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**FIELD PRACTICUM  
MANUAL**

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*Social Work  
BSW Program*

**Brigham Young University-Idaho**

**2018**

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## **Purposes and Outcomes**

Field education is the capstone experience in baccalaureate social work education. Students will work 500 hours in their field placements. The purpose of the field experience, is to provide the opportunity for students to apply cognitive learning to practice in an agency setting and to develop competencies/skills which integrate and focus the various dimensions of the helping process for individuals, families, groups, organizations, and communities. As students move through successive stages of personal development toward becoming professional social workers, they are expected to engage in a process of self-evaluation which develops self-awareness and facilitates self-acceptance in the professional role. The field practicum serves as an integrative tool for the BYU Idaho Social Work Program curriculum that facilitates this process. Through the provision of services to client systems, the students apply the knowledge, values, skills, and cognitive/affective processes they have learned in the classroom. This experience will help the student reinforce their identification with the purposes, values, and ethics of the social work profession, and promote professional competence. The specific program competencies addressed in the field practicum are listed below.

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
10. Integrate Generalist Social Work Practice and Christian Service
11. Prepare for Practice in Specific Areas of Social Work

## **Practicum Participation Criteria, Policies, and Procedures**

The BYU Idaho Social Work Program administers field work education which is systematically designed, supervised, coordinated and evaluated on criteria in which students demonstrate program competencies. Field work education is under the coordination of the field work director. The following policies define the fundamental structure of field work education.

### **Student Internship Participation Policy**

Since the BYU-Idaho Social Work Practicum/Internship is the capstone experience in baccalaureate social work education, participation will only be allowed for those students who meet specified criteria. To participate in an internship, a student must

1. Be in their last year of social work education and have completed the requisite course work, (professional foundation practice curriculum SW 362, 364, 365, 367, 400).
2. Be deemed prepared by the BYU Idaho Social Work Program Field Director.
3. Qualify for any other criteria defined by the specific agency offering the social work internship placement (for example pass a criminal background Check).

**Procedure:** To demonstrate readiness for an internship, students must do the following:

1. Attend the mandatory Field Orientation Meeting or equivalent as approved by the field work director.
2. Submit the BSW Field Work Application to the field work director. (See Appendix A)
3. Receive approval from the field work director to secure an internship.

### **Agency Internship Participation Policy**

Agencies considered as potential internship placements should be capable of providing a student with the opportunity to demonstrate all program competencies with a diverse population in an area of social work practice. They should also be able to provide students with learning opportunities while in internship practice. To ensure potential internship agencies are able to provide these opportunities for social work students, they must meet the following criteria.

1. The agency must be able to provide field work interns with opportunities to become involved in meaningful social work tasks, activities, intervention and interaction with a diverse population that would fall under a social welfare, social service, or social work domain.
2. The agency must have been in operation for at least one year with a proven track record of stability and be respected by the community.
3. The agency must be willing to support the goals of social work education and the BYU-Idaho educational placement competencies.
4. The agency must be willing to designate a field work instructor who has graduated from a Council on Social Work Education accredited social work program and has at least 2 years of post-social work degree experience. The agency must be willing to allow adequate time and resources to mentor and teach the social work student and receive field instructor training (See Field Instructor Policy). On the rare occasion when an agency does not have a social worker on staff that meets the requirements for a field instructor, the agency may contract with a social worker outside of their agency to oversee the students' total experience with the approval of the field work director.
5. The agency must agree to involve the student for the entire period of the field placement as agreed unless the agreement is terminated for cause.
6. The agency must be willing to enter into BYU-Idaho's Master Internship agreement (<http://www.byui.edu/Documents/advising/internships/Internship%20Master%20Agreement%202014.docx>).
7. The experience provider accepts the primary responsibility for supervision and control of the student at the internship/field work site.
8. If applicable, the experience provider provides Workers' Compensation and/or other employment benefits to the student to the extent required by law and, the agency provides liability, automobile insurance, or other appropriate insurances applicable to the internship/field work setting for the student intern.

