explain the components of the planning process. NO YES 1 2 3 A

6. Secure guidelines and regulations for federal grants. NO YES 1 2 3 A

7. Develop political strategies to ensure implementation. NO YES 1 2 3 A

8. Work and plan effectively with persons from groups culturally NO YES 1 2 3 A
    different from my own.

9. Assess the importance of cultural variables to client-related NO YES 1 2 3 A
    social problems.

10. Identify and develop resources (agencies, persons, informal NO YES 1 2 3 A
    helping networks, research) on behalf of all clients and their
    communities, taking cultural issues into consideration.

RESEARCH ROLE

11. Design a program evaluation supportive to issues of cultural NO YES 1 2 3 A
    diversity.

12. Implement and administer a program evaluation.   NO YES 1 2 3 A

13. Call on appropriate statistical tests for data analysis. NO YES 1 2 3 A

14. Design a needs assessment with sensitivity to culturally diverse NO YES 1 2 3 A
    populations.

15. Explain the various approaches to designing/conducting a needs NO YES 1 2 3 A
    assessment.

16. Organize data for computer utilization.   NO YES 1 2 3 A

Assessment Rating Scale
NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A ……."I have had classroom/workshop experience."

17. Develop a management information system (MIS).   NO YES 1 2 3 A

18. Write a scientific paper.   NO YES 1 2 3 A

19. Utilize social indicators.   NO YES 1 2 3 A

FISCAL ANALYST

20. Prepare a line item budget.   NO YES 1 2 3 A

21. Convert a line item budget into a program budget.   NO YES 1 2 3 A

22. Prepare contingency plans in budgeting.   NO YES 1 2 3 A

23. Design a method to compute unit costs.   NO YES 1 2 3 A

24. Compute a simple cost-benefit analysis.   NO YES 1 2 3 A

25. Develop strategies for budget presentations to public bodies and funding groups.   NO YES 1 2 3 A

26. Develop five year cost projections from a budget.   NO YES 1 2 3 A

27. Develop output measures for program performance.   NO YES 1 2 3 A

28. Design a Management By Objective (MBO) program.   NO YES 1 2 3 A

29. Design fiscal strategies supportive of vulnerable populations.   NO YES 1 2 3 A

PERSONNEL MANAGEMENT/STAFF DEVELOPMENT

30. Manage and supervise a culturally diverse workforce.   NO YES 1 2 3 A

31. Organize and develop a staff development program.   NO YES 1 2 3 A

32. Write a job description.   NO YES 1 2 3 A

33. Deal with grievance and termination.   NO YES 1 2 3 A

34. Evaluate and discuss employee performance.   NO YES 1 2 3 A

35. Analyze organizational conditions, including issues of gender, race, ethnicity, and cultural diversity, that affect employee performance.   NO YES 1 2 3 A

36. Develop and coordinate work assignments.   NO YES 1 2 3 A

37. Delegate responsibility.   NO YES 1 2 3 A

38. Enforce agency policy.   NO YES 1 2 3 A

39. Utilize the dynamics of work groups.   NO YES 1 2 3 A

Assessment Rating Scale

NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A……."I have had classroom/workshop experience."

40. Understand and deal with employee resistance. NO YES 1 2 3 A

41. Assess roles and role expectations that lead to role strains, including gender and ethnicity. NO YES 1 2 3 A

CHANGE AGENT/ADVOCATE

42. Conduct an analysis of an organization. NO YES 1 2 3 A

43. Develop strategies for organizational change sensitive to issues of gender, race, ethnicity, sexual orientation, and disability. NO YES 1 2 3 A

44. Locate both formal and informal power centers in an organization. NO YES 1 2 3 A

45. Distinguish authority figures from power figures. NO YES 1 2 3 A

46. Separate interpersonal conflict from organizational conflict. NO YES 1 2 3 A

47. Utilize the concepts of empowerment on behalf of culturally diverse clients and communities. NO YES 1 2 3 A

48. Plan structural changes and make recommendations to administrative personnel. NO YES 1 2 3 A

49. Organize people from diverse economic and cultural backgrounds into action groups. NO YES 1 2 3 A

50. Help culturally diverse community groups develop action strategies. NO YES 1 2 3 A

51. Understand and communicate accurate information about the cultural context of diverse client groups on behalf of their communities. NO YES 1 2 3 A

POLICY ANALYST

52. Recognize and combat racism, racial stereotypes, and myths in individuals and institutions. NO YES 1 2 3 A

53. Translate case data or service data into policy issues. NO YES 1 2 3 A

54. Describe the relationships between the political processes and the development of social policy and the issues raised by class, race and ethnicity, gender, sexual orientation, and disability. NO YES 1 2 3 A

55. Develop "culturally-sensitive" policy options for a practical problem. NO YES 1 2 3 A

56. Describe the formal steps in the legislative process. NO YES 1 2 3 A

Assessment Rating Scale
NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A....... "I have had classroom/workshop experience."

ADMINISTRATOR/MANAGER

57. Plan and organize work in an efficient manner.   NO YES 1 2 3 A

58. Evaluate the impact of agency goals, structure, process, and physical environment on the services provided and on the help seeking behaviors of clients from different cultural backgrounds.   NO YES 1 2 3 A

59. Seek out and evaluate information.   NO YES 1 2 3 A

60. Foresee the consequences of decisions with particular attention to issues of race, ethnicity, class, gender, sexual orientation, and disability.   NO YES 1 2 3 A

61. Be firm, yet accepting, of subordinates.   NO YES 1 2 3 A

62. Prioritize decisions.   NO YES 1 2 3 A

63. Make quick and clear decisions.   NO YES 1 2 3 A

64. Help organize a fund-raising campaign.   NO YES 1 2 3 A

65. Implement an affirmative action plan.   NO YES 1 2 3 A

66. Develop written personnel policies.   NO YES 1 2 3 A

COORDINATOR

67. Explain and perform staff functions for a small group or committee.   NO YES 1 2 3 A

68. Develop and conduct problem solving sessions.   NO YES 1 2 3 A

69. Deal with frustrations of group problem solving.   NO YES 1 2 3 A

70. Lead a group discussion.   NO YES 1 2 3 A

71. Chair a meeting.   NO YES 1 2 3 A

72. Manage conflict between organizations.   NO YES 1 2 3 A

73. Analyze interorganizational relationships.   NO YES 1 2 3 A

COMMUNICATOR

74. Articulate and clarify my personal values, stereotypes, and biases about my own and others' ethnicity and social class, and ways   NO YES 1 2 3 A

these may accommodate or conflict with the needs of clients from cultural groups different from my own.

