

Kentucky State University

School of Social Work

Field Education Manual
2021 – 2022



CSWE Accredited
Bachelor of Social Work Program

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Introduction

This manual has been prepared to serve as a guide and resource of information for students, field instructors, agency directors, supervisors, and faculty in the Kentucky State University Social Work Program. The guide provides a description of the goals, objectives, policies and procedures for the School of Social Work field component. Students, agency directors, and supervisors are given manuals when placement assignments are finalized. Changes and revisions are made in the manual when appropriate. These may occur as a result of feedback from students, field instructors, agency supervisors, curriculum revisions and other input. Regardless of your role, we appreciate your support of the field education program at Kentucky State University as we prepare our students to be social workers that represent the highest standards of the profession.

Jennifer Ballard-Kang, PhD, MSSW, CSW
Director of Field Education
Bachelor of Social Work Program
Kentucky State University

Kentucky State University Social Work Program is committed to admitting all persons regardless of age, color, creed, disability, national origin, race, sex, and sexual orientation and any other classification that denies equal access and opportunity.

Kentucky State University Vision

Kentucky State University prepares today's students as global citizens, lifelong learners and problem solvers. To accomplish this, Kentucky State University must challenge itself and its students to be the best. It must recognize its strengths, expand and excel. Notwithstanding, it must also welcome change and quality improvement. By doing so, KSU will gain widespread recognition as one of the region's strongest universities. As a university of distinction, Kentucky State University will create an environment where:

- Students are first.
- Diversity is valued, understood and respected.
- Diverse, motivated and talented students, staff and faculty are actively recruited and retained.
- An intellectual environment conducive to leadership in teaching, research and community service is encouraged and supported.
- Effective teaching is promoted both inside and outside the classroom.
- Students are taught how to obtain, evaluate and use information.
- Learning is lifelong.
- Effective and efficient fiscal management by the administration is the norm.
- Collegiality is the norm, not the exception.
- Each person is a change agent.
- Excellence starts with me.

Kentucky State University Mission

Kentucky State University is a public, comprehensive, historically black land-grant university committed to advancing the Commonwealth of Kentucky, enhancing society, and impacting individuals by providing quality teaching with a foundation in liberal studies, scholarly research, and public service to enable productive lives within the diverse global economy.

Kentucky State University Social Work Program Mission

The mission of the Kentucky School of Social Work is to prepare generalist social workers who possess the knowledge, skills, and values to holistically and proactively engage clients and community partners in a diverse multifaceted ever changing global society. Our graduates promote social justice through practice with diverse client systems. The program is committed to maintaining and expanding the unique contributions of the African American experience to the field of social work at Kentucky State University, a historically black land grant institution.

Kentucky State University School of Social Work Goals

The goals of the Kentucky State University School of Social Work provide a framework through which the mission of the School is operationalized. Care was given in the development of each goal and objective to ensure relatedness to the School's mission and the purpose and values of the profession. Goal I is curriculum related; Goal II is an overall program goal; and Goal III is related to the School's relationship with the community. The Social Work Program's mission

and goals are based upon a strong commitment to the skills and values that support generalist practice.

- I. **Goal I (Curriculum):** To educate students in the foundations of generalist social work practice and prepare them to practice entry-level social work.
- II. **Goal II (Overall program goal):** To promote the development of professional social workers.
- III. **Goal III (School’s relationship with the community):** The Kentucky State University School of Social Work will develop collaborative partnerships with community and state agencies and organizations.

These goals are consistent with the purpose and values of the profession and are congruent with the overall goals of the University and derive from the program’s mission statement.

Kentucky State University School of Social Work Objectives

The objectives of the Kentucky State University School of Social Work were derived from its program goals. For clarification purposes, the goals are stated again to show the connection between our goals and our different program objectives.

Goal I (Curriculum): To educate students in the foundations of generalist social work practice and prepare them to practice entry-level social work. *This goal is derived from the social work program mission to “prepare generalist social workers who possess the knowledge, skills and values” to practice entry-level social work. Social Work graduates are prepared as generalists in the BSW program, not specialists. They are ready for employment in a variety of agency-based settings that serve clients on local, state, national, and global settings.*

CO1	To demonstrate an understanding and the application of social work practice, skills, and knowledge the micro, mezzo, and macro levels in course work and field practice.
CO2	To understand and apply the purpose of the social work profession, various roles, and the values and ethics expected of social work practitioners.
C03	To teach core competencies in the areas of theory, practice, and research.
C04	To prepare students for advanced study in social work.

Goal II (Overall program goal): To promote the development of professional social workers. *This goal is derived from the social work mission to prepare social workers to “holistically and proactively engage clients in a diverse multifaceted ever-changing global society.” Students are prepared to think critically and seek out research-based knowledge to address client issues. Graduates are prepared for scientific inquiry and research to continue their formal education in a graduate program of study.*

PO1	To develop and apply critical thinking skills within the social work profession.
PO2	To educate how the social constructs of race, class, gender, age, and sexual orientation intersect with one another.
PO3	To demonstrate practice that is nondiscriminatory and culturally competent.
PO4	To utilize knowledge and skills in social service delivery.
PO5	To identify and promote opportunities that contributes to life-long learning.

Goal III (Relationship with the community): The Kentucky State University School of Social Work will develop collaborative partnerships with community and state agencies and organizations. *This goal is derived from the social work program’s mission and commitment to “maintaining and expanding the unique contribution of the African-American experience to the field of social work”. This goal is achieved by nurturing and building community partnerships in Frankfort, Kentucky and beyond. The Social Work Program maintains relationships with agencies that fulfill the profession’s purpose and reflect the professional values of social justice to enhance the quality of life for all persons.*

RO1	To identify community agencies/organizations within the social work profession to provide students with ample opportunities for pre-service of social work skills.
RO2	To assist and facilitate social service projects conducted by the University community in Franklin County and surrounding service region.
RO3	To provide experiential learning opportunities by bridging the classroom with the community.
RO4	To provide additional learning experience and opportunities.

Council on Social Work Education Core Competencies for Field Education

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, skills and cognitive-affective processes. The goal of the outcome approach is to demonstrate the integration and application of the competencies. Each competency is followed by a description of characteristic knowledge, values, skills, and cognitive-affective processes and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- 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;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress,

marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change

within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- 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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, & macro level.

Field Instruction Component

Overview

During the Field Experience, students are placed in a social service agency for one academic year. The Field Experience provides the opportunity for them to develop the beginning professional skills that are required in Social Work practice. Field instruction contributes to the integration of theoretical knowledge acquired in social work classes, and to the development of generalist practice skills, which are necessary for social workers who work in a variety of roles to produce change in diverse systems.

Under faculty direction and with on-site supervision, Social Work students spend a minimum of 400 clock hours (200 hours each semester) in an agency as part of the signature pedagogy requirements. Students are exposed to the social service network, and they gain in-person experience in the delivery of social work services to clients. The mission of the program is to educate students in the foundations of generalist social work practice, and prepare them to practice entry-level social work with individuals, groups, organizations and communities.

The Kentucky State University Social Work Field Instruction course, along with all the other required Social Work courses, provides social work students with a broad range of micro, mezzo, and macro practice opportunities with the purpose of developing social workers who are capable of performing numerous social work roles and moving readily from one field of practice to another. The field placement of a student in an agency is a broad based learning experience, and the agency supervisor is a key person in promoting the student's development.

Field Practice and Sequencing

Students must have earned a "C" or better in all required courses prior to entering a field placement. Field Instruction consists of a two course practical experience sequence: SOW 422-01 Field Instruction I and SOW 424-01 Field Instruction II.

SOW 423-90 Social Work Field Seminar I and **SOW 425-90 Social Work Field Seminar II** are a two-course sequence of professional seminars taken concurrently with SOW 422-01 Field Instruction and SOW 424 Field Instruction. The seminars provide students with the opportunity to examine issues related to the process of integrating knowledge, values, and skills learned in the classroom with the practice experience gained in the agency.

Assignments and expectations are outlined in the course syllabi included in the appendices section of the manual. Prior to field placement, students are introduced to social service agencies and practice in the local community through field trips, agency interview assignments, guest speakers from the practice community, and throughout the advising process. Students are encouraged to consider employment and volunteer work in social service agencies as preparation for their practicum experience.

Policies for Selecting Field Settings

1. The KSU Director of Field Education has the primary responsibility for selecting and approving field settings.
2. The KSU Field Education program aims to select a range of field settings that represent the diversity of settings in which generalist practitioners work and the diversity of client populations that generalist social work practitioners serve.
3. The KSU Field Education program will aim to select field settings at the micro, mezzo and macro levels of practice.
4. Particular focus will be given to selecting field settings within a 50 mile radius of the KSU campus. However, field settings outside of that radius may be considered if they meet the needs of individual students.
5. Students may suggest a field setting that is not on the list of approved practicum sites, however, the agency must be approved by the KSU Director of Field Education before the student can be assigned to that agency.

Criteria for Selecting Field Settings

The following criteria must be met in order to be selected as an “approved” practicum site:

1. The field setting must be a social service agency with preference given to those that serve vulnerable, low-income, minority or other underserved populations.
2. The agency must have a commitment to active participation as a partner in professional social work education.
3. The agency director, or designate, should express a willingness to take overall responsibility for the development of the agency’s participation in professional education, and for liaison with the school.
4. The agency must be able to provide comprehensive learning experiences with respect to expectations of the school and hands-on, in-person experiences with client populations, including individuals, families, groups, organizations and communities. If opportunities across all systems are not available, the agency field instructor is expected to work with the social work faculty to develop creative ways to meet the learning needs of students and ensure students experience the full scope of generalist practice.
5. The agency must provide a qualified instructor with a Bachelor of Social Work or Masters of Social Work and at least two years of post-BSW social work experience. In the case that a qualified instructor is not available, the agency may request that a faculty member assume the role of providing a social work perspective for students through weekly supervision meetings.