**Procedure:** Once a potential internship placement agency is identified, the field work director will ensure they are aware of their requirements by training them and assessing their ability to meet the needs of the social work students who will be placed in their agency. It is discouraged, but if a field work instructor is not available with at least a baccalaureate degree in

social work and 2 years of post-social work degree experience, either at the placement agency or by contract, the BYU-Idaho Social Work Program Field Work Director may assume responsibility for reinforcing a social work perspective in the field placement. This will be done by spending extra time bi-weekly with the student in this placement as part of the SW 397/497 class and/or by extra training sessions with the field work supervisor focusing on a social work perspective in the field work experience. Once the agency has been deemed able to meet the needs of social work students, they will be referred to the BYU-Idaho Internship Office to complete a master agreement and register as an internship provider. Information about the master agreement and other BYU-Idaho general internship information can be found at <http://www.byui.edu/CareerServices/employers/default.htm?expandable=1>

### **Field Instructor Policy**

All field instructors are approved by the field work director based on the following criteria:

1. The field instructor will have at least a bachelor's degree from a CSWE accredited social work program with at least 2 years of post-social work degree experience as approved by the field work director.
2. The field instructor will have a significant background of professional experience as determined acceptable by the field work director.
3. The field instructor will have at least six months of experience in the field placement setting.
4. The field instructor will have a reputation for professional competence.
5. The field instructor will demonstrate loyalty to the agency and its purposes.
6. The field instructor will demonstrate identification with the profession.
7. The field instructor will have a desire to teach BSW students.
8. The field instructor will be willing to participate in training sessions by BYU-Idaho.

Once approved and trained, field instructors will take the time to mentor students placed in their agency at least 1 hour a week during the semester. They will evaluate student performance as it relates to the student demonstrating mastery of the program competencies. They will attend training meetings with other field instructors provided by the BYU-Idaho Social Work Program, and agree to the BYU-Idaho master internship agreement.

**Procedure:** The field work director will review and evaluate each field instructor's qualifications, and ensure that they receive both initial and ongoing training pertaining to their responsibilities as a field instructor. Once the field work director determines the field instructor meets the qualifications, an internship placement may be made.

### **Student Placement Policy**

Placement of students into field work agencies will take place by mutual agreement of the BYU-Idaho Social Work Program, the student, and the agency once the student has met the internship eligibility requirements (See Student Internship Participation Policy).

**Procedure:** To facilitate internship placements, students will be required to attend an internship orientation meeting to ensure they understand the requirements of an internship and the process of securing an internship. After students have been oriented, a social work internship

fair will be held. Students will have a professional resume when they visit the social work internship fair to share with agencies. Internship providers will be encouraged to conduct “job interviews” with prospective field work students. Through interest, collaboration, interviews and the input from the BYU-Idaho field work director, field work liaison, agency, and the student, a placement will be made. Email confirmation will be sent by the BYU-Idaho Social Work Program to ensure both the student and the internship provider are aware of the placement. It is subsequently the responsibility of the student and field instructor to make contact. Any questions by either the student or agency can be addressed to the fieldwork director or field work liaison. Once a placement has been secured, students register their internship with the university internship office through I-Plan.

If the student or agency between the time of assignment of field placement and actual start of placement, have a change in status that might affect the integrity of the placement it is incumbent upon the student or agency to contact the BYU-Idaho Social Work Program and let the field work director or field work liaison know of the situation. If a student has a problem that interferes with the ability to complete the assigned placement, for any reason, it is up to the student to let the program and the agency know.

Two weeks prior to the beginning of the student field placement another email will be sent to the student and their assigned agency to confirm the placement. Any minor changes or circumstances that might affect the placement will be addressed at this time. During the semester a face-to-face contact and/or video conferencing contact will be made with the agency and field instructor by a social work faculty, field work director, or field work liaison to monitor the placement and assess the students’ performance and overall quality of work. At the end of the field work placement, a program assessment will be done by the field instructor and the student. They may collaborate with the field work director or field work liaison if needed.