Assessment Rating Scale
NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A .... "I have had classroom/workshop experience."

75. Summarize large amounts of information in a page.   NO YES 1 2 3 A

76. Make oral presentations to small groups.   NO YES 1 2 3 A

77. Identify techniques for learning the cultures of racial, class, and   NO YES 1 2 3 A
ethnic groups other than my own.

78. Make public presentations to large audiences.   NO YES 1 2 3 A

79. Express ideas clearly and precisely.   NO YES 1 2 3 A

80. Prepare and deliver testimony for legislative committees.   NO YES 1 2 3 A

81. State and argue a position.   NO YES 1 2 3 A

82. Negotiate a personal contract.   NO YES 1 2 3 A

83. Read nonverbal behavior and hidden agendas.   NO YES 1 2 3 A

84. Write a press release.   NO YES 1 2 3 A

85. Develop a media campaign.   NO YES 1 2 3 A

86. Clarify and take directions.   NO YES 1 2 3 A

87. Give clear and precise directions.   NO YES 1 2 3 A

88. Summarize information and make specific recommendations to   NO YES 1 2 3 A
superiors.

89. Openly discuss racial, class gender, ethnic, disabilities, and   NO YES 1 2 3 A
other differences and be able to respond to culturally-based cues.

Assessment Rating Scale
NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A ...."I have had classroom/workshop experience."

COMMUNITY BASED PRACTICE

PLANNER ROLE

1. Use supervision to critically examine my own professional growth and performance.　　NO YES 1 2 3 A

2. Identify areas of learning where I need supervisory support and ask for it.　　NO YES 1 2 3 A

3. Plan for long term professional goals.　　NO YES 1 2 3 A

ROLE OF SOCIAL WORKER

4. Articulate the roles and functions of a community-based social worker to a non-social worker.　　NO YES 1 2 3 A

5. Explain the overlapping roles and boundaries issues that community-based social workers encounter.　　NO YES 1 2 3 A

6. Describe the qualities and characteristics the social worker brings to community settings.　　NO YES 1 2 3 A

COMMUNICATION SKILLS

7. Make public presentations to community audiences.　　NO YES 1 2 3 A

8. Express ideas clearly and precisely through oral and written methods.　　NO YES 1 2 3 A

9. Discuss ethical issues and dilemmas that emerge in community relationships and settings.　　NO YES 1 2 3 A

USES OF TECHNOLOGY

10. Access local census data for assessing community demographic data.　　NO YES 1 2 3 A

11. Utilize software programs for preparing presentations and reports.　　NO YES 1 2 3 A

12. Access the resources of the Internet.　　NO YES 1 2 3 A

Assessment Rating Scale
NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A ...."I have had classroom/workshop experience."

ORGANIZATIONAL AND COMMUNITY CONTEXT OF PRACTICE

SOCIAL AND ECONOMIC DEVELOPMENT

13. Identify formal and informal policies that have shaped communities.   NO YES 1 2 3 A

14. Access economic and social conditions of neighborhoods and communities.   NO YES 1 2 3 A

15. Develop culturally sensitive policy options for community needs.   NO YES 1 2 3 A

CULTURALLY SENSITIVE COMMUNITY PRACTICE

16. Help culturally diverse community groups develop action strategies.   NO YES 1 2 3 A

17. Develop strategies for community change sensitive to issues of gender, race, ethnicity, sexual orientation and disability.   NO YES 1 2 3 A

18. Organize people from diverse economic and cultural backgrounds into action groups.   NO YES 1 2 3 A

COMMUNITY AND ORGANIZATIONAL COLLABORATION

19. Organize community and agency meetings.   NO YES 1 2 3 A

20. Plan for services at the grass roots level.   NO YES 1 2 3 A

21. Create partnerships between social service and non-social service agencies.   NO YES 1 2 3 A

KNOWLEDGE OF COMMUNITY

22. Apply strategic practice skills based on knowledge of community leaders and community history.   NO YES 1 2 3 A

COMMUNITY PRACTICE INTERVENTION

23. Identify and develop resources (agencies, persons, informal helping networks, research) on behalf of clients and their communities.   NO YES 1 2 3 A

Assessment Rating Scale
NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."
1……. "Yes, but I need more practice."
2…… "Yes, I can do this adequately."
3…… "Yes, I can do this well enough to teach others."
A....... "I have had classroom/workshop experience."

24. Organize community members to develop a project. NO   YES   1   2   3   A

25. Participate in activities that promote social justice.   NO   YES   1   2   3   A

RESEARCH ROLE

26. Create an asset-based community assessment.   NO   YES   1   2   3   A

27. Write a grant or proposal.   NO   YES   1   2   3   A

28. Use quantitative/qualitative methods for evaluation.   NO   YES   1   2   3   A

APPLIED THEORY

29. Utilize the concepts of empowerment on behalf

of culturally diverse clients and communities.   NO   YES   1   2   3   A

30. Apply models of family/group decision making process to
community planning efforts.   NO   YES   1   2   3   A

TERMINATION

31. Terminate successfully with clients/families and communities . NO   YES   1   2   3   A

Assessment Rating Scale

NO…. "I do not know." or "I have never done it."
YES… "I have had some practical experience."

1……. "Yes, but I need more practice."

2…… "Yes, I can do this adequately."

3…… "Yes, I can do this well enough to teach others."
A........."I have had classroom/workshop experience."

MSW Supervision Outline

Date:_____

Follow-up issues from last meeting:

Tasks completed this week:

Issues to discuss: (consider administrative issues as well as ethics, diversity, client assessment, intervention plans, theoretical issues)

Area(s) of strength this week:

Area(s) that challenged you this week:

Competencies addressed this week:

Feedback:

_____   _____
Practicum Instructor   Student

On-Ground MSW Planning Checklist of Specialization Year Example

✓ box	Due Date	REQUIRED ACTION	Notes
□	Always	Reflect on Career Goals	
□	TBD	Attend Specialization Planning Practicum Education Overview	
□	After attending Specialization Planning Practicum Ed Overview	Schedule an appointment and meet with your **current practicum faculty**	
□	Prior to meeting with Practicum Seminar Leader	Update your resume. Be sure to list your Generalist Placement under experience.	
□		Complete a draft of the Practicum Education, Specialization Planning Guide (without agency choices)	
□	TBD	Attend Informal Practicum Education Meetings (Strongly Encouraged) Bring your own lunch 12:00 – 12:55pm □ 1/18 - Schools, Child Welfare, and/or Child & Family/IDD □ 1/18 - Adult MH and Substance Abuse □ 1/24 - Health Care/Aging □ 1/24 - CMPP □ 1/25 - Child/Adolescent MH □ 1/25 - Employer Based, Ad Hoc, Exception to the 80:20 Ratio	
□	TBD	Meet with practicum faculty members(s) in area(s) of interest: □ **CMPP –** □ **Adult Mental Health & Substance Use –** □ **Child/Adol. Mental Health –** □ **Aging –** □ **Schools –** □ **Child Welfare –** □ **Healthcare –** □ **Children/Family –** □ **IDD –**	
□	Ongoing	Talk to students currently placed at agencies you may be interested in. **DO NOT contact or speak with potential practicum instructors**	
□	Ongoing	Meet with faculty advisor or other trusted faculty member in the school (optional).	
□	TBD	Exceptions to the Standard Practicum Practicum **if applicable** (e.g. employer based placement, block, ad hoc)	
□	**TBD**	**Due on line** - Specialization Practicum Education Planning Guide – including final three placement selections	
□	TBD	Receive an email from the Practicum Education Office with the name and contact information for your proposed placement and practicum instructor	
□	TBD	Contact & interview with prospective practicum instructor	
□	TBD	After the interview, inform placement manager of accept/decline placement. (Have discussion with practicum faculty member before declining placement.)	

Contract for Completion of a Grade of Incomplete

*Please complete the practicums below, sign, and obtain appropriate signature from course instructor. The form can be signed electronically by all parties and the final copy emailed to Dr. Sarah Naylor at smnaylor@email.unc.edu , Beth Sauer at bhsauer@email.unc.edu, and your course instructor **or** the form can be printed and delivered to Dr. Sarah Naylor, Associate Dean for Student Affairs and Beth Sauer, Registrar, SSW Suite 370.*

Student Name: _____   **PID#:** _____

Course Name: _____   **Semester/Year:** _____

I agree that by receiving a grade of "INC" in the above course, I must submit satisfactory or above satisfactory work by the following deadline(s) as negotiated between myself and the instructor in order to have a permanent and passing grade recorded for the course.

I will complete and turn in to the instructor the following assignments by the specified dates below:

Assignment #1_____   by date: _____

Assignment #2_____   by date: _____

Assignment #3_____   by date: _____

I understand these deadlines are final and serve as a new contract for completion of the course*. In the event that I am unable to submit the assignment by the date listed above, the following late policy will apply:

_____

*Please note: any renegotiation of this contract is at the discretion of the instructor and must be completed before the deadline(s) listed for the assignments above.

GUIDELINES FOR USING TECHNOLOGY AND SOCIAL MEDIA IN SOCIAL WORK PRACTICE

Guidelines for Using Technology and Social Media in Social Work Practice
UNC –CH School of Social Work
Practicum Education Program

Social media channels, such as Facebook, Twitter, Instagram, Snapchat, and various blog sites are just a few examples of new and exciting ways to connect with others and share information. Likewise, technology has broadened social workers' capacity to assess and manage information about clients, influence policy, address social justice issues, and receive supervision. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences if basic guidelines are ignored.

Students are expected to adhere to social work values, ethics, and engage in professional conduct as outlined in the recently updated NASW Code of Ethics (effective January 1, 2018). In addition, NASW, ASWB, CSWE & CSWA released the Standards for Technology in Social Work Practice (hereafter referred to as Technology Standards) in 2017 related to social media communication tools and electronic/digital technology. These two sources provide guidance to students and practitioners regarding the use of social media and technology. The Code of Ethics and Technology Standards address many issues, including accurate representation of self, informed consent, privacy and confidentiality, conflicts of interest and dual relationships, separation of personal and professional communications, use of search engines, and accessing client records remotely, to name just a few. Utilizing technology and social media as a social work professional requires ongoing attention to numerous ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels and technology for professional activities such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity versus using these sites to maintain contact with friends and family. Your **professional image**, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the practicum agency and physical setting of an office. As social workers, we must be cognizant of the legal, ethical, and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to "first do no harm," it is imperative to consider how to be connected within the context of social media along with unrestricted access to information on the Internet, and while protecting yourself, your practicum site, your clients, the School of Social Work, and the profession.

As you get started in your practicum placement, it may be helpful to explore the following questions with your practicum instructor and/or task supervisor.

1. Does your practicum site have a policy on the use of social media and technology? If so, review the policy with your practicum instructor. If not, what expectation does the agency have regarding the use of social media and technology during practicum hours?
2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?

3. What are the most common ethical concerns you should be aware of when using social media and technology as a professional social worker?

To help facilitate these conversations, consider the following topics for discussion with your practicum instructor and/or task supervisor.

What are the agency guidelines regarding the use of Facebook and who can you friend? Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. This is particularly tricky when managing Facebook accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor interactions on your site. Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can access your site. Additionally, people can see when you are tagged in photos, view comments made by others, note your status updates, and see who you've friended. All professionals must evaluate the scope of their social media connections. Since this is an emerging professional topic, some professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is your responsibility as a professional social worker to abide by the Code of Ethics and Technology Standards, including your virtual communications and use social work values and principles to guide your interactions.

What privacy and confidentiality concerns should I consider when texting, emailing and/or using other communication tools such as Twitter or Snapchat?
With the proliferation of hand held devices, accessing the Internet and connecting with others is literally in the palm of our hands. Text, email, Twitter, and Snapchat are quick and effective ways to communicate with others however many ethical, legal, and clinical issues must be addressed when using these communication tools. There is a huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussing information about your practicum placement, classroom work, or agency staff on your cell phone. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy, and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas.

Can I check my personal social media accounts during practicum hours?
In general, your time in practicum and the resources provided to you in your practicum placement are to be used for practicum related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause, or position without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.

I know the Code of Ethics was recently updated. What standards specifically mention social media and electronic communication?