6. The agency must be able to provide the physical facilities necessary to accommodate the student, including interviewing rooms, desk, telephone, and secretarial help when needed. The agency must also be willing to provide PPE for the student as required by CDC and state guidelines on COVID-19 (**Added in response to COVID-19 pandemic**).

Procedures for Selecting Field Settings

1. Agencies that are interested in hosting a practicum student should complete the Field Agency Information Sheet.
2. The KSU Director of Field Education will review the Field Agency Information Sheet and contact the Agency Administrator to confirm that the agency meets the established criteria for social work field settings.
3. If the agency meets the established criteria, the Director of Field Education discusses the agency responsibilities within the agency-university partnership with the agency administrator. If the agency administrator is willing to accept these responsibilities and host a practicum student, the Director of Field Education emails the Agency Affiliation Agreement and the current KSU Field Education Manual to the agency administrator.
4. Once the KSU Director of Field Education receives a signed Agency Affiliation Agreement from the agency administrator, the agency's information is placed in the KSU Practicum Agency Directory.

University Responsibilities within the Agency-University Partnership

The Director of Field Education is accountable for carrying out the school's responsibility to monitor and ensure that field instruction demonstrates the integration and application of the program's competencies. The Director is a full-time social work faculty member. Specific responsibilities include:

1. To accept field applications and identify eligible students for the field placement process.
2. To evaluate the range and quality of learning experiences and learning environment.
3. To provide information, support and consultation to agency supervisors and students.
4. To help agency supervisors develop their teaching skills if needed.
5. To assist in problem-solving in all aspects of the field placement.
6. To establish communication links between the school and agency.
7. To make site visits (two per semester expected minimum).
8. To assign final grades for SOW 422/424 Field Instruction I/II.
9. To provide orientation, seminars and workshops for agency supervisors.

10. To develop sites and select agencies for field practicum.
11. To implement, monitor and assist students in the field assignment/matching process.
12. To negotiate and secure Affiliation Agreements between the Program and Agency.
13. To evaluate placements and assure they meet accreditation and academic requirements as well as student learning needs.
14. To assure that student files include an application, verification of liability insurance, correspondence letters and contracts and student work samples.
15. To meet regularly with the Department Chair and Program Director to keep her/him informed of the status and functioning of the field program.
16. To include student and agency supervisor feedback in annual evaluation of the Field Instruction course and suggest needed changes.

Agency Responsibilities within the Agency-University Partnership

1. Agencies attempt to create and provide an environment for acceptance of feelings and conflicting views; development of awareness of people and situations; the use of oneself in the helping process; and student understanding of social work and the role of the social worker in the agency.
2. The field instructor regularly provides students with teaching time so that weekly half hour conferences are scheduled. If group instruction takes place, arrangements also need to be made for the field instructor to be available to answer individuals student's questions, and to help allay anxiety at the beginning of the semester, and when introduced to new assignments.
3. In the case that the agency field instructor does not have a BSW or MSW/MSSW degree, the KSU Director of Field Education will take responsibility for meeting regularly with the student to provide a social work perspective to the field experience.
4. Students need to be seen as adult learners. Learning contracts between students and agency supervisors help clarify roles and expectations and provide a basis for an on-going evaluation process. It is expected that evaluation of the student's performance is to be a shared experience between the student and agency supervisors.
5. Agency supervisors are reminded to consider the ethical issues flowing from their position of authority, and are specifically asked to review the NASW Code of Ethics.
6. In assuming the role of teacher, the agency supervisor should offer a variety of learning experiences for students, sharing the field supervision role with another worker/supervisor in their agency if necessary. Agency supervisors are encouraged to share reference materials with students.

7. The agency supervisor is asked to teach the student application of basic social work processes, helping them to know what to do, and how to reflect on what has been accomplished.
8. An essential part of the teaching role is a review of process recordings, and the comments and evaluation of these recordings. This should be part of the agency supervisor's preparation for conferences with students.
9. Agencies are required to provide in-person opportunities for practice with actual clients. However, in the case that students are not permitted to or do not feel safe to conduct in-person tasks with agency staff and/or clients, agency field instructors are expected to design, in collaboration with their practicum student and the Field Director, remote practicum tasks that are meaningful and relevant to the mission and goals of the agency and the clients served by the agency (**Added in response to COVID-19 Pandemic**).

Criteria and Procedures for Selecting Agency Field Instructors

1. The agency will identify the agency field instructor, and the school will review and approve the selection.
2. The KSU BSW Program requires that agency field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work in order to design field learning opportunities.
3. To verify their credentials, the KSU Director of Field Education requests a CV or resume from each potential Agency Field Instructor prior to the beginning of the academic year. The Director of Field Education is responsible for reviewing the CVs and maintaining a database of Agency Field Instructor credentials.
4. The KSU Director Field Education may approve agency field instructors who have related degrees (psychology, sociology, nursing, child development, marriage and family relations, etc.). However, this arrangement will require on-going faculty oversight, provided by the Director of Field Education, to ensure that students maintain a social work focus. For cases in which an agency field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the student will meet weekly with the KSU Director of Field Education or another KSU faculty member designated by the Field Director in order to discuss practicum issues from a social work perspective.
5. It is expected that all agency field instructors will demonstrate a positive commitment to professional social work and that they will complete the Program orientation.

Policies for Placing and Monitoring Students

1. The KSU Field Education Program takes responsibility for facilitating field placements by providing a list of approved field sites and current contact information. It is the responsibility of the student to reach out to agency administrators within the time specified by the Field Education Program.
2. There will be mutual agreement between the Program and the Agency in the selection of students for placement. Students will be assigned without respect to race, ethnic origin, gender, sexual orientation, age, religion or disability. Selections will be made on the basis of suitability of the Agency's program to meet educational needs, and on the student's ability to meet the Agency's basic requirements. The Agency reserves the right to determine the number of students that may be placed, dependent upon space, instructional time available, and client population.
3. Students may reject one placement offer if their concerns are deemed legitimate. After one placement rejection on the part of the student, the student must accept a placement if offered.
4. Prior to the start of the semester, the agency will appoint appropriate personnel to serve as agency field instructors on the basis of such qualifications as the Program determines for these positions. The Agency accepts its responsibility in maintaining an educational program of quality, including the provision for adequate instruction and supervisory time.

Criteria for Placing and Monitoring Students

1. A Program/Agency Affiliation Agreement must be on file in the Social Work Office prior to agency acceptance by the program.
2. The student's qualifications, professional interests, and educational objectives will be considered when matching students with field placements. Information regarding specific difficulties and special needs will be mutually shared as permitted by law.
3. The field placement must be agreed upon by the agency administrator, the student and the KSU Director of Field Education as confirmed by email prior to the beginning of the semester.
4. Though every effort will be made to match students with one of their preferred agencies, this cannot be guaranteed.

Procedures for Placing and Monitoring Students

1. During the 10th week of the semester prior to the start of practicum, students should submit to the Director of Field Education their Application for Field Placement, which is sent out to all social work majors at the beginning of each semester.
2. Students should complete the application, attach a copy of their unofficial transcript and email or deliver it in person to Jennifer Ballard-Kang, Director of Field Education, Kentucky State University, 212 Hathaway Hall, Frankfort, KY 40601.

3. An email confirming of receipt of the application and unofficial transcript will be sent within 24 hours, excluding weekends and holidays. If you do not receive a confirmation email within 3 days, students should contact Professor Ballard-Kang at 502-597-6534 to make an inquiry.
4. The confirmation email will include the KSU Practicum Agency Directory, and three recommendations for potential field placements from the Director of Field Education and instructions regarding procedures for setting up interviews.
5. The student then has the responsibility to contact their preferred agencies via email to set up an interview. Students should copy the Director of Field Education on all email communications with agencies.
6. After each interview, the Director of Field Education will follow up with both the student and the agency to determine if there is a match. If there is a match, a confirmation email will be sent to the student and the agency administrator. If there is not a match, the student will be instructed to contact their second choice agency. This procedure will continue until a match is made between the student and the agency.
7. Once a match is made between the student and the agency, the Director of Field Education will send the KSU Field Education Manual to the Agency Field Instructor and confirm the starting date for the upcoming semester of practicum.

Policies for Supporting Student Safety

1. Students are **not** allowed to transport clients in their own vehicle or any agency vehicle during the course of their practicum hours. If an urgent or emergency need occurs with clients, a supervisor and/or 911 should be called for assistance.
2. All students **must** have verification of professional liability insurance before their practicum can begin. Failure to apply for coverage early in the application process (30 days prior to the first week of class, in any semester) may cause a delay in the start date of field placement. Students will NOT be allowed to enter field placement and/or have client contact without proof of professional liability insurance. There will be no exceptions. Failure to qualify for or obtain liability coverage by the beginning date of practicum will result in a student not being allowed to begin field placement and possible withdrawal from Field Instruction. If students do not provide proof of coverage within 30 days of beginning Field Instruction, he/she will be withdrawn from Field Instruction and the corresponding practicum course, Social Work Seminar.
3. Student safety is an important issue that is address during Practicum Orientation. The practicum orientation module including a module on student safety must be completed prior to beginning practicum. Note: For academic year 2020-21, an additional module “Understanding COVID-19 and How to Stay Safe” must be completed prior to beginning practicum.
4. Student safety is an important issue that must be addressed during agency orientation in the first week of practicum. Each practicum agency is responsible for orienting practicum students to the safety policies and procedures of that agency and setting. Such orientation

should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), with particular clients prone to violent behavior, and about clients who may be sharing living quarters with persons prone to violent behavior, to the extent that such information is known. Security of personal belongings while at the agency should be also covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed at the beginning of the placement with ample opportunity for questions and discussion as needed. Agency Field Instructors must confirm that these issues have been discussed with students by initialing the student safety item on the agency checklist.