### **Monitoring Students Policy**

Monitoring of students while in their internship placement will occur from three perspectives. First, the internship provider agency accepts the primary responsibility for supervision and control of the student at the internship/field work site. Second, monitoring of the students and the placement will also occur via periodic contact with agencies and students placed at agencies by the BYU-Idaho Social Work Program Field Work Liaison through face-to-face contact and/or video conferencing. Third, The BYU-I social work field work director and the faculty member who teaches the SW 397/497 Practicum Seminar and SW 398/498 Field Practicum also monitors students in placements through in-person contact and/or written communication during their internship experience.

**Procedure:** The internship provider will monitor the student through shadowing, teaming, consulting and mentoring the student while in the placement. Monitoring will also occur in weekly supervision with the assigned field instructor. Any concerns they have about the student performance will be addressed in the internship setting unless assistance from the BYU-Idaho Social Work Program is needed. If program intervention is needed. The provider will contact either the field work liaison or the field work director for assistance. The field work liaison makes contact with both the student and the field instructor during the semester and asks

for a report on both of their experiences. The field work liaison may consult with the student and the provider separately and/or together to address any concerns. The field work director or instructor(s) of the practicum seminars (SW 397/497) monitor student experience in the internship through class discussion, journaling, assignments, and processing of field work experiences. Concerns expressed by students that cannot be resolved in the field seminar setting will be addressed with the field work liaison and/or field work director.

### **Supporting Student Safety Policy**

Student safety is of highest priority while they are in field placements. Student safety is addressed by the university, the field placement agency, the field work liaison, and the internship seminar.

**Procedure:** The university supports student safety by establishing a procedure for creating internships. In that procedure, potential internship placements must sign a master agreement which requires those placements to take on the responsibility to monitor and supervise the student during the internship placement. It also requires students to report any safety concerns they have to their internship supervisor so they can be addressed. The field placement supports student safety by assigning a field instructor to mentor and orient the student to the agency, the clientele, and any safety issues and procedures that may be present in the internship placement. The field work liaison supports student safety by making contact with the student and the agency during the semester and assessing for any challenges in the placement. The practicum seminar reviews skills such as verbal de-escalation taught in previous course work and also addresses safety strategies such as letting others know where you are, and understanding the agency's emergency system.

### **Paid Employment and Field Work Education Policy**

When students are involved in employment in the same agency where they wish to do an internship, field work director approval is required. Any placements where a student is also employed must meet the following standards in addition to all other internship requirements.

1. The field instructor must be a different person than their employment supervisor and have at least a Bachelor of Social Work degree (BSW).
2. Regular employment work hours must be different from internship hours.
3. Internship responsibilities must be of a social work nature at the bachelor's level.
4. Internship assignments and responsibilities must be different from regular employment assignments and responsibilities. And, the internship assignments and responsibilities must provide the student opportunity to meet the BYU-Idaho Social Work Program competencies.

**Procedure:** In a situation where a potential internship placement is where the student is also employed, the student will provide the following for the field work director's review.

1. Documentation of the employment supervisor's name and contact information as well as the name, contact information and credentials of the proposed field instructor.
2. A schedule showing how the student plans to get adequate internship hours that are different from their employment hours.

3. Documentation of current work responsibilities/assignments and documentation of proposed internship responsibilities/assignments with an explanation of how they require bachelor's level social work skills and how responsibilities provide the student opportunities to meet the BYU-Idaho Social Work Program competencies.

If the placement is approved and the agency does not follow through with the above standards and/or does not take corrective action when discrepancies are addressed the field work director will cancel the approved internship status and the student will be removed from the placement. The student may be asked to fulfill the remainder of their field placement with another internship provider to receive credit in their SW 397/498 class work.