The NASW Code of Ethics now includes a variety of standards that social workers must consider when engaging in the use of social media and electronic communication such as:

- Standard 1.03 (e-i) states that social workers should (e) discuss policies concerning use of technology in provision of services, (f) obtain informed consent during initial screening and prior to initiating services, (g) assess client's suitability and capacity for electronic and remote services, (i) obtain client consent before conducting an electronic search on client except for compelling professional reasons.
- Standard 1.04 (d,e) states that social workers who use technology in the provision of services (d) should ensure they have the necessary knowledge and skills to do so in a competent manner, and
(e) should comply with laws governing technology and social work practice in jurisdiction where they are located and regulated, and in jurisdiction where client is located.
- Standard 1.06 (e-h) states that social workers should (e) avoid communicating with clients using technology (such as social networking, chat, e-mail, text) for personal or non-work related purposes, (f) be aware that posting personal information on professional websites or other media may cause boundary confusion or harm to clients, (g) be aware that the social worker's online presence with groups based on race, ethnicity, religion, immigration status, or other personal affiliations may affect ability to work effectively with particular clients, and (h) avoid accepting requests from or engaging in personal relationships with clients on social networking or other electronic media.
- Standard 1.07(m-r) states that social workers should use applicable safeguards (encryption, firewalls, passwords) when using electronic communications, (n) notify clients of breach of confidential information in a timely manner, (o) inform clients of any unauthorized access to social worker's electronic communication or storage systems, (p) develop and inform clients about policies regarding use of Internet-based search engines to gather client information,
(q) avoid searching or gathering information electronically unless compelling professional reasons and with client's informed consent, and (r) avoid posting identifying or confidential information about clients on websites or social media.

The newly revised Code of Ethics contains additional updated standards which are not specifically noted above. Please take time to review and discuss these with your practicum instructor. Likewise, a review of the Technology Standards (which contains 55 specific standards, along with an interpretation of each standard) should be reviewed as well.

What do all these changes mean for me?

We all know there is no such thing as privacy on a social media site or the Internet. Comments can be forwarded or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal

information such as your home address or full birth date. Don't post in advance when you plan to be on vacation or away from home for an extended period of time. Be sure to project the image you want potential faculty members, future employers, advisors and friends to know you by. Social media channels provide an excellent means to build community; however, as you navigate these channels, do no harm to yourself, your practicum site, your clients, the School of Social Work or to the social work profession in the process. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information.

What's next?

Take some time to review these guidelines and the newly revised Code of Ethics with your practicum instructor and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media and other forms of technology. Practicum instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families, so we encourage you to consider the personal versus professional role of social media in your life and your practicum setting.

EMPLOYER-BASED PLACEMENTS FREQUENTLY ASKED QUESTIONS

EMPLOYER-BASED PLACEMENTS

Practicum education is a critical component of a social work degree program, providing opportunities to integrate classroom knowledge and to practice social work in different settings. The experience is supervised by professional staff members of participating agencies. Employer-based practicum placements may be developed for students to fulfill their practicum education requirements within their employing agency. The curriculum and objectives of an employer-based placement are identical to those of a student in a non-employment placement. The primary purpose of a practicum placement is to provide students with educational opportunities that lead to competent social work practice. Therefore, an employer-based practicum placement should not be viewed as a job, but as a student learning experience that assists in the development of knowledge and skills that are transferable from one setting to another as well as an arena in which the student can develop a professional social work identity.

Frequently Asked Questions

1. **Can a student do a practicum placement in their current place of employment?**
   Employer-based placements are one option that may be developed for students to fulfill their practicum education requirements while retaining a connection to their employing agency. Employer-based placements can provide students with the opportunity to continue employment with their agency while completing either their Generalist or Specialization Practicum. Employer-based placements must afford the opportunity for students to achieve new social work knowledge and skills and provide learning opportunities that meet the nine required core competencies in the learning agreement. Students requesting approval for placement in their employing agency must submit an "Employer-Based Placement Proposal".

2. **What factors contribute to the success of an employer-based placement?**
   Employer-based placements are most readily developed in agencies supportive of social work education and workforce development. The practicum learning activities may be the same as the student's employment duties if there is a plan for the student to demonstrate a growing level of social work competence as outlined by the nine core competencies and related practice behaviors and the student is in a learner role. Opportunities to develop competence can include new intervention methods, populations, skills, and knowledge.

3. **Who needs to be involved in setting up an employer-based placement?**
   Setting placements in employing agencies requires more effort than placement in non-employing agencies. This extra attention is necessary to ensure that the planned placement experience meets all School requirements and learning objectives. Arrangement and approval of the placement plan requires involvement of the following individuals: Student/ employee, current work supervisor, agency director (or designee), proposed Practicum Instructor, Task Supervisor (if applicable), and practicum faculty from the School of Social Work. A practicum faculty will meet with those listed above to determine if the proposed plan meets practicum requirements and to answer any questions. The Practicum Education Director grants final approval of employer-based placements on a case-by-case basis.

4. What are the benefits of an employer-based practicum placement?

The student/ employee already knows and is oriented to the agency so the general learning curve may be less steep initially. The student/ employee also brings new learning from their coursework back to the agency, which can enhance agency practice. The agency demonstrates its commitment to employees' professional development and education. The agency also retains a quality employee and benefits from their ongoing professional development.

5. What are the challenges of an employer-based practicum placement:

It can be difficult to separate student and employee roles, both for the student and for other staff within the agency. It also can be challenging to ensure appropriate division of workload to accommodate student learning activities. As a result, the student role may be under-prioritized at times. The student/ employee's work colleagues also may feel confused or even resentful of the employee in a student role. In addition, the student/employee may have access to agency leadership, meetings, and information that they themselves in past roles or others in the agency currently may not be privy to, which may then create a sensitive situation.

6. What is the process for obtaining an employer-based placement?

There is no guarantee that an employer-based placement will be approved. The student must electronically complete an Employer Based Placement Proposal and review it with the employer (i.e., the work supervisor, an agency executive, Practicum Instructor, and Task Supervisor, if applicable). It is then reviewed by the assigned practicum faculty member who schedules a meeting with the student and agency representatives. Once the practicum faculty signs the employer-based placement request, the Practicum Education Director will review the request and must approve it before the placement can begin.

7. What must be included in the employer-based proposal?

It is the responsibility of the student to submit a proposal that meets the following criteria:
- Student's current job duties and current work supervisor contact information
- Proposed placement learning activities and proposed practicum instructor and task supervisor (if applicable)
- Designated placement activities which meet the nine core competencies and related practice behaviors
  Proposed work and practicum schedule

The plan for practicum education must be educationally focused, not centered solely on agency services, and must meet the criteria that have been established for all of the school's placements.

8. Who can supervise the student's employer-based field placement?

The student's Practicum Instructor must have an MSW with 2 years of post-degree experience and agree to provide the student with a minimum of one hour of supervision per week. Practicum education supervision may be provided by the student's work supervisor if the practicum education supervision is distinct from employment supervision. If the agency does not have a qualified MSW on staff, the agency may look to other MSWs with involvement in the agency, such as contract staff, volunteers, or board members, since a degree of familiarity with the agency is important.