5. Students should not be required to engage or to remain in assignments or at placements in which they feel physically at risk. All agencies are required to make the same accommodations to ensure students' safety as they make for their own agency staff and in some situations the agency may need to make even greater accommodation for a student. If a student's concerns about safety interfere in whole or in part with the learning process, the Field Director should be contacted by the agency field instructor or student to facilitate prompt exploration of the concerns and to seek a mutually satisfying resolution.

Criteria for Supporting Student Safety

1. Student safety is supported through training modules in the university practicum orientation, the practicum agency orientation safety items, and weekly journal self-report assessment measures.
2. Students are provided practicum training on how to maintain safety through their KSU social work orientation module and then agency specific safety training is provided during the practicum agency orientation. Student safety is monitored throughout the semester via the Practicum Safety Assessment in their weekly journal assignment.
3. The KSU Field Education program takes a holistic approach to student safety, conceptualizing it as consisting of physical safety, emotional safety and cultural safety. All three dimensions of safety are monitored and supported throughout the semester.
4. The weekly journal assignment, which is one primary method of communication between the practicum student and their seminar instructor, includes a Holistic Practicum Safety Assessment (see below) that asks students to rate their perception of physical, emotional and cultural safety at the practicum. If students respond "disagree" or "strongly disagree" on any item, the seminar instructor must follow up via email or telephone with the student within 48 hours of receipt of the journal assignment.

Holistic Practicum Safety Assessment

Please circle the response that most reflects your current feelings:

I feel physically safe at my practicum

Strongly Disagree Disagree Agree Strongly Agree

I feel emotionally supported at my practicum

Strongly Disagree Disagree Agree Strongly Agree

I feel culturally respected at my practicum

Strongly Disagree Disagree Agree Strongly Agree

Procedures for Supporting Student Safety

1. If an incident occurs in which a student is personally threatened or hurt, the student's should notify the agency field instructor immediately. The field instructor, agency contact person, or agency director should then contact the Director of Field Education immediately to discuss what actions the agency and the social work program should take to ensure the student's physical and emotional well-being in the short-term and moving forward in the practicum.
2. The Director of Field Education is responsible for documenting the incident and outlining the steps that will be taken to address it. The Director of Field Education will meet with the student and the agency field instructor to assess the student's readiness to return to the field, and any other issues relevant to the situation. The Director of Field Education may alert the Chair and Program Director about incidents and concerns on an as-needed basis.

Policies for Evaluating Student Learning

1. Primary responsibility for evaluating student learning in the field setting belongs to the agency field instructor. If the agency field instructor is not the student's day-to-day supervisor (task supervisor), the agency field instructor may consult with the task supervisor or other relevant staff for information on the student's performance.
2. The Agency Field Instructor will submit midterm and final evaluation summaries as required by the Program. Visits to the Agency by the Director of Field Education will be arranged no less than twice a semester and at such other times as may be necessary.
3. The withdrawal of a student from the Agency for reasons of health, performance, or other reasonable cause will be preceded by a process of discussion and negotiation between the student, Field Instructor, and Director of Field Education.

Criteria for Evaluating Student Learning

The criteria for evaluating student learning consist of the following:

1. Progress on completing learning objectives for the nine social work competencies.
2. Agency Field Instructor rating of the student's performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the nine social work competencies and their corresponding behaviors.
3. Depth of personal reflection on practicum experience as evidenced by weekly journal assignments.
4. Ability to conduct research-informed practice in Capstone Project Assignment.

Procedures for Evaluating Student Learning

1. The Director of Field Education will provide the Agency Field Instructor with the midterm and final evaluation forms during the Agency Field Instructor orientation prior to the beginning of the academic year. The Director of Field Education will explain the competencies and behaviors used to evaluate student performance. The Agency Field Instructor will have the opportunity to ask question about the format or content of the evaluation measures.
2. The Agency Field Instructor meets with the student and Director of Field Education twice a semester and submits evaluation summaries after the midterm and final conference.
3. At the midterm conference, students will describe progress towards on their learning objectives and request any assistance as needed. At the end-of-the semester conference, students will discuss the status of each learning objective and work towards these objectives will be used by the agency field instructor to evaluate their behaviors on each competency.
4. Agency Field Instructors may request a conference at any time to discuss concerns about student performance. In collaboration with the agency field instructor and the student, the KSU faculty liaison will create a Performance Improvement Plan that will outline behavior expectations and provide a timeline and criteria for measuring improvement. A follow-up meeting will be held two weeks after any performance conference to assess sufficiency of improvement.
4. The withdrawal of a student from the Agency for reasons of health, performance, or other reasonable cause will be preceded by a process of discussion and negotiation between the student, Field Instructor, and Field Coordinator.

Policies for Evaluating Field Setting Effectiveness

1. Field setting effectiveness will be evaluated at the end of each academic year through a combination of student feedback and KSU Field Education staff feedback.
2. After final grades have been submitted, the agency field instructor will be sent a copy of the “Student Evaluation for Field Placement” for their reference.
3. Field settings that are rated as “not recommended” by the student are contacted by the KSU Director of Field Education at the end of the academic year to set up meeting to create a practicum agency improvement plan.
4. Setting that receive a second “not recommended” rating are removed from the list of approved practicum sites will be notified within 30 days of the decision.
5. After one academic year, a removed agency may apply to be if it can be determined that previous concerns have been addressed and a new improvement plan can be agreed upon.

Criteria for Evaluating Field Setting Effectiveness

The following 2 criteria are used to evaluate field setting effectiveness: student evaluation and KSU faculty feedback.

1. Student Evaluation of Field Placement: Agencies must receive either a “Yes, recommend” or “Recommend but Improvements needed” rating from their practicum student each year to remain in the KSU Director of Approved Practicum Agencies.
2. KSU Faculty Feedback: KSU Field Education staff, including seminar instructors, the Director of Field Education, and Field Liaisons, will assess the degree to which each agency was able and/or willing to fulfill their responsibilities as stated in the Agency Affiliation Agreement. This includes the ability to provide effective social work supervision and in-person generalist social work practice opportunities, including opportunities to demonstrate social work competencies with individuals, families, groups, organizations, and communities.

Procedures for Evaluating Field Setting Effectiveness

1. Field setting effectiveness will be evaluated at the end of each academic year through a combination of student feedback and KSU Field Education staff feedback.
2. After final grades have been submitted, the agency field instructor will be sent a copy of the “Student Evaluation for Field Placement” for their reference.
3. Field settings that are rated as “not recommended” by the student are contacted by the KSU Director of Field Education at the end of the academic year to set up meeting to create a practicum agency improvement plan.
4. Setting that receive a second “not recommended” rating are removed from the list of approved practicum sites will be notified within 30 days of the decision.
5. After one academic year, any agency that was removed from the list of “approved” sites may submit request to be considered again as a potential practicum placement site. The agency administrator must schedule a meeting with the KSU Director of Field Education to determine if the reasons for removal have been addressed. The KSU Director of Field Education has final responsibility for approving formerly removed agencies and creating a new Agency Improvement Plan.

Evaluation of Agency/University Relationship

In order to ensure all parties are adhering to their responsibilities within the practicum agreement, a review of all practicum sites is conducted at the end of each academic year. At this time, the agency’s willingness and ability to meet their obligations to BSW students are evaluated based on student, faculty and agency feedback. Practicum agencies that have been reported as experiencing difficulty meeting this obligation are contacted at the end of the year to

discuss these issues and create a remediation plan for the upcoming academic year. If a remediation plan cannot be mutually agreed upon or the agency is unable to meet the conditions of a previously established remediation plan, the practicum site may be temporarily removed from the list of approved practicum agencies until a new, mutually agreed upon remediation plan can be implemented to ensure that the needs of the BSW students are met.

Student Responsibilities in Placement Process

NOTE: The KSU Director of Field Education verifies eligibility for field placement. Students may not enroll in SOW 422, 424, 423, or 425 without senior status and completion of all social work courses excluding SOW 433 and 434. Students who have not completed all social work coursework may only be enrolled in field education with permission from the KSU Director of Field Education.

1. Students complete the Application for Field Placement (send out to all social work majors at the beginning of Spring semester) and submit it to the Director of Field Education during the advising period the semester before placement is to begin. In addition, the student schedules an interview with the Director of Field Education. During this conference, field placement opportunities are discussed and a decision is made as to which agencies the student will explore further. Students are provided with the KSU Directory of Approved Practicum Agencies and the KSU Field Education Manual.
2. During the spring conference, the student will be advised by the Director of Field Education to contact the agency administrator listed in the KSU Directory of Approved Practicum Agencies to arrange an interview meeting. It is the student's responsibility to actively engage in the preplacement process, and report back to the field director if a problem arises. The program seeks to be as responsive as possible to student needs and interests; however, placement at the student's first choice of practicum agencies cannot be guaranteed.
3. If the student fails to arrange an interview, as requested by the field director, placement for the semester can be denied. After the interview has taken place, the Field Director will communicate with the agency administrator to find out whether or not the student was offered/accepted a placement at that agency. If the student does not wish to accept the placement (with good cause, as determined by the Field Director), another interview will be arranged. Failure to accept a placement without good cause, or failure to accept the second placement offered, may be justification for termination from field.
4. If the agency does not offer a student an interview or placement based on student's attitude, phone etiquette, appearance, maturity level, emotional state, reputation or performance in the interview (or with other good cause, as determined by the Field Director), another interview will be arranged with another agency. If the second agency fails/refuses placement based on the student's performance in the interview (or with other good cause, as determined by the Field Director), this may be grounds for termination from the Field Instruction course and the corresponding course (Social Work Seminar).
5. All SOW Field Instruction students are required to participate in Orientation to Field Education prior to beginning their practicum. Orientation is held during the first week of

class to allow for both resident and non-traditional students the opportunity to attend as a group. During the first and second week of class, the student will meet with their seminar instructor and faculty liaison to ensure the placement meets the student's educational and appropriate skill related needs. The student should communicate concerns as soon as possible so that issues can be addressed and, in the worst case scenario, an alternative placement can be found without delay.