**Long Distance Internship Policy**

Long distance internships are defined as internships that are further than 100 miles from the BYU-Idaho campus. All other policies related to student internships and internship agencies apply to long distance internships. When students participate in long distance internships, field work liaison visit requirements may be fulfilled in the following two ways:

1. Should a department approved liaison from another university be available a courtesy visit will be conducted. Students who choose a long distance internship will be responsible for identifying potential liaisons from other universities and arranging for their approval by the BYU-I Social Work Program.
2. The liaison visit may be fulfilled by the BYU-I field work liaison with the use of communication technology such as video conferencing or phone contact. Students who choose a long distance internship will be responsible for securing the technology necessary to participate in liaison contact.

**Field Work Responsibilities**

The following guide has been provided to help assist students as they enter into the Senior Field Internship experience. Since this phase of the educational process involves the coordination of so many elements (university--agency--student) it is deemed essential that general as well as specific expectations, responsibilities, and guidelines be shared and agreed upon. In addition to the responsibilities outlined for each party in BYU-Idaho's master internship agreement found at this link ([BYU-Idaho Master Agreement Link](#)) and listed below, additional specific responsibilities for social work students, social work internship agencies, and the BYU-Idaho Social Work Program are also listed.

<p><b>Excerpt from the BYU-Idaho Master Internship Agreement</b></p> <p><b>3. THE STUDENT AGREES TO:</b></p> <p>3.1 Comply with the Experience Provider's policies and procedures.</p> <p>3.2 Comply with the applicable educational institution's dress and grooming standards and honor code.</p> <p>3.3 Enroll as an academic internship student and perform the duties indicated unless released by the applicable educational institution and the Experience Provider.</p> <p>3.4 Report serious problems, including safety and personnel problems, to the Internship Coordinator of the applicable educational institution and the Experience Provider.</p> <p>3.5 Maintain personal health insurance or student health insurance.</p>
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3.6 Execute a separate Student Internship Agreement with the applicable educational institution agreeing to abide by the terms of this Agreement and to perform additional duties and responsibilities as outlined in the Student Internship Agreement.

**4. THE EXPERIENCE PROVIDER AGREES TO:**

- 4.1 Designate an intern supervisor who will serve as the liaison with the educational institutions and the student.
- 4.2 Involve the student for the entire period of the internship as agreed unless this agreement is terminated for cause (See 2.3 above.)
- 4.3 Give the student the opportunity to perform a variety of tasks to acquire and practice various skills.
- 4.4 Orient the student to the Experience Provider's rules, policies, procedures, methods, and operations.
- 4.5 Evaluate the student's performance and notify the applicable educational institution's Internship Coordinator or Internship Office immediately, preferably by phone, of any cause of dissatisfaction with or of misconduct on the part of the student.
- 4.6 If applicable, pay the student the agreed upon rate of compensation for the term of the internship.
- 4.7 If applicable, provide Workers' Compensation and/or other employment benefits to the student to the extent required by law.
- 4.8 Accept the primary responsibility for supervision and control of the student at the internship site.

**5. EDUCATION INSTITUTION AGREES TO:**

- 5.1 Designate an Internship Coordinator for each internship.
- 5.2 Ensure the Internship Coordinator contacts the student and Experience Provider, discusses the student's progress, and advises relative to the program of study.
- 5.3 Ensure the Internship Coordinator strives to promote harmony and cooperation between the Experience Provider, the student, and the educational institution.
- 5.4 Provide liability insurance for the student to cover damage or harm caused by the student in the amount of \$1,000,000 per student, per occurrence, \$3,000,000 in the aggregate, when this agreement is signed and returned to the BYU-Idaho Internship Office.