V. APPENDICES

PROFESSIONAL ORGANIZATIONS

COUNCIL ON SOCIAL WORK EDUCATION

The Council on Social Work Education (CSWE) is a national association that preserves and enhances the quality of social work education, ensuring social work practice that promotes the goals of individual and community well-being and social justice. CSWE pursues this mission by setting and maintaining policy and program standards, accrediting bachelor's and master's degree programs in social work, promoting research and faculty development, and advocating for social work education.

The School has been a member of CSWE since the organization was established in 1952. The School fully complies with all CSWE 2008 Standards for (a) program mission and goals, (b) explicit curriculum, (c) implicit curriculum, and (d) assessment.

NATIONAL ASSOCIATION OF SOCIAL WORKERS

The National Association of Social Workers (NASW) was formed in 1955 as the result of a merger of seven separate professional social work organizations. With more than 150,000 members in 55 chapters, NASW is the largest social work organization in the world. The NASW national office is in Washington D.C., and the North Carolina Chapter office is in Raleigh (telephone: 919-828-1341). Information about NASW, including membership forms can be found by visiting their website (www.naswdc.org).

The principal functions of NASW include provision of membership services, establishment of professional standards, provision of activities for professional development, and action and advocacy on behalf of the social work profession. The national staff directly lobbies at the federal level on issues related to the social work profession and the clients served by social workers.

Students in the School are entitled to full rights and privileges in NASW through a student membership. Members participate at all levels of the Association. The NASW National Board of Directors and each chapter's Board of Directors includes a graduate student who is elected to the respective boards. NASW members work through their local chapters to enhance social work practice and to lobby for beneficial change in professional standards, social policy, salary levels, and other concerns. Some of the membership benefits for students include the following:

- Subscriptions to the quarterly journal *Social Work* and *The NASW News*, a monthly publication that includes job listings;
- Complimentary registration to the NASW annual conference as on on-site volunteer;
- Subscription to *NASW-NC Newsletter*, a monthly publication of the North Carolina chapter of NASW that includes regional job listings;
- Group rate health, life, and disability insurance coverage;
- Leadership opportunities on the local, state, and national level;
- Discounts on all NASW specialty journals;
- A discount on the *Encyclopedia of Social Work* and *Social Work Dictionary*;

- Low-cost malpractice insurance through the NASW Insurance Trust; and
- Access to professional competence recognition through the Academy of Certified Social Workers (ACSW).

Students are strongly encouraged to participate in NASW.

CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

The faculty of the School of Social Work subscribes to the NASW Code of Ethics for all social work practitioners, regardless of NASW membership status. The full text of the Code of Ethics is available in English and Spanish on the NASW website.

NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS

Membership in the National Association of Black Social Workers (NABSW) is open to Black people working in human services and is not predicated upon academic degree or experience. NABSW chapters have been established throughout the country, with links to chapters in Africa and the Caribbean.

From its inception, NABSW recognized the importance of students as it called for improved client/worker/administration relations. NABSW has financially supported an Office of Academic and Student Affairs that is student-operated and has full membership in the organization. NABSW emphasizes the recruitment, admission/hiring/retention, and graduation/promotion of African American students and faculty in schools of social work. In addition the NABSW's Education Committee focuses on social work curriculum development and monitors social work teaching (classroom and practicum).

The Triangle Association of Black Social Workers (TABSW) is a regional chapter of NABSW, which sponsors programs related to service delivery and policy making, including the adoption of Black children, family services, education, employment, and political education. A chapter in Charlotte offers similar programs.

TABSW is also an affiliate member of the North Carolina State Association of Black Social Workers (NCSABSW). This affiliation enables North Carolina chapters to interact with and support each other. NCSABSW sponsors an annual state conference to address relevant social work service needs of clients, students, practitioners, educators, and administrators, regardless of race or ethnicity.

Students are eligible to be full members, and they may form a unit within NABSW to express their concerns. NABSW encourages students and practitioners to be supportive of their mutual concerns for accountability and responsibility in social work service.

NABSW has annual conferences and educational tours. NABSW publishes the *Black Caucus Journal* and the *NABSW Newspaper*. Through its various committees on social welfare, NABSW addresses the needs of individuals, families, and communities. The organization engages in social action, research, and other activities to promote improvement in the civil, legal, health, and socioeconomic

status of Black people. NABSW has instituted a certification education process related to working effectively with Black clients.

NABSW CODE OF ETHICS The NABSW Code of Ethics, adopted in 1971, can be found online here.

INTERNATIONAL FEDERATION OF SOCIAL WORKERS The Statement of Ethical Principles for the International Federation of Social Workers can be found online here.

NORTH CAROLINA SOCIETY FOR CLINICAL SOCIAL WORK The North Carolina Society for Clinical Social Work (NCSCSW) seeks to advance and promote the practice of clinical social work by

- Improving the qualifications and the effectiveness of the clinical social worker through high standards of education, experience, ethics, conduct, and achievement;
- Increasing and disseminating knowledge through workshops, student groups, short courses, and publications; and
- Engaging in advocacy, licensing, public education, and social actions.

The website for the NCSCSW can be reached here.

Each spring, NCSCSW awards a scholarship to a second-year student to recognize promise in the practicum of clinical social work. Candidates for this award submit a case summary and meet with the Scholarship Committee to discuss their work.

NCSCSW also sponsors a mentoring program for recent MSW graduates that provides assistance in making the transition from graduate student to beginning clinical practice as a professional. If requested, the mentoring program will link a recent MSW graduate with a senior clinician.

NCSCSW also offers a Student Treatment Referral Service to students interested in low-fee psychotherapy. For more information on any of these programs, contact NCSCSW offices at 919- 490-0192 or e-mail at ncscsw@aol.com .

NORTH CAROLINA SOCIAL WORK CERTIFICATION AND LICENSURE BOARD

The mission of the North Carolina Social Work Certification and Licensure Board (NCSWCLB) is defined on their website as follows:

The mission of the North Carolina Social Work Certification and Licensure Board is to protect the public by setting standards for qualification, training, and experience for those who seek to

represent themselves to the public as certified social workers or licensed clinical social workers and by promoting high standards of professional performance for those engaged in the practice of social work in accordance with the Social Worker Certification and Licensure Act.

Four levels of credentialing are available through the Board; three voluntary certifications for non- clinical social work practice, and one license which is *required* for clinical social work practice in the State of North Carolina. The following credentials are granted by the NCSWCLB based on the qualifications of the individual:

- LEVEL A - Certified Social Worker (CSW)—A person who is certified to practice social work as a social worker and is engaged in the practice of social work.
- LEVEL B - Certified Master Social Worker (CMSW)—A person who is certified to practice social work as a master social worker and is engaged in the practice of social work.
- LEVEL C - Licensed Clinical Social Worker (LCSW) – [MANDATORY for clinical practice]—A person who is competent to function independently, who holds self to the public as a social worker, and who offers or provides clinical social work services or supervises others engaging in clinical social work practice.
- LEVEL H - Certified Social Work Manager (CSWM) —A person who is certified to practice social work as a social work manager and is engaged in the practice of social work.