Field Placements in One's Employing Agency

Assignment of a field student at one's employing agency is rarely approved or acceptable. The following criteria must be met if expectations for this are made:

1. The student's time must be spent learning experiences other than those required for employment;
2. Students must be willing to put in the additional time to meet the educational requirements for field placement;
3. The employing agency must be willing to provide supervision of those learning experiences needed to fulfill the requirements of field placement; and
4. The student must present a written proposal to the social work faculty for approval. The proposal must include plans for and verifications of how the three criteria above will be met.

Clock Hour Requirements

SOW 422 and 424, first and second semester field practice courses require students to complete a minimum of 400 hours (200 clock hours each semester) in a social service agency as part of the major degree requirements. The days and times students are expected to be in their agencies are arranged with their agency supervisor. To complete the required field practicum hours, students are expected to spend a minimum of 16 hours a week. Time spent in the Field Instruction seminar SOW 423/425 is not considered a part of the clock hours. Students who are away from their agencies because of health reasons, transportation problems, inclement weather are expected to make up lost hours to the satisfaction of the agency supervisor, and in keeping with agency policies. Transportation time to and from the agency does not count toward agency hours. These field hours represent a substantial measurement of the student's academic credit hours.

ADDENDUM TO CLOCK HOUR REQUIREMENTS (THE SECTION BELOW WAS ADDED IN RESPONSE TO COVID-19 PANDEMIC):

If the pandemic situation requires that the practicum site restrict in-person activities, the Director of Field Education has the discretion to reduce the minimum hours by 15% in accordance with CSWE policy. If this decision is made, students must earn a minimum of 170 hours at practicum per semester for a total of 340 total hours over the course of two semesters. Students will still be encouraged to earn the full 200 hours if their situation permits, and students will still be required to complete all learning objectives and assigned tasks. NOTE: No revision to the 400 hour minimum requirement has been made for the 2021-22 academic year.

Transportation

Students are expected to cover the costs of transportation to and from the field sites. The University does not provide travel reimbursement. Transportation problems which interfere with student placement responsibility should be resolved in a timely manner. Students are responsible for maintaining insurance on their own personal automobile.

Transporting Clients (not allowed)

Students are **not** allowed to transport clients in their own vehicle or any agency vehicle during the course of their practicum hours. If an urgent or emergency need occurs with clients, a supervisor and/or 911 should be called for assistance.

Student Liability Insurance

All students **must** have verification of professional liability insurance before their practicum can begin. Students that have professional liability insurance through their employers should verify coverage with their carriers and the Field Coordinator. The Field Coordinator will require a written statement from the carrier that coverage will extend to practicum activities. The student is responsible for calling the company to confirm the correct cost of their policy. Failure to apply for coverage early in the application process (30 days prior to the first week of class, in any semester) may cause a delay in the start date of field placement.

Students will NOT be allowed to enter field placement and/or have client contact without proof of professional liability insurance. There will be no exceptions. Failure to qualify for or obtain liability coverage by the beginning date of practicum will result in a student not being allowed to begin field placement and possible withdrawal from Field Instruction. If students do not provide proof of coverage within 30 days of beginning Field Instruction, he/she will be withdrawn from Field Instruction and the corresponding practicum course, Social Work Seminar.

Accountability Recordings

Agency

Students in field practicum are expected to conduct themselves as an agency-sponsored professional practitioner. They are expected to maintain responsible accountability recordings, such as case files, chart notes, recording, transfer and closing summaries, etc.

Field Journals

As a skilled learner, the student will maintain a record of knowledgeable, interactive, and personal attitude experiences and his/her reactions to these experiences. This is achieved through the writing of field journals. Journals provide an opportunity for student reflection and self-evaluation, as well as an opportunity for linking classroom courses, field learning, and identifying barriers to professional growth, and development. Journals are essential in assisting the field coordinator/instructor in guiding student learning experiences to expand the value of field placement. Journals are the major instrument for communicating to faculty any type issues, whether positive and negative that has occurred in the field.

Time Sheets

Each student is to keep an accurate record of the hours spent in the agency or an agency related activity. (appendices) Timesheets are to be signed by the agency supervisor if they are to count toward agency hours. It is the responsibility of the student to obtain the necessary signature and turn them in weekly during the Seminar course meeting.

Standards for Professional Behavior

1. Students have the same responsibility to the agency as regular staff and are expected to conform to agency policies and rules including those that relate to the confidentiality of client information.
2. Strict adherence to the NASW Code of Ethics must be observed. Students must be professional in their behavior towards co-workers and clients, aware of their limitations and responsible for self- evaluation.
3. Students must become aware of the total agency program, observe what other workers do, and be self-starters.
4. Students should make appropriate use of conference time, provide timely recording, and engage in responsible thinking before the field instruction supervisory hour.
5. Students are expected to follow agency procedures, work within the limitations of the agency, and understand that being a student does not justify functioning outside those limits.
6. Students are expected to attend required agency staff meetings and field instruction meetings.
7. Students are expected to be punctual and to conform to all agency policies relative to attendance, dress codes, and others.

Evaluation-Grading

Students are graded on the basis of their successful completion of the field requirements and their professional skill development based on the Learning Objectives Plan. Field grades are based on all practicum requirements (satisfactorily completing required agency hours, submitting journal entries and running logs on time, professional behavior/conduct, motivation/active participation and any other assignments as required by field instructor and/or liaison). Letter grades will be assigned by KSU Practicum Faculty after consultation with agency field instructors and students.

Planning for the final evaluation should actually begin at the start of the semester. All parties, including the Agency Field Instructor, Faculty Field Liaison, and student, will review the social work competencies and behaviors in order to ensure the criteria is met over the course of the semester. Each Liaison visit will include a discussion of how objectives for each competency are

being met and to brainstorm ways of meeting any that seem to be problematic. **Any problems/difficulties should be addressed well in advance of the final evaluation.**

Students are evaluated at midterm and at the conclusion of each semester, according to the behaviors and competencies listed on the Field Evaluation Instrument. Agency Supervisors and students are asked to complete evaluations using a copy of the Field Evaluation Instrument independently, compare results, and reach an agreed-upon conclusion prior to the field faculty's visit. Students who wish to challenge their grade must adhere to the procedure outlined in the Student Handbook and University Catalogue.

Incomplete Practicum Hours

Students who do not complete the required semester field hours are awarded an 'I' grade (See Appendices). Students are required to remove the 'I' by the eighth full week of classes during the regular academic semester. Additionally, the student receives a copy of the report of the incomplete grade that details what he/she must do to remove the incomplete grade.

Withdrawing from Practicum

A student may request to be withdrawn from both SOW 422/423 and SOW 424/425. When a student exercises this option, reassignment will be subjected to the approval of the Program Director and Director of Field Education. When a student re-enrolls in SOW 422/423 and SOW 424/425 he/she is required to repeat the total minimum clock hours. Students who decide to continue in the course will be assessed and graded upon demonstrated performance.

Reassignment-Termination Procedures

When the student is found to be performing at a substandard level, the agency field instructor is expected to identify and prepare an outline of specific issues and steps for the student to bring his/her work to an acceptable level. The Director of Field Education will then create a Performance Improvement Plan for the student, which will be discussed in a conference with the student, agency field instructor and KSU faculty liaison.

After two weeks, another conference will be held to review progress towards improvement. If it is determined that the student has not satisfied the criteria stated in the Performance Improvement Plan, the agency field instructor may indicate that termination is desired. The KSU Director of Field Education will confirm this decision with the Agency Administration. The student should be given written notice by the field instructor and termination should be a joint plan carefully worked through.

If the student is terminated for poor performance or unethical behavior, the student will receive an "F" in both their Field Instruction course and their Seminar course. The student must schedule a conference with both the Program Director and Director of Field Education prior to receiving permission to reenroll in Field Instruction and Seminar in the future semesters to ensure that the student understands the responsibilities and expectations for students during practicum.

If the student has a grievance regarding their termination from their field placement, procedures for initiating the grievance process appears in the University K-Book and the Social Work Program Student Handbook.

**KENTUCKY STATE UNIVERSITY
SOCIAL WORK PROGRAM
APPLICATION FOR FIELD PLACEMENT**

Field Practicum is a supervised work experience in a community social services agency. Students will work under the supervision of a professional social worker (BSW/MSW). Exceptions for related degrees (psychology, sociology, nursing, child development, marriage and family relations, etc) will require on-going faculty oversight that ensures students maintain a social work focus.

Students are required purchase liability insurance. Students must be approved for field education one semester prior to the semester in which field practicum is requested. Practicums are scheduled for fall and spring semesters; there are no summer field practicums.

This application must be completed in its entirety unless otherwise directed. Leave no blanks. Please print legibly.

Please attach a copy of your unofficial transcript to this application.

Personal information

Student Name: _____ StudentID#: _____

Local Address:

Permanent Address:

City: _____ State: _____ Zip code: _____

Home Phone: _____ Cell Phone: _____

Email Address:

Will you have a car for field placement?	Yes _____	No _____
Do you have a valid driver's license?	Yes _____	No _____
Do you have medical insurance?	Yes _____	No _____

Person to notify in case of emergency

Name: _____ Relationship _____

Address _____

Telephone () _____ Alternate Telephone () _____

Are you employed? () Yes Please complete the following section. () No. Proceed to the "Second language" section question.

Name of Employer:

Work Schedule: (days and Hours)

Work address:

City: _____ State: _____ Zip Code: _____

Work Phone () _____

Second Language

In addition to English, do you speak another language (including American Sign Language)?

() Yes () No

If yes, please list.