**BYU-Idaho Social Work Program Responsibilities**

1. Select only those agencies that will offer comprehensive learning experiences. Agencies will be selected that are willing to guarantee the personnel, time, and space needed to assure the completion of the educational objectives established for the student in the field experience.
2. Provide a field work director who will assign the student to an agency based field instructor who will then direct the student's field learning experience. The field instructor will evaluate the student's field work and recommend a final grade to the field work director, who will assign a final grade for the university field course.
3. Provide a field work liaison who will serve as a link between the student, the university, and the agency. This field work liaison will visit each student in the agency at least once each semester and will alert the field work director regarding any concerns the student or agency field instructor might have.
4. Properly prepare the student with the academic and theoretical knowledge needed to enter the field practicum and have a successful field placement experience.
5. Allocate sufficient field instructor time for planning, advising, and coordinating with the placement agency and the student. This would include a sharing of expectations as well as the provision of course outlines and field manuals essential to a well-integrated field experience.

6. Assume the primary responsibility for evaluating and grading the student's performance in the field, and granting or denying university credit for the semester's work. This is accomplished only after carefully considering the inputs of the student, the field work liaison and field instructor.

### **The Field Placement Agency and Field Instructor Responsibilities**

1. Orient the student to the agency. This includes the provision of oral and written material related to the agency's history, philosophy, purpose, goals, eligibility requirements and administrative structure. It is also the field instructor's responsibility to help the student perceive and understand the agency as it relates to and compliments other community social welfare services.
2. Orient the student to safety issues and safety procedures in the agency.
3. Provide an opportunity for the student to meet and interact with the agency staff in staff meetings, conferences, and consultations. This includes arranging for adequate working space, access to secretarial help, parking space, and generally providing satisfactory working conditions.
4. Discuss the role and responsibilities of the student as an official representative of the agency, including internship work schedules and supervision in the placement.
5. At the beginning of each semester, the field instructor will review the student learning agreement and complete their portion.
6. Provide a balanced and meaningful experience in the field that meets all learning agreement requirements.
7. Provide, where possible, opportunities for the student to work with minorities and assist him/her in understanding relevant dynamics and intervention strategies.
8. Assure the student an opportunity to work in collaboration with a variety of other social services in the community.
9. Set apart and protect supervision time for the student (at least 1 hour per week). During supervision field instructors will review student progress in demonstrating program competencies and address any concerns with performance.
10. Evaluate the student's performance in their agency relative to the BYU-Idaho Social Work Program competencies at the end of each semester. Share with the university field work director an evaluation of the student's performance in the agency. This will be done only after the material has been carefully discussed with the student.

11. Attend formal and informal training addressing their skills and responsibilities as field instructors as provided by the BYU-Idaho Social Work Program.

### **The Social Work Student Responsibilities**

1. Assume a primary role and responsibility in assuring a successful field experience.
2. Gain a working knowledge and understanding of the agency to which he/she is assigned as well as the relationships of the agency has with other social service agencies.
3. Engage in supervised social work practice within the rules of the agency in which the student is placed. This includes compliance with work requirements scheduled by the agency in accordance with university expectation of at least 250 hours of internship per semester.
4. Adhere to the social work code of ethics ([NASW Code of Ethics Link](#)).
5. Observe, test, integrate, and apply in direct service, through a problem solving process, the theoretical concepts and principles presented in the classroom.
6. Schedule and prepare for regular individual and/or group supervision sessions.
7. Attend case conferences, staff meetings, and other identified meetings, as agreed upon.
8. Attend the field work seminar (SW 397/497) and complete seminar assignments including keeping a log of field experiences.
9. Complete and submit a learning agreement at the beginning of the semester that addresses each of the BYU-Idaho Social Work Program competencies.
10. Complete the Evaluation of Practicum Setting by Student upon completion of an internship placement.

### **Learning Agreements**

Approximately three weeks into each new semester field placement experience, students are expected to create a learning agreement on the form provided by the BYU-Idaho Social Work Program (See Appendix B). Assistance on the completion of the learning agreement will be given during the field seminar (SW 397/497) at the beginning of each semester. This agreement is designed to direct the student's learning effort and to acknowledge an understanding by the student, the agency field instructor, and the field work director of the activities in which the student will be engaged during that specific grading period. The learning agreement is completed by the student, with consultation from the agency field instructor, and should contain a list of all the major learning activities in which the student will be involved during that semester as they relate to identified program competencies.