Provisional License. The Licensure Board offers a provisional license for social workers who have not satisfied the experience requirements for LCSW licensure: the **Licensed Clinical Social Worker–Associate** (LCSWA). Students who intend to apply for the LCSWA provisional license may apply during their last semester before graduation. Applying for the LCSWA license is advisable for students who are likely to seek employment in a role that requires the clinical licensure. Because the NCSWCLB considers these applications only once per month, a substantial time lag can occur between application and approval. LCSWA information, application requirements, and forms can be found on the NCSWCLB website.

NORTH CAROLINA ADDICTIONS SPECIALISTS PROFESSIONAL PRACTICE BOARD (NCASPPB)

The North Carolina Addiction Specialists Professional Practice Board (NCASPPB) is the credentialing body for addictions counselors in the state of North Carolina. The NCSAPPB describes its purpose and perspectives as follows:

The Board provides opportunity for individuals working in the substance abuse practicum to become involved in the credentialing process at different stages of their professional development….The Board embraces the belief that the primary function of a substance abuse counselor is to provide therapeutic assistance to persons and families struggling with issues of chemical dependency and/or abuse. This assistance may take the form of individual, group, or family counseling, referral aftercare planning and provision of information. In order to provide such assistance, the counselor needs to possess a thorough knowledge of alcohol and other drug addiction along with their corresponding withdrawal syndromes and other physiological side effects. … Substance abuse counseling experience is, therefore, defined as approved supervised experience, full-time or part-time, paid or voluntary, working directly with the drug and/or alcohol client. This experience may be direct or indirect but must include all of the 12 Core Functions. Formal education or unsupervised work experience may not be substituted

for the experience requirement. All experience must be appropriately documented by job description and supervisor's evaluation. (NCSAPPB, *Credentialing Procedures Manual: 2012*, p. 3.)

90.113.39. Standards for credentials.

The Board shall establish standards to credential substance abuse professionals. The credentialing standards of the International Certification and Reciprocity Consortium/Alcohol and Other Drug Abuse, Incorporated (IC&RC/AODA, Inc.) and the standards adopted by professional disciplines granted deemed status or their successor organizations may be used as guidelines for the Board's standards. The Board shall publish these required standards.

90.113.31A. Definitions. (Excerpted for informational purposes)

The following definitions shall apply in this Article:
(c) The Board shall issue a license credentialing an applicant as a "Licensed Clinical Addictions Specialist" if, in addition to meeting the requirements of subdivisions (a)(1) through (5a) of this section, the applicant meets one of the following criteria:

(1) Criteria A. – The applicant:
    a. Has a minimum of a master's degree with a clinical application in a human services practicum from a regionally accredited college or university.
    b. Has two years post-graduate supervised substance abuse counseling experience.
    c. Submits three letters of reference from Licensed Clinical Addictions Specialists or Certified Substance Abuse Counselors who have obtained master's degrees.
    d. Has achieved a combined passing score set by the Board on a Master's level written and oral examination administered by the Board.
    e. Has attained 180 hours of substance abuse specific training from either a regionally accredited college or university, which may include unlimited independent study, or from training events of which no more than fifty percent shall be in independent study. All hours shall be credited according to the standards set forth in G.S. 90-113.41A.
    f.   The applicant has documented completion of a minimum of 300 hours supervised practical training and has provided a Board-approved supervision contract between the applicant and an applicant supervisor.

(2) Criteria B. – The applicant:
    a.   Has a minimum of a master's degree with a clinical application in a human services practicum from a regionally accredited college or university.
    b.   Has been certified as a substance abuse counselor.
    c.   Has one year of post-graduate supervised substance abuse counseling experience.
    d.   Has achieved a passing score on a Master's level written examination administered by the Board.
    e.   Submits three letters of reference from either Licensed Clinical Addictions Specialists or Certified Substance Abuse Counselors who have obtained master's degrees.

(3) Criteria C. – The applicant:
    a.   Has a minimum of a master's degree in a human services practicum with both a clinical application and a substance abuse specialty from a regionally

accredited college or university that includes 180 hours of substance abuse specific education and training pursuant to G.S. 90-113.41A.

b. Has one year of post-graduate supervised substance abuse counseling experience.

c. Has achieved a passing score on an oral examination administered by the Board.

d. Submits three letters of reference from either Licensed Clinical Addictions Specialists or Certified Substance Abuse Counselors who have obtained master's degrees.

(4) Criteria D. – The applicant has a substance abuse certification from a professional discipline that has been granted *deemed status* by the Board.

Note: Application under this criterion does NOT qualify for reciprocity through the IC&RC/AODA, Inc.

For additional information or clarification see the *Credentialing Procedures Manual* or the NCSAPPB website.

Social work students planning a first-or second-year practicum placement in a substance abuse setting should contact the Certificate in Substance Abuse Studies staff in the Behavioral Healthcare Resource Program, (919-962-5857, Suite #469) prior to placement for additional information required of students wishing to complete the Certificate as part of their MSW studies program.

SUAS-Student Agreement

UNC-CH School of Social Work's Substance Use & Addictions Specialist (SUAS) Program is designated as a Criteria C program with the North Carolina Addiction Specialists Professional Practice Board (NCASPPB). Students enrolled in UNC-CH's SUAS Program can apply for the Associate level Licensed Clinical Addiction Specialists (LCAS) credential upon graduation through the SUAS program and our Criteria C designation.

To meet requirements of the SUAS addiction-specific internship and Criteria C program standards:

Student agrees to:

1. Follow all protocols and policies outlined in the UNC-CH Practicum Education Program Manual.
2. Apply for prerequisite enrollment in the SUAS Program. Be accepted into the SUAS Program.
3. Enroll in and pass the following required courses SOWO 831, 700, 760, 761, and choose from two addiction/substance use focused electives (e.g., MI).
4. Select a requisite SUAS approved practicum placement site for one or both of their internship placements that provides the opportunity to deliver addiction counseling services as a regular part of internship duties. The internship must coincide with clinical supervision.