Educational and Career Goals

Will you be involved in any extracurricular activities during field practicum? () Yes () No

If yes, describe the activities in which you will be involved, the time you will need to commit to each activity, and the specific schedule of activities (if known). Please note that students are encouraged to limit extracurricular activities during the field experience.

Please indicate the social work experience you would like to explore and skills you would like to develop during the practicum:

Please indicate your professional goals over the next 3 – 5 years post graduation:

Please indicate if you are a PCWCP student: Yes No

If no, proceed to the Practice Settings Section:

If yes, Please indicate when you were approved for the program:

If you have been accepted into the PCWCP Program, list 3 counties in order of preference that you are interested in working with the Cabinet for Health and Family Services?

1. _____

2. _____

3. _____

Practice Settings

Review the Practice Settings and list 3 choices in order of preference and number them 1, 2, 3.

Advocacy _____	Education _____
Aging/Gerontology _____	Family and Children Services/ Child Welfare _____
Chemical Dependency _____	Health _____
Community Organization _____	Mental Health _____
Corrections _____	Developmental Disabilities _____
Crisis Services _____	

Geographic Preferences

Please indicate the geographic region you prefer for your practicum:

_____ Metro Louisville Area	_____ Anderson County
_____ Northern Kentucky/Cincinnati Area	_____ Frankfort
_____ Shelby County/Shelbyville	_____ Fayette County/Lexington
_____ Richmond	_____ Scott County/Georgetown
_____ other: _____	

Do you have a personal relationship with anyone at your requested Practicum site?

Yes No

If you indicated yes, please describe the nature of the relationship.

Alternate Practicum Assignment

Please indicate if you are requesting an On the Job practicum placement. This option is available only if employed by the agency for a minimum of six months prior to the start of the practicum semester.

() Yes () No

The following criteria must be met if you are requesting an On the Job practicum.

1. The student's time must be spent learning experiences other than those required for employment.
2. An on the job practicum must include a change within the agency where students are currently working. Assignment to a different unit and/or a significant change in the roles and functions of the students are essential, to meet the educational requirements.
3. To protect clients and to further protect the boundaries between employee and student roles, it is expected that clients served by students when in the employee role will not be the same clients served by students when in the student role.
4. The employing agency must be willing to provide supervision of those learning experiences needed to fulfill the requirement of field
5. The student must present a written proposal to the social work faculty for approval. The proposal must include plans for and verifications of how the four criteria above will be met.

Academic Concerns

I am currently on academic probation and/or have existing grades of "Fail and/or "Incomplete" from courses taken toward my BSW? () Yes () No

If yes, please list the course(s), the semester year and the professor's name:

Special Concerns

Collaborating on potential concerns will help with selecting the appropriate practicum site and planning for support and needs during the practicum to increase your success. Please be aware many practicum sites require background checks and periodic drug screenings. Any negative findings may affect agency placement which may preclude successful completion of the requirements of the degree. Please indicate any relevant issues which may impact your work during the practicum (prior experience with an agency, prior arrest record, chemical dependency or other addictive behavior, pregnancy, pending marriage or divorce, planned surgery, physical or learning disability, mental health issues, prior sexual abuse, special transportation needs).

NOTE: Release of information

By signing my name, I grant permission to the Field Director of Kentucky State University Social Work Department to release information from my practicum application for the purpose of arranging and maintaining my practicum placement.

By signing my name, I understand that making false statements and providing incomplete information may result in the cancellation of my practicum application. I certify that the information provided in the application is true and correct.

Student Signature

Date

After completing the application attach a copy of your unofficial transcript and mail or deliver it in person to Jennifer Ballard-Kang, Director of Field Education, Kentucky State University, 212 Hathaway Hall, Frankfort, KY 40601. An email confirming of receipt of your application and unofficial transcript will be sent to you within 24 hours, excluding weekends and holidays. If you do not receive a confirmation email within 3 days, contact Professor Ballard-Kang at 502-597-6534 to make an inquiry.

Please note: Incomplete applications and applications without accompanying unofficial transcripts will not be processed and will be returned to students.

For Office Use Only

Date application received	_____	
Application completed in its entirety	YES	NO
Unofficial transcript attached	YES	NO
Action Taken:		
Confirmation email sent to student	YES	NO
Application returned to student	YES	N/A

Director of Field Education

Comments:

Kentucky State University
College of Humanities, Business and Society
School of Social Work

Course: SOW-422

Course Title: Social Work Field Education I (6 credit hours)

Syllabus

PROFESSOR:	Jennifer Ballard-Kang (Dr B-K)	SEMESTER:	Fall 2021
OFFICE:	Hathaway 212	CLASS TIME:	TBD
OFFICE PHONE:	502-597-6534	CLASSROOM:	TBD
E-MAIL:	jennifer.ballardkang@kysu.edu	OFFICE HOURS:	Tuesday 9:00-2:00 Thursday 12:00-5:00

I. COURSE DESCRIPTION AND RATIONALE:

This is an unpaid 200 hour per semester internship of educational experience under faculty supervision in an approved social service setting. Students work a minimum of 16 hours per week providing services to various client populations.

Prerequisite: Admission to the Social Work Program.

Prerequisite: All Social Work courses, excluding SOW 433, 434, 424, and 425, must be completed prior and student must receive approval of faculty

Co-requisite: SOW 423.

II. COURSE OBJECTIVES:

The objective of this course is to expose students to the social service network to gain experience in the broad range of micro, mezzo, and macro skills utilized in the delivery of social work services.

III. LEARNING OUTCOMES:

Competency 1: Demonstrate Ethical and Professional Behavior	
Behaviors:	Chapter in Textbook
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, 11, 12, 13, 14, 15, 16, 17
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	11, 12, 15, 16
Demonstrate professional demeanor in behavior, appearance and	2, 5, 11, 12, 15

oral, written, and electronic communication	
Use technology ethically and appropriately to facilitate practice outcomes	4, 12, 13
Use supervision and consultation to guide professional judgment and behavior	2, 3, 7, 13
Competency 2: Engage Diversity and Difference in Practice	
Behaviors:	Chapter in Text
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	5, 7, 8, 9, 10, 13, 17
Present themselves as learners and engage clients and constituencies as experts of their own experiences	2, 5, 10, 11, 14, 15, 16, 17
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	5, 8, 10, 11, 16
Competency 3: Advance Human Rights and Social, Economic and Environmental Justice	
Behaviors:	Chapter in Text
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	2, 6, 7, 8, 9, 10, 12, 13, 14, 17
Engage in practices that advance social, economic and environmental justice	6, 8, 9, 10, 11, 12, 13, 15, 16
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	
Behaviors:	Chapter in Text
Use practice experience and theory to inform scientific inquiry and research	2, 9, 11, 14, 15, 16
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	4, 9, 10, 14, 15
Competency 5: Engage in Policy Practice	
Behaviors:	Chapter in Text
Assess how social welfare and economic policies impact the delivery of and access to social services	6, 7, 8, 9, 10, 13, 14, 15, 17
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice	6, 7, 8, 9, 10, 13, 14, 15, 17
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	
Behaviors:	Chapter in Text
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	4, 5, 6, 7, 8, 9, 13, 14
Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies	4, 5, 8, 10, 14, 16
Competency 7: Assess Individuals, Families, Groups, Organizations and Communities	

Behaviors:	Chapter in Text
Collect and organize data and apply critical thinking to interpret information from clients and constituencies	5, 8, 10, 14
Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	8, 9, 10, 14
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	5, 7, 10, 14
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	2, 10, 14
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	
Behaviors:	Chapter in Text
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	10, 11, 14
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	6, 7, 8, 10, 14
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	5, 6, 8, 14
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	5, 6, 7, 8, 10, 14
Facilitate effective transitions and endings that advance mutually agreed-on goals	10, 14, 15
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	
Behaviors:	Chapter in Text
Select and use appropriate methods for evaluation of outcomes	10, 14, 15
Critically analyze, monitor, and evaluate intervention and program processes and outcomes	6, 10, 11, 14, 15
Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels	3, 7, 14, 15, 17

IV. REQUIRED TEXTS:

Garthwait, C. L. (2017). *The Social Work Practicum: A Guide and Workbook for Students (7th edition.)*

V. COURSE CALENDAR/SCHEDULE:

Before August 16, 2021 – Turn in Pre-Orientation documents (Proof of Insurance, Waiver of Liability)

Week 1 – August 16-20, 2021 – Begin Field Placement hours

Week 1—August 20, 2021 – Turn in Orientation documents (Work schedule, Agency Orientation Checklist)

Week 5- September 16-- Learning Objectives/Contract Due

Week 8– October 4-8, 2021 – Virtual midterm evaluations

Week 14 and 15- November 22-December 3, 2021 – Final Practicum evaluations

VI. EVALUATION PROCEDURES:

10 points – Liability insurance, Waiver of Liability, Student Work Schedule, Student Evaluation of Practicum

20 points – Signed Learning Objectives Contract submitted to Blackboard

10 points – Time Sheets turned in the first Thursday of September, October, November and December

30 points – Midterm Evaluation

30 points -- Final Evaluation

Assignments: All assignments must be submitted in Blackboard in a format compatible with Blackboard (Microsoft Word, pdf, etc.). If you don't have Microsoft Office on your computer, please watch the following video to download for free: <https://blackboardlist.com/how-to-install-microsoft-office-from/>

Learning Objectives Contract – This is a formalized *working* document written by the student to be signed by both the student and agency supervisor. The learning objectives contract will provide the overall structure for the placement, clarify the expectations of all involved, and provide a record of what you completed in this placement. This document must be signed by both the student and the agency supervisor. Students submit an Individualized Learning Contract within five weeks of the beginning of their field placement. Tasks and timeframes to meet objectives will be reviewed and revised as needed throughout both semesters of placement. The same form is to be used for the student's evaluations at midterm and final conferences of each semester. It is the student's responsibility to obtain all needed signatures, and maintain the original documents. Learning Objectives Contracts refer only to the current semester, so tasks and timeframes will vary from one semester to another. (Sample Contract template to be used can be found in the Field Education Manual). Learning Objectives (with signatures) will be submitted to Blackboard by the due date in the syllabus.