Learning agreements must be signed and/or approved by the student, the field instructor and the field work director before it is valid. The Agreement, when signed and submitted, may be changed at any time during the semester as the student and the agency field instructor decide to add new learning activities, and to modify or expand the student's field experience. Once the original learning agreement is modified, a new copy must be submitted for the field work director's signature/approval.

### **Evaluation of Student Performance**

The "Field Instructor Assesses Student" assessment form (See Appendix C) provides a means to evaluate student performance in each of the identified program outcomes. This final evaluation is structured to facilitate a three-way communication between the field instructor, the internship seminar instructor or field work director, and the student. Once submitted by the field instructor, both the student and the internship seminar instructor or field work director will have access to review them. In addition to rating student performance, field instructors are strongly encouraged to include comments the student can use to make improvements in their performance.

**Procedure:** Field instructors submit a completed assessment near the end of the semester but prior to the last day of class. No grade will be given for the internship course without it. An end-of-semester evaluation must be submitted each semester.

### **Evaluation of Practicum**

After the completion of each semester of internship, the student is asked to complete the Evaluation of Practicum Setting by Student evaluation form. The information on the form is considered confidential. In addition, the field instructor is informally evaluated by the field work director and field work liaison for their compliance with both agency and field instructor requirements through direct observations during visits/contact and student reports. Any concerns should be addressed in a direct and timely manner.

**Procedure:** Under the direction of the field work director, a link to the Student Assesses Field Instructor survey is sent to each student. They are required to complete the survey before grades are submitted. Results for the evaluation are reviewed by the field work director. The field work liaison will make contact with each internship agency with an intern and informally evaluate the agency and field instructor performance. Findings from the informal evaluation will be shared with the field work director.

### **Grievance Procedure**

Please refer to pages 8-9 of the BYU-IDAHO Social Work Bachelor's Program Student Manual.

**APPENDIX A**

**BSW FIELDWORK  
APPLICATION**

**Fall BSW Fieldwork Application-Social Work**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Local Address: \_\_\_\_\_

\_\_\_\_\_

Local Phone: \_\_\_\_\_

Prior Field Placements: \_\_\_\_\_

Current Employment: \_\_\_\_\_

Hours and Days Working: \_\_\_\_\_

Will you continue this employment during your internship? [ ] Yes [ ] No  
\*(If your employment changes during your internship, please let us know)

Is there anything that would cause you not to pass a background check? [ ] No. [ ] Yes If yes, discuss your concerns with the field work director.

**Prerequisite courses:**

	<b>Semester Taken</b>			<b>Year</b>
<b>SW 362 Practice 1</b>	Winter <input type="checkbox"/>	Spring <input type="checkbox"/>	Fall <input type="checkbox"/>	_____
<b>SW 364 Practice 2</b>	Winter <input type="checkbox"/>	Spring <input type="checkbox"/>	Fall <input type="checkbox"/>	_____
<b>SW 365 Practice 3</b>	Winter <input type="checkbox"/>	Spring <input type="checkbox"/>	Fall <input type="checkbox"/>	_____
<b>SW 367 HBSE</b>	Winter <input type="checkbox"/>	Spring <input type="checkbox"/>	Fall <input type="checkbox"/>	_____
<b>SW 400 Ethics</b>	Winter <input type="checkbox"/>	Spring <input type="checkbox"/>	Fall <input type="checkbox"/>	_____