   Addiction counseling service should:
   1. Cover the 12 Core Functions and 46 Global Criteria (e.g., screening, intake, orientation, assessment, diagnosis, treatment planning, counseling, case management, crisis intervention, referral, reporting, and recording keeping, and integrative treatment planning with other professionals).
   2. Include counseling services that explore issues directly or indirectly related to substance-related and addictive disorders.

5. Secure a practicum placement site that satisfies these requirements by the Practicum Education Office placement matching due date set by the Practicum education Office and as outlined in the Practicum Education Manual.
   1. Practicum education placements that satisfy SUAS Program guidelines are with agencies (or with specific agency units) with a clear history of providing Problematic Substance Use & Addictions (PSU&A) prevention, treatment, and/or recovery programming. SUAS specific placements: 1) function as a primary PSU&A or co-occurring MH/PSU&A provider with a range of services including assessment, treatment, and aftercare placements or 2)

address PSU&A as complimentary and integrated facets of the overall program to offer screening for PSU&A, brief intervention, and referral.
   2. All SUAS placements are fully vetted by the Practicum Education office and SUAS program and have made a clear commitment to meeting the North Carolina Substance Abuse Professional Practice Board (NCSAPPB) Criteria C standards and expectations for practicum education experience.
6. Students' monthly reports of internship activities, supervision agreement, and participation in supervision demonstrate and account for their accrual of hours in SUAS specific work.

Supervisor agrees to:

1. Provide students the opportunity to deliver addiction counseling services to clients as a regular part of their internship duties. Addiction counseling service should:
   1. Cover the 12 Core Functions and 46 Global Criteria (e.g., screening, intake, orientation, assessment, diagnosis, treatment planning, counseling, case management, crisis intervention, referral, reporting, and record keeping, and integrative treatment planning with other professionals)
   2. Include a consistent and robust caseload of both individual and group counseling services that explore issues directly or indirectly related to substance-related and addictive disorders.
2. It is not necessary for the agency site supervisor to be a LCAS. Students satisfying SUAS and Criteria C requirements will receive addiction-specific supervision at UNC-CH.

NORTH CAROLINA SCHOOL SOCIAL WORK CERTIFICATE/LICENSE

School social workers are trained mental health professionals with a degree in social work (BSW, MSW, or PhD) and are licensed by the North Carolina Department of Public Instruction (NCDPI). School social workers must be competent in the following areas: social work philosophy, social work practice (especially direct and indirect services to children and families), school social work practice, knowledge of community resources, and knowledge of educational issues. UNC-Chapel Hill offers course and practicum work for students to be licensed school social workers at the MSW level upon graduation provided they meet the requirements listed below.

Graduate-level licensure in school social work requires applicants to do the following:
1. Successfully complete MSW course work in services to families and children or related areas. During their Specialization year, students can choose the Direct Practice Specialization or the Community, Management, and Policy Practice Specialization.
2. Successfully complete at least 400 clock hours of practicum in a school social work placement.
3. Successfully complete an approved graduate-level course in school social work policy and practice.
4. Successfully complete an approved graduate-level course in education (e.g., educational policy, services to special children and their families, school law, or testing and measurement).
5. After graduation from the MSW program, the applicant completes a request for a School Social Work License and submits the application package to the Department of Public Instruction.

SAMPLE PERMISSION TO AUDIO/VIDEOTAPE RELEASE

UNC | SCHOOL OF SOCIAL WORK

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

CAMPUS BOX 3550
TATE-TURNER-KURALT BUILDING
CHAPEL HILL, NC 27599-3550

T 919.962.1225
http://ssw.unc.edu

PERMISSION TO AUDIOTAPE AND/OR VIDEOTAPE

I, _____ give permission to

☐ audiotape   ☐ videotape

me and/or my child, _____. I understand that the tape will
be transcribed and then erased by _____. The de-identified
transcript will be used for his/her evaluation and training at the University of North
Carolina at Chapel Hill School of Social Work.

I grant this consent as a voluntary contribution in the interest of education and
knowledge. Therefore, I waive all rights for compensation related to this material. I
further understand that accepting these conditions or withholding permission will
not affect the kind, amount, quality, or cost of clinical services I or other family
members receive at this institution.

_____   _____
Signature   Witness

_____   _____
Date   Date

MULTIPLE SUPERVISOR GUIDELINES – A HANDBOOK

Clarifying Roles, Responsibilities and Expectations in the Practicum Placement with Practicum Instructors and Task Supervisors

Purpose

This document is intended to define and clarify the roles of supervisors mentoring MSW students when both a practicum instructor and task supervisor are working with a student. According to the Council on Social Work Education, MSW students are required to be supervised by a practicum instructor who has an MSW degree and a minimum of two years of post-graduate professional experience. At times, a practicum instructor is not available to provide direct supervision for the daily work of the MSW student. In those situations a task supervisor may be assigned by the agency. The task supervisor may hold a degree in another practicum or have an MSW with less than two years of post-graduate experience. Occasionally, the practicum instructor is off-site and is either not an agency staff member, or works in a different unit from the student. If the practicum instructor is off-site, the role of the task supervisor becomes particularly critical in enhancing student success.

Roles and Responsibilities Practicum Instructor

The major responsibilities of the MSW practicum instructor include helping the student select appropriate learning activities that support the development of social work competencies, evaluating the student's competence, and providing weekly supervision. The practicum instructor is particularly instrumental in guiding discussions about social work values and ethics, providing a context for the student to understand social work practice, and helping the student integrate theories and skills learned in the classroom with the practicum setting. The practicum instructor should communicate regularly with the task supervisor to ensure that a consistent learning experience is provided for the student and to better understand the student's strengths and challenges.

The practicum instructor, task supervisor, and student should participate in a joint meeting with the practicum faculty three times each academic year.

Off-site practicum instructors

When there is no MSW practicum instructor at the agency, an MSW affiliated with the agency may be assigned as the practicum instructor. The MSW may be a faculty member at the University, work in another program at the agency, or be a board member or volunteer. This individual should have a clear knowledge base of agency functioning and be familiar with the services provided and competencies necessary to be successful within this environment. Social work placements with external supervision can have advantages for students. They can provide placement experiences in non-traditional or emergent practicums, allow for expanded multi- disciplinary work, used in rural settings in which MSW's are less available, or may be associated with an employer based placement. There are also potential challenges with this arrangement, such as the lack of

a clearly defined social work role, and limited opportunities for practicum instructors to directly observe student performance in the placement.

Task Supervisor

Task supervisors guide and shape the student's practicum experiences on a day-to-day basis. They offer a variety of learning activities and help the student facilitate completion of daily tasks. The task supervisor should be available to model practice behaviors, observe the student, and provide feedback to the student, practicum instructor and practicum faculty about student performance and progress toward achieving competencies.