Field Placement Time Sheet – The Field Placement Time Sheet must be completed by the student daily to document the number of hours worked weekly at the agency site. The Agency supervisor must sign each weekly timesheet prior to submission. **A sample time sheet can be found in the Field Education Manual. Time sheets for the previous month should be turned in to the Instructor on the first Thursday of each month.**

Midterm and Final Practicum Evaluations -- Field Conferences, including the student, agency supervisor, and field instructor, will be conducted 2 times (MIDTERM and FINALS) during the semester to assess and evaluate the student and provide feedback for improvement. The evaluation form can be found in the Field Education Manual.

Grading scale:

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

50 - 59% = F

VII. COURSE SPECIFIC REQUIREMENTS, EXPECTATIONS, POLICIES:

Class Attendance:

Students are expected to attend the entire period of each class throughout the semester. The university attendance policy is described at: <https://kysu.edu/administration-governance/academic-affairs/registrar/class-attendance/> . Students with service related absences (military, on or off campus representation of the University, jury-duty) and excused absences (documented illness, documented illness or death of immediate family, court appearances, or university sponsored events/trips) should file documentation with the Dean of Student Leadership, Conduct, and Health in the Office of Student Engagement and Campus Life, housed in the Hill Student Center, Suite 320, Office 326. The Dean will file the documentation and email all instructors/professors related to the student absence. This office may be contacted at (502) 597-6283 or Pernella.Deams@kysu.edu .

For any excused absence, all make-up assignments must be completed within one week.

Student responsibilities:

- Meet with the field instructor/agency supervisor in weekly or biweekly supervision meetings. If an emergency arises, the intern must notify the instructor immediately; or as soon as possible.
- Be in attendance at the agency on days and times agreed upon by the student and field instructor. Notify instructor prior to or the start day of the practicum work day.
- Behave in a professional manner, including taking responsibility as an adult learner to understand and carry out assigned duties, meet all deadlines, and seek direction when needed.
- Attend mid-term and end of the semester conference with your instructor and your agency supervisor.
- Provide proof of malpractice insurance prior to starting your practicum.

Participation Policy: Devote the number of required hours (400 total/200 per semester) to the practicum.

Kentucky State University supports instructional uses of technology in the classroom for classroom-based purposes at the instructor's discretion and direction. (See student handbook for further detail).

VIII. BLACKBOARD:

Course Syllabus will be posted on the course Blackboard site:

[https://kysu.blackboard.com/webapps/portal/execute/tabs/tabAction?tab_group_id= 641](https://kysu.blackboard.com/webapps/portal/execute/tabs/tabAction?tab_group_id=641)

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For other tutorials over other KSU software systems (e.g. SafeAssign, Smarthinking, etc.):

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IX. ADDITIONAL RESOURCES:

Paul G Blazer Library

KSU Library main page: <https://kysu.edu/academics/library/>

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<https://kysu.edu/academics/university-college/ace/>

X. ACADEMIC HONESTY:

All students must conduct their studies at KSU honestly, ethically and in accordance with accepted standards of academic conduct. See Academic Honesty section of Standards Governing Student Conduct in the KSU Student Handbook (Section 1, pp. 13-15). **Cheating and plagiarism will result in a score of zero on that particular test or assignment and thus lowering of grade in the course.**

Cheating

Cheating is defined as the fraudulent or deceptive taking, giving, or presenting of any information or material with the intent of aiding oneself or another on any academic work which is considered in any way in the determination of a course grade.

Plagiarism

Plagiarism is the intentional or unintentional act of submitting the work of another as one's own. It includes the submission of the complete or partial work, or of the words, ideas, or format of another, published or unpublished, without appropriate reference and source credit. It includes employing or permitting another person to produce, alter, or revise material which the student submits as his or her own. If the student has any uncertainty regarding plagiarism in the submission of any material to his or her instructor, he or she should discuss the matter with the instructor prior to submission of the material.

Forgery

Forgery is falsely recording the signature of an advisor, instructor, or any university official on any official University academic document.

XI. NOTICE TO STUDENTS WITH DISABILITIES:

The mission of the Testing and Disability Services is to facilitate equal access to KSU's campus, programs, activities, and services, in accordance with federal and state regulations and University policies. We support this mission by applying eligibility guidelines and coordinating the delivery of appropriate accommodations so that students with disabilities can pursue their educational goals. Additionally, we promote greater disability awareness campus-wide. The University also provides reasonable accommodations to students and campus visitors with disabilities through Testing and Disability Services in Hathaway Hall room 107. Students with disabilities are invited to contact Dr. Phillip Clay (phillip.clay@kysu.edu) in the DRC at 502-597-6041 for information on eligibility, required documentation, and available services. Additional information concerning the DRC and accommodations can be found at <https://kysu.edu/academics/office-of-educational-support/disability-resource-center/disability-resources/>

XII. STATEMENT ON VETERANS AFFAIRS:

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XIII. MISSION STATEMENT:

The Objectives and Learning Outcomes of this course directly support the Mission of the University:

Kentucky State University is a public, comprehensive, historically black land-grant university committed to advancing the Commonwealth of Kentucky, enhancing society, and impacting individuals by providing quality teaching with a foundation in liberal studies, scholarly research, and public service to enable productive lives within the diverse global economy.

Student Acknowledgment of Receipt of Course Information

Read the syllabus and the Policies Governing Student Conduct described in the Kentucky State University Student Handbook and Miscellaneous Policies in the University Catalogue:

<https://kysu.edu/administration-governance/enrollment-management-and-student-engagement/student-handbook/>

<https://kysu.edu/administration-governance/academic-affairs/registrar/select-a-catalog/>

Then, type **exactly** what is written below in Statements (1) and (2), and **deliver this statement as instructed**; make sure “**Student Acknowledgment of Receipt of Course Information**” is on the subject line. Adding your name and student ID at the end of the statement will stand as your signature. I also agree to deliver this copy of the “Student Acknowledgment” form within two (2) weeks of the start of the semester. I understand that the policies contained within these documents apply directly to me and to all students in the class. I agree to abide by these policies, and recognize that not abiding by these policies could result in dismissal from this class and/or affect my standing as a student at KSU as described in the Policies Governing Student Conduct in Student Handbook and Miscellaneous Policies in the University Catalogue.

1) This statement acknowledges that: (A) I have received the course syllabus for _____, and (B) I have read the Policies Governing Student Conduct described in the Student Handbook and Miscellaneous Policies in the University Catalogue. I understand this statement will be printed and kept in my permanent file or be placed in my electronic Blackboard file for future reference.

2) I agree that I have read these documents before sending this email to my Instructor. I understand that the policies contained within these documents apply directly to me and to all students in the class. By sending this email I agree to abide by these policies, and recognize that not abiding by these policies could result in dismissal from this class and/or affect my standing as a student at KSU.

Student Name and ID number

Kentucky State University
College of Humanities, Business and Society
School of Social Work
Course: SOW-423
Course Title: Social Work Seminar I (3 credit hours)
Syllabus

PROFESSOR:	Jennifer Ballard-Kang (Dr B-K)	SEMESTER:	Fall 2021
OFFICE:	Hathaway 212	CLASS TIME:	Thursdays 5:00-7:30pm
OFFICE PHONE:	502-597-6534	CLASSROOM:	TBD
E-MAIL:	jennifer.ballardkang@kysu.edu	OFFICE HOURS:	Tuesday 9:00-2:00 Thursday 12:00-5:00

I. COURSE DESCRIPTION AND RATIONALE:

This seminar is an integrative skills course. It is designed to individualize each student's integrative learning and skill development through applying theoretical knowledge to field situations with clients. The seminar is a catalyst for integrating practice theories and foundation knowledge and for building generic as well as specific skills needed to intervene directly with client systems and/or with other systems in a problem solving process. Processing learning experiences in the field agency and connecting them with the theoretical perspectives from practice courses will be the basic tasks for each seminar session.

Prerequisite: Consent of faculty

Co-requisite: SOW 422.

II. COURSE OBJECTIVES:

The objective of this course is to provide content to assist students to make the necessary connections between the classroom and practice through a hands-on format designed to engage, to provoke thought, and to enhance learning by effectively breaking down the practice experience into its respective components of skills and knowledge in a manner that students can grasp.

III. LEARNING OUTCOMES:

Competency 1: Demonstrate Ethical and Professional Behavior	
Behaviors:	Chapter in Textbook
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	1, 11, 12, 13, 14, 15, 16, 17

context	
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	11, 12, 15, 16
Demonstrate professional demeanor in behavior, appearance and oral, written, and electronic communication	2, 5, 11, 12, 15
Use technology ethically and appropriately to facilitate practice outcomes	4, 12, 13
Use supervision and consultation to guide professional judgment and behavior	2, 3, 7, 13
Competency 2: Engage Diversity and Difference in Practice	
Behaviors:	Chapter in Text
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	5, 7, 8, 9, 10, 13, 17
Present themselves as learners and engage clients and constituencies as experts of their own experiences	2, 5, 10, 11, 14, 15, 16, 17
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	5, 8, 10, 11, 16
Competency 3: Advance Human Rights and Social, Economic and Environmental Justice	
Behaviors:	Chapter in Text
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	2, 6, 7, 8, ,9, 10, 12, 13, 14, 17
Engage in practices that advance social, economic and environmental justice	6, 8, 9, 10, 11, 12, 13, 15, 16
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	
Behaviors:	Chapter in Text
Use practice experience and theory to inform scientific inquiry and research	2, 9, 11, 14, 15, 16
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	4, 9, 10, 14, 15
Competency 5: Engage in Policy Practice	
Behaviors:	Chapter in Text
Assess how social welfare and economic policies impact the delivery of and access to social services	6, 7, 8, ,9 10, 13, 14, 15, 17
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice	6, 7, 8, 9, 10, 13, 14, 15, 17
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	

Behaviors:	Chapter in Text
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	4, 5, 6, 7, 8, 9, 13, 14
Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies	4, 5, 8, 10, 14, 16
Competency 7: Assess Individuals, Families, Groups, Organizations and Communities	
Behaviors:	Chapter in Text
Collect and organize data and apply critical thinking to interpret information from clients and constituencies	5, 8, 10, 14
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	8, 9, 10, 14
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	5, 7, 10, 14
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	2, 10, 14
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	
Behaviors:	Chapter in Text
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	10, 11, 14
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	6, 7, 8, 10, 14
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	5, 6, 8, 14
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	5, 6, 7, 8, 10, 14
Facilitate effective transitions and endings that advance mutually agreed-on goals	10, 14, 15
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	
Behaviors:	Chapter in Text
Select and use appropriate methods for evaluation of outcomes	10, 14, 15
Critically analyze, monitor, and evaluate intervention and program processes and outcomes	6, 10, 11, 14, 15
Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels	3, 7, 14, 15, 17

IV. REQUIRED TEXTS: Garthwait, C. L. (2017). *The Social Work Practicum: A Guide and Workbook for Students (7th edition.)*

V. COURSE CALENDAR/SCHEDULE:

- 8/19/21 **Field Orientation- Overview of the Course and Expectations**
Placement Discussions and Course Mechanics
Applications for Degree will be completed for those who plan to graduate this fall.
ASSIGNMENTS DUE: Proof of insurance, waiver of liability, student work schedule, orientation checklist
- 8/26/21 Read and discuss **Chapter 1**
All students should have logged some practicum hours by the end of this week!
ASSIGNMENTS DUE: Journal #1 due Wednesday, August 25 by midnight
- 9/2/21 Read and discuss **Chapter 2**
ASSIGNMENTS DUE: Journal #2 due Wednesday September 1 by midnight.
- 9/9/21 Read and discuss **Chapter 3**
ASSIGNMENTS DUE: Journal #3 due Wednesday September 8 by midnight.
- 9/16/21 Read and discuss **Chapter 4**
ASSIGNMENTS DUE: Journal #4 due Wednesday September 15 by midnight.
- 9/23/21 Read and discuss **Chapter 5**
Discuss requirements for Agency Paper/Presentation
ASSIGNMENTS DUE: Journal #5 due Wednesday, September 22 by midnight.
- 9/30/21 Read and discuss **Chapter 6**
Review requirements for Agency Paper/Presentations
ASSIGNMENTS DUE: Journal #6 due Wednesday, September 29 by midnight.
- 10/7/21 **Agency Presentations**
ASSIGNMENTS DUE: Agency Paper submitted to Blackboard by Wednesday, October 6 at midnight. Agency Presentation powerpoint submitted to Blackboard by October 7 at 5:00 pm.
- 10/14/21 Read and discuss **Chapter 7**
Discuss requirement for Capstone Proposal Paper
ASSIGNMENTS DUE: Journal #7 due Wednesday, October 14 by midnight.
- 10/21/21 **QPR TRAINING**
Read and discuss **Chapter 8**
ASSIGNMENTS DUE: Journal #8 due Wednesday, October 21 by midnight.

- 10/28/21 Read and discuss **Chapter 9**
ASSIGNMENTS DUE: Journal #9 due Wednesday, October 28 by midnight.
- 11/4/21 NO ON-CAMPUS MEETING--Dr. BK out of town at CSWE APM
 Watch video and work on capstone project proposal literature review.
ASSIGNMENTS DUE: Journal #10 due Wednesday, November 4 at midnight.
- 11/11/21 Virtual working session for capstone project proposals
ASSIGNMENTS DUE: Capstone Project Paper draft brought to class.
- 11/18/21 **Peer review of Capstone Project Proposals**
 Schedule final practicum evaluations for week of November 29-December 3.
ASSIGNMENTS DUE: Capstone Project Proposal submitted to Blackboard by
 Wednesday, November 17 at midnight.
- 11/25/21 **No class—Thanksgiving holiday**
- 11/29-12/3 **Final practicum evaluations** will take place virtually November 29-December 3.
***The instructor reserves the right to make changes to (delete, add, or modify) this Syllabus as the semester progresses.**

VI. EVALUATION PROCEDURES:

Class performance depends on demonstrated responsibility in reading the required text, assigned presentations, journal documentation and discussions of your internship; therefore, it is important to read chapters prior to class as you will be graded on the quality of your contributions to class discussions. Assignments will be graded within a week of the submission date. It is the student's responsibility to keep up with his/her progress throughout the course of the semester.

100 Point Grading System

- 10 = Class Attendance
- 10= Participation
- 20 = Field Journal Entries (submitted to Blackboard)
- 20= Capstone Project Proposal (submitted to Blackboard)
- 10 = Peer review of capstone project proposal
- 15= Agency Paper (submitted to Blackboard)
- 15=Agency Presentation

Capstone Project Proposal - During this semester (fall semester), students shall prepare a written capstone project proposal for approval. During the spring semester, students will complete the capstone project benefiting an agency and/or community. This project can be broad or limited in scope and should carry out what was outlined in the proposal that was approved by the Instructor in the fall semester. This APA-formatted proposal should be 6-8 pages, including a problem statement, literature review, methodology and timeline.

Agency Paper and Presentation – This is a 4-5 page, APA-formatted written paper and oral presentation. Once the student has had an opportunity to learn about the agency of their respective practicum, a presentation will be given in front of the class and a paper submitted to Blackboard. To assist peers in learning more about each other’s resource, include the following in each assignment.

1. The mission of the agency is.....
2. The purpose of the unit/service program is.....
3. The main focus of a social worker here is
4. The social worker’s purpose in this task is.....
5. The population served at this agency...
6. How does the mission of this agency align with social work values?

Field Journal – (10 Assignments, each due on the Wednesday before class by midnight) The Field Journal is used to document intellectual behaviors, and additional experience and the student’s reactions to these experiences. It is a tool the student uses to engage in reflection and self-evaluation, make connections between classroom and field learning and identify barriers to professional growth and development. The purpose of keeping a journal is to help you reflect on your learning in the field.

Grading Scale:

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 59 and below = F

VII. COURSE SPECIFIC REQUIREMENTS, EXPECTATIONS, POLICIES:

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Student responsibilities:

1. Class attendance and participation is required.
2. Complete weekly reading assignments by the date specified.

3. Complete assignments by the date specified. Late work will be accepted but points will be deducted for every day late.
4. Adhere to the professional standards regarding class behavior. It is expected that everyone will demonstrate respect and proper classroom etiquette.
5. All assignments should be written in APA format using Microsoft Office products (Words, Powerpoint). If you don't have Microsoft Office on your computer, please follow these instructions to download for free: <https://blackboardlist.com/how-to-install-microsoft-office-from/>

Participation Policy: Students are expected to participate in discussions during class and should have their cameras turned on for any virtual class sessions.

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Student Name and ID number

Kentucky State University BSW Practicum Student Agreement and Liability Waiver

Kentucky State University social work major students who wish to participate in a practicum for which they will receive academic credit or which is associated in any way with Kentucky State University must read, understand, and sign the following. Please contact the Director of Field Education with any questions.

This is a release of legal rights. Read and understand before signing.

"Kentucky State University" is understood to refer to the President and Trustees of Kentucky State University and its officers, employees, agents, and instructors.

I have been offered the opportunity to participate in two semesters of the social work field education program (also referred to as social work practicum) affiliated with Kentucky State University. I accept my admission to the program and agree to the following:

1. Community Standards. I must abide by the Kentucky State University Standards as well as all applicable Kentucky State University policies, rules, and regulations while participating in the program and I may be subject to disciplinary action for violations of those policies.
2. Facility Procedures. I will abide by the policies and procedures of the facility that is providing my social work practicum opportunity. I understand that I must act in a professional manner at all times. I am also, if applicable, subject to the disciplinary processes of the facility.
3. Withdrawal. If I withdraw from the practicum placement after accepting admission, I understand that I must do so in a manner that is professionally responsible and considerate of the operations of the facility. I also understand that I will forfeit any credit hours that I would have earned if I had not withdrawn from the program, and, if I withdraw after the refund deadline, I will also forfeit any tuition cost associated with the practicum.
4. Dismissal. If my behavior gives my supervisor or sponsoring faculty member reasonable cause to believe that my continued participation in the practicum poses a danger to the health or safety of persons or property, or impedes, disrupts, or obstructs the school's operations in any way, I will be immediately dismissed. I will forfeit any course credit hours I would have earned if I had not been dismissed from the practicum, and, if I am dismissed after the refund deadline, I will also forfeit any associated tuition costs.
5. Background Check. I understand that I must cooperate with the internship facility if it requires a background check on practicum students. I understand that the facility will use the results of such check to determine my eligibility for the program. Kentucky State University is not responsible for performing background checks.
6. Liability Insurance. I certify that I have current, valid student liability insurance coverage that begins on or prior to the first day of my practicum. Upon request by the facility or by Kentucky State University, I will submit to the facility written evidence of such coverage.
7. Immunization Records. If my practicum is at a medical facility that requires interns to have received certain immunizations and/or exposure tests before the beginning of my

internship, I will forward written evidence of such immunizations and/or exposure tests upon the request of the facility or the University.

8. Patient Privacy. If my practicum is at a medical or mental health facility, I will comply with the privacy provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and with the facility's related policies and procedures. I will safeguard "protected health information" by not repeating, relaying, or otherwise sharing any information about any patient I encounter, except as it may be necessary to share such information with other professionals at the facility or with sponsoring faculty members. I understand that it is never appropriate to share such information with individuals who are not directly involved in my internship program; this includes not revealing a patient's name or other identifying information. If I violate patient privacy in any way, even by accident, I will immediately notify my supervisor.
9. Health and Safety. I will abide by the health and safety guidelines issued by federal, state, and local authorities, as well as any requirements of the facility. I have read the guidance from the CDC and the Commonwealth of Kentucky (or the state in which the practicum is located) pertaining to COVID-19 and will exercise great care to protect myself and the people around me. Such protective measures include: wearing a face mask or other personal protective equipment, maintaining at least six feet (or other required minimum) from other people, washing or sanitizing my hands often, and ensuring the cleanliness of my immediate work space. I will immediately notify my supervisor of any concerns I have regarding the health and safety of my workspace.
10. Risks. I understand that participation in social work field education may subject me to risks not found in study at Kentucky State University that could result in illness, injury, and even death. Such risks include, but are not limited to, those associated with traveling to and from the facility; different standards of health, safety, maintenance of buildings, public places and conveyances; and increased crime and pollution. Kentucky State University's evaluation of the practicum is based solely on its experiential and mission-related merits; Kentucky State University does not represent or act as an agent for, and cannot control the acts or omissions of, anyone associated with the practicum. Kentucky State University is not responsible for matters that are beyond its control, and cannot warrant the safety or convenience of the circumstances under which I will be working or traveling. I understand that I must independently evaluate whether the practicum will take place in a safe and secure environment by my own personal standards. It is my responsibility to take every precaution to safeguard my health and personal belongings from damage or theft. At no time should I enter or remain in a space that does not meet my standards of safety and security.
11. Liability Waiver. Having made my own investigation into and assessment of the risks described above, I agree, on behalf of my family, heirs and personal representative(s), to knowingly and willingly assume all the risks and responsibilities associated with my participation in the social work practicum. To the maximum extent permitted by law, I release, hold harmless and agree to indemnify Kentucky State University and its officers, directors, faculty, staff, representatives, employees and agents, from and against any present or future claim, loss or liability for injury to person or property which I may suffer, or for which I may be liable to any other person, related to my participation in the practicum (including periods in transit to or from my destination), resulting from any cause, including but not limited to ordinary negligence, gross negligence, or willful acts.
12. Voluntary participation. I have chosen to undertake the Social Work Field Education Program voluntarily. Although participation in the practicum may be required in order to

obtain a professional license or meet the requirements of an academic program, I was not required to participate in the internship as a condition of receiving a degree from Kentucky State University.

13. Governing Law. Any dispute arising from this Agreement will be determined according to Kentucky law.

I acknowledge that I have had an opportunity to ask questions about the terms of this agreement. I have read and understand the document, I accept its terms, and I sign it knowingly and voluntarily. I also understand that if I am a financial dependent for financial aid purposes, Kentucky State University may provide a copy of this form to the parent(s) or guardian(s) claiming me as such. I understand and agree that this document reflects the entire understanding of the parties and that no oral or written representations can or will alter the contents of this document.

In signing this document, I certify that I am at least 18 years old. If I am under the age of 18, my parent or guardian will sign on my behalf.

Student Signature

Date

**KENTUCKY STATE UNIVERSITY
SOCIAL WORK PROGRAM
STUDENT CONTRACT FOR FIELD PLACEMENT**

1. I agree to spend a minimum of 16 hours weekly at _____ beginning _____.
(Agency name)
2. I understand that in the course of my work I have access to confidential information and that I am required to keep this information confidential and will not disclose any such information unless authorized to do so by the Agency Field supervisor.
3. I agree to contact my Agency supervisor to discuss any absences and to make up those hours if necessary in order to complete the 200 hours per semester.
4. I agree to attend and participate in all Seminars and turn in written assignments timely.
5. I agree to treat my field placement in a responsible manner and be open to supervision.
6. I agree to participate during the mid-term and final agency evaluation. I understand that the University field education director will assign my final grade. The grade will be determined with input from the agency field supervisor regarding agency work, evaluation of course assignments, adherence to *NASW Code of Ethics*, and my demonstrated ability to work within the role of a student intern in field placement.
7. Other agreements: _____

The following is my weekly schedule of hours:

MONDAY _____ TUESDAY _____ WEDNESDAY _____
THURSDAY _____ FRIDAY _____ SATURDAY _____
SUNDAY _____

Student Signature

Date

Agency Supervisor Signature

Date

Original to KYSU/copies to agency and student

**KENTUCKY STATE UNIVERSITY
SOCIAL WORK PRACTICUM
AGENCY ORIENTATION CHECKLIST
(supervisor initials when discussed)**

Office Procedures: Lunch and breaks, dress, parking, requirements for signing in and out, use of telephone and other technology. _____

Confidentiality Policy: Unique to agency-make no assumptions. _____

Specific Recording requirements: Provide copies of outlines for intakes, social history, and all other required reports, discuss frequency and style; include title students are to use during placement. _____

Description of Agency and Clientele Served: History, funding sources, types of people served and their primary needs – overview of a typical day, organizational chart, staff, and their roles. _____

Introduction to **Clerical and Support Staff.** _____

Introduction to **Clerical and Record Keeping System.** _____

Arrange for **administrative** persons to meet with field student(s). _____

Orient to selected **community resources.** _____

Abbreviations, **terminology specific** to agency. _____

List of **suggested readings** – provide bibliography. _____

Safety Procedures (i.e. COVID-19 precautions, when to dial 911, emergency exits). _____

Each student should have **access to following** reference materials:

- A. interagency and community phone directories _____
- B. agency procedure manual _____
- C. special reference book specific to agency _____

Copies of **key memos** covering resources and policies that update existing manuals. _____

Map of agency, city, or county. _____

Schedule sessions with students on a regular basis. _____

Discuss with students your expectations/**supervision style.** _____

Conduct a session to **identify gaps** between what student knows and what is still needed. _____

Examine the course syllabi to identify any knowledge gaps you may need to fill _____

**KENTUCKY STATE UNIVERSITY
SOCIAL WORK PROGRAM
FIELD PLACEMENT TIME SHEET**

Student _____ Agency _____

Week beginning _____ (Day/Date) and ending _____ (Day/Date)

Day/ Date	Time in	Time out	Activities	Supervisor Initials	Daily Hours	Cumulative Hours
						Previous week cumulative total hrs:
					Week Total:	Cumulative Total:

***Attach additional pages or write notes on the reverse side if needed.**

**KENTUCKY STATE UNIVERSITY
SOW 422/424 SOCIAL WORK FIELD INSTRUCTION
JOURNAL LOG**

Today's Date _____

Week Ending _____

Name: _____

A journal must be completed each week the student spends at their practicum. Journals will be turned in online, but students may want to write their thoughts down on paper.

- A. List specific tasks and activities you have been involved in this week.

- B. Process your learning: reflect on observations, discuss skills utilized, describe insights gained, shared thoughts and feelings about work today. Also, make connections between course content (especially social work courses) and agency work.

- C. Discuss progress toward learning goals: identify the learning goal you are working on (be specific), and explain in detail progress made today.

Holistic Practicum Safety Assessment

Please circle the response that most reflects your current feelings:

I feel physically safe at my practicum

Strongly Disagree Disagree Agree Strongly Agree

I feel emotionally supported at my practicum

Strongly Disagree Disagree Agree Strongly Agree

I feel culturally respected at my practicum

Strongly Disagree Disagree Agree Strongly Agree

Kentucky State University
 Social Work Program
 Practicum Student Learning Agreement
 Fall/Spring 2021-22

Student Name:

Agency:

Agency Supervisor:

Semester:

Instructions: Using this template, create one learning objective for this semester for each of the nine social work competencies. Feel free to include as many pages as necessary to write all of your learning objectives. These learning objectives should be shown to your agency supervisor and revised as necessary based on his/her feedback. At the end of the semester, students will be evaluated by the agency supervisor on their learning and performance.

Remember to use **SMART** goals: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-specific

NOTE: You must create at least one objective focused on each of the following system levels: individuals, families, groups, organizations, communities.

CSWE Competency	SMART Learning Objective related to social work competency (I will...)	System Level	Deadline (date)	Approved (supervis or initials)
Competency 1				
Competency 2				
Competency 3				
Competency 4				
Competency 5				
Learning Objectives 6-9 must involve practice with actual clients and/or constituencies				
Competency 6				
Competency 7				
Competency 8				
Competency 9				

**KENTUCKY STATE UNIVERSITY
PROGRAM OF SOCIAL WORK**

How to write Learning Objectives

I. What is a learning Objective?

- A. It is “an instinct communicated by a statement describing a proposed change in a learner – a statement about what the learner is to be like when s/he has successfully completed a learning experience.” Robert Mager
- B. It is a description “... (Of) an observable behavior of the learner or product which is a consequence of learner behavior.” E. James Popham
- C. It is “...the results in the learner wishes to achieve based on his learning-needs, course objectives and the learning resources available.” Dr. Betty Kirlin

II. Functions of Learning Objectives

A. Guiding your Educational Experience

For the present, the learning objectives will serve as a guide for your learning experience this semester, reflecting your needs and goals. They will help you develop not only your educational goals but your professional goals as well. More important to you as a student, the learning objectives will serve as a written statement of the expectations for the learning experience by not only yourself but the Social Work Instructor and your Agency Supervisor. Finally, the objectives will help serve as a measure to evaluate your performance.

B. Developing Your Professional Skills

By learning to write objectives you will also be developing skills that are important in the profession. These skills can later be transferred to developing expertise in problem solving, program development and evaluation leadership, grant writing, etc. The development of learning objectives calls upon knowledge and skills essential to the field of social work. Those which are required to complete the task are data collection, data assessment, planning, organization and the ability to clearly express objectives which are “achievable and measurable.”

III. Writing Learning (Behavioral) Objectives

- A. **Identify your objectives** (goal/end product).
 - 1. What do you want?
 - 2. What is the aim, the focus?
 - 3. Is your intent real or a passing fancy