Meeting attendance date: \_\_\_\_\_

Video Viewing date: \_\_\_\_\_

Approved: \_\_\_\_\_

Unapproved: Reason \_\_\_\_\_

\_\_\_\_\_

**APPENDIX B**

**LEARNING AGREEMENT**

**Brigham Young University Idaho  
BSW Learning Agreement**

Student Name: Phone: Email:	Field Instructor (Internship Supervisor): Phone: Email:	Faculty Liaison: Phone: Email:
Agency Name: Address: ( <i>Street, City, State, Zip Code</i> ) Phone: (Area Code, Number) Fax Number:	BYU Idaho Social Work Department Address: 525 S Center, Stop 2130 Rexburg Idaho, 83460-2130 Phone: (208) 496-4150	Field Practicum Coordinator: Phone: Email:
<b>THE AGENCY AND THE COMMUNITY</b>		
A. Agency Mission:		
B. Briefly describe your agency's organizational structures:		
C. Describe the agency services available to the community:		
D. Briefly describe the community served by your agency and include: <ol style="list-style-type: none"> <li>1. Geographic location of the agency within the community:</li> <li>2. Ethnicity of the population served:</li> <li>3. Socio-economic status of population:</li> <li>4. Community's need for resources:</li> <li>5. Community's perception of the agency:</li> <li>6. Agencies to whom referrals are made:</li> <li>7. What were the sources of your information in answering the above?</li> </ol>		

**Brigham Young University Idaho  
BSW Learning Agreement**

**Student**

**Date:**

**Agency:**

**Supervisor:**

<p align="center"><b>Student Learning Goals</b> <i>At the end of each semester, students will be evaluated by their Field Instructor based on the competencies below.</i></p>	<p align="center"><b>Student Tasks and Activities to Reach Goals</b> <i>Students (in consultation with their practicum instructors) are to list activities that will provide them the opportunity to demonstrate the competencies.</i></p>	<p align="center"><b>Monitoring/Evaluation Criteria</b> <i>The Practicum instructor, in conjunction with the student, is to describe monitoring and evaluation criteria.</i></p>
<p><i>Competency 1: Demonstrate Ethical and Professional Behavior</i></p> <p>(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.</p> <p>(1.2) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p> <p>(1.3) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p> <p>(1.4) Use technology ethically and appropriately to facilitate practice outcomes.</p> <p>(1.5) Use supervision and consultation to guide professional judgment and behavior.</p>	<p>(1.1)- (1.2)- (1.3)- (1.4)- (1.5)-</p>	
<p><i>Competency 2: Engage Diversity and Difference in Practice</i></p> <p>(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.</p> <p>(2.2) Present as learners and engage clients and constituencies as experts of their own experiences.</p> <p>(2.3) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>(2.1)- (2.2)- (2.3)-</p>	
<p><i>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</i></p> <p>(3.1) Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</p> <p>(3.2) Engage in practices that advance social, economic, and environmental justice.</p>	<p>(3.1)- (3.2)-</p>	

<p><i>Competency 4: Engage in Practice-informed Research and Research-informed Practice</i></p> <p>(4.1) Use practice experience and theory to inform scientific inquiry and research;</p> <p>(4.2) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p> <p>(4.3) Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>(4.1)- (4.2)- (4.3)-</p>	
<p><i>Competency 5: Engage in Policy Practice</i></p> <p>(5.1) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p> <p>(5.2) Assess how social welfare and economic policies impact the delivery of and access to social services.</p> <p>(5.3) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>(5.1)- (5.2)- (5.3)-</p>	
<p><i>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</i></p> <p>(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</p> <p>(6.2) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p><i>Individuals:</i> (6.1)- (6.2)-</p> <p><i>Families:</i> (6.1)- (6.2)-</p> <p><i>Groups:</i> (6.1) (6.2)-</p> <p><i>Organizations:</i> (6.1)- (6.2)-</p> <p><i>Communities:</i> (6.1)- (6.2)-</p>	
<p><i>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</i></p> <p>(7.1) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p> <p>(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.</p> <p>(7.3) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p> <p>(7.4) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<p><i>Individuals:</i> (7.1)- (7.2)- (7.3)- (7.4)-</p> <p><i>Families:</i> (7.1)- (7.2)- (7.3)- (7.4)-</p> <p><i>Groups:</i> (7.1)- (7.2)- (7.3)- (7.4)-</p> <p><i>Organizations:</i> (7.1)- (7.2)- (7.3)- (7.4)-</p> <p><i>Communities:</i> (7.1)- (7.2)- (7.3)- (7.4)-</p>	

<p><i>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</i></p> <p>(8.1) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>(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;</p> <p>(8.3) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>(8.4) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>(8.5) Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p><i>Individuals:</i> (8.3)- (8.1)- (8.4)- (8.2)- (8.5)- (8.3)- (8.4)- <i>Organizations:</i> (8.5)- (8.1)- (8.2)- <i>Families:</i> (8.3)- (8.1)- (8.4)- (8.2)- (8.5)- (8.3)- (8.4)- <i>Communities:</i> (8.5)- (8.1)- (8.2)- <i>Groups:</i> (8.3)- (8.1)- (8.4)- (8.2)- (8.5)-</p>	
<p><i>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i></p> <p>(9.1) Select and use appropriate methods for evaluation of outcomes.</p> <p>(9.2) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p> <p>(9.3) Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p> <p>(9.4) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p><i>Individuals:</i> <i>Organizations:</i> (9.1)- (9.1)- (9.2)- (9.2)- (9.3)- (9.3)- (9.4)- (9.4)-  <i>Families:</i> <i>Communities:</i> (9.1)- (9.1)- (9.2)- (9.2)- (9.3)- (9.3)- (9.4)- (9.4)-  <i>Groups:</i> (9.1)- (9.2)-\  (9.3)- (9.4)-</p>	
<p><i>Competency 10: Integrate Generalist Social Work Practice and Christian Service</i></p> <p>(10.1) Exhibit, as part of their social work practice, Christian ideals of service to others, and genuine compassion for others.</p>	<p>(10.1)-</p>	
<p><i>Competency 11: Prepare for Practice in Specific Areas of Social Work</i></p> <p>(11.1) Consistently come prepared.</p> <p>(11.2) Learn from and teach those around them.</p> <p>(11.3) Test their understanding and skills for effectiveness.</p>	<p>(11.1)- (11.2)- (11.3)-</p>	

Signatures

**Student:**

**Supervisor:**

**Faculty:**

**APPENDIX C**  
**EVALUATION FORMS**

<b>Evaluation of Practicum Setting by Student</b>	
Instructions: 1 = Strongly Disagree 2 = Disagree 3 = Somewhat Disagree 4 = Somewhat Agree 5 = Agree 6 = Strongly Agree 7 = Very Strongly Agree NA = Not Applicable	
1. I received a minimum of one hour of supervision each week.	1 2 3 4 5 6 7 NA
1. The staff of the agency communicated an attitude of acceptance and helpfulness conducive to a positive learning experience.	1 2 3 4 5 6 7 NA
2. I consider that my field placement offered a good opportunity for learning.	1 2 3 4 5 6 7 NA
3. The field placement provides an opportunity to integrate classroom theory and practice.	1 2 3 4 5 6 7 NA
4. I was given individual responsibility for my own case(s).	1 2 3 4 5 6 7 NA
5. The field experience stimulated the use of critical thinking (i.e. analysis, synthesis, problem solving and evaluation).	1 2 3 4 5 6 7 NA
6. The placement provided the opportunity to be appropriately involved and busy.	1 2 3 4 5 6 7 NA
7. The world load expected by the agency was not too heavy.	1 2 3 4 5 6 7 NA
8. I would recommend this agency placement to other students.	1 2 3 4 5 6 7 NA
9. I would recommend this field instructor to other students.	1 2 3 4 5 6 7 NA
10. I feel like I was treated as a valuable professional colleague in the agency.	1 2 3 4 5 6 7 NA
11. Because of my experience in the agency, I am able to better understand what it means to be a generalist practitioner.	1 2 3 4 5 6 7 NA
12. Are there any unique requirements relating to this agency that should be known to students before being placed here?	Short Answer
13. What improvements should be made in this placement? Short Answer / Essay	Short Answer
14. Other comments:	Short Answer