Practicum Faculty

The primary responsibility of the practicum faculty is to support those experiences that enhance the professional development and skills of MSW students. The practicum faculty is the School of Social Work faculty member who serves as a liaison between the student and the agency.Practicum faculty foster collaboration between the practicum instructor, task supervisor and student, and visit the agency several times per academic year to meet with all parties. They are available to troubleshoot should any challenges occur in the placement.

Student

Students are expected to actively engage in translating and applying classroom learning to their experiences in practicum. Students should schedule weekly supervision with the practicum instructor and task supervisor and create agendas to guide those sessions. Students are responsible for communicating with the practicum instructor, task supervisor and practicum faculty about successes and challenges they experience in practicum.

Supervision Model

UNC Chapel Hill's model of supervision for Practicum Education is based upon the work of Alfred Kadushin, who delineates three main types of supervision: administrative, supportive, and educational. Administrative supervision involves the day-to-day management of the student's work which may include discussing and explaining agency policies and procedures, assigning cases or other work tasks, reviewing and explaining paperwork and monitoring the student's casework or other projects. Supportive supervision entails discussing student's emotional reactions to the work and to the profession and helping the student to develop self- awareness and implement self- care. In educational issues and typical supervisory tasks include discussing theoretical approaches and strategies for interventions with client systems, reviewing ethical issues, and examining how issues in the social environment and particularly issues of diversity affect the client system. The task supervisor is primarily responsible for

providing administrative supervision while the practicum instructor provides the bulk of the educational supervision. Both supervisors offer supportive supervision. The diagram below provides a visual representation of the types of supervision each person is responsible for providing.

Strategies for success

When there are a number of different individuals working with the student, frequent, clear, and consistent communication is the key to success. Other critical elements include respect and trust between supervisors, commitment to student learning, and clear and early contracting (Maynard, Mertz & Fortune, 2015). The different responsibilities of the supervisors and characteristics of each supervisor need to be explored and made explicit. Practicum instructors and task supervisors should create a communication plan such as talking or emailing weekly to check in on how things are going with the student. They should also be mindful of due dates for learning agreement and competency evaluations, and plan to meet to complete those documents together. Finally, if any of the parties experience challenges, they should develop strategies to address them.

Students will need to build a strong relationship with both the practicum instructor and task supervisor and learn about the context and perspective of each individual. Students should engage in supervision with both the task supervisor and practicum instructor and should take responsibility for scheduling the hour-long supervisory sessions. Sometimes it works better for students and task supervisors to check in briefly each day to focus on daily tasks. Students should bring questions about tasks directly to the task supervisors.

Students should fully prepare for weekly supervision with the practicum instructor by creating a thoughtful agenda. Practicum instructors may ask students to analyze or role play interactions with clients and agency staff, in order to foster student reflection. Practicum instructors may also assign readings and ask students to do process recordings to compensate for the lack of direct observation of the student's practice. Both the practicum instructor and task supervisor should collaborate to assist the student in designing the learning agreement, and complete the competency evaluation cooperatively. The practicum instructor is primarily responsible for the completion of the competency evaluation, but should include feedback from the task supervisor who may have more opportunity to observe student performance. Both should also review and sign the student's monthly report and regularly communicate with each other about the student's progression in developing social work competencies.

Timing
Practicum Instructor and Task Supervisor Training
If the practicum instructor and task supervisor are new to UNC Chapel Hill, it is recommended that they participate together in one of the training dates held each summer. During this training they can discuss how the information learned will be applied to their setting and how they will divide responsibilities and establish consistent communication. If the practicum instructor and task supervisor are unable to attend this training together, it is recommended that they meet prior to interviewing a potential student in order to plan for the practicum placement and to develop a common understanding of roles and responsibilities.
The assigned practicum faculty is responsible for facilitating this meeting when the students are matched with an agency.
Pre-placement Interview
After a student has been assigned to an agency, the student should contact both the task supervisor and practicum instructor to schedule a pre-placement interview. It is best if all three can meet and discuss student learning opportunities and roles and responsibilities during the interview.
Orientation

As students begin their practicum placement, it is very helpful for the task supervisor and practicum instructor to meet and decide which aspects of orientation each person will provide. Typically, the task supervisor will coordinate orientation to the agency, and the practicum instructor will offer an overview of the profession, highlighting ethics, and schedule regular supervision with the student. This orientation checklist may be a resource to everyone. http://ssw.unc.edu/files/pdf/OrientationChecklist.pdf

Beginning of Practicum Placement

During the first six weeks of practicum, the student should work with the task supervisor and the practicum instructor to identify learning activities that address the competencies and practice behaviors listed on the learning agreement and to complete the document The assigned UNC practicum faculty will schedule a visit in late September or early October with the student, task supervisor and practicum instructor to review the learning agreement and discuss how the placement is going for all parties. Each month, both the task supervisor and practicum instructor should review and sign the student's monthly report.

End of Fall Semester

In November (or toward the end of the first semester of placement) the practicum instructor and task supervisor should meet to discuss the student's progress and to complete their portion of the competency evaluation. They should meet with the student to discuss observed areas of growth and identify competencies and practice behaviors of focus for the spring (or second) semester. The student, task supervisor, and practicum instructor will also meet with the UNC practicum faculty to discuss student progress in meeting competencies and to plan for the spring semester.

End of Spring Semester

In April (or toward the end of the practicum placement) the practicum instructor and task supervisor should meet again to complete the final competency evaluation. The same process should be used as previously, in which the task supervisor and practicum instructor meet with the student to discuss student progress, and then all meet with the practicum faculty.

What if there is a problem?

Sometimes challenges may arise for the student, practicum instructor or task supervisor. Consistent communication will help to smooth out any bumps that occur. However, one role of the practicum faculty is to help navigate any difficult situations, or questions about the practicum education program. Students, practicum instructors and task supervisors contact their assigned practicum faculty with any questions or concerns.

References

Bennett, S. (2008). Attachment-Informed Supervision for Social Work Practicum Education. *Clinical Social Work Journal*, 6(1), 97-107.

Kadushin, A., & Harkness, D. (2002). *Supervision in social work* (4th ed.). New York: Columbia University Press.

Maynard, S., Mertz, L., & Fortune, A. (2015). Off-Site Supervision in Social Work Education: What Makes it Work? *Journal of Social Work Education*, 51, 519-534.

Zuchowski, I. (2014). Getting to Know the Context: The Complexities of Providing Off-Site Supervision in Social Work Practice Learning. *British Journal of Social Work*, pp. 1-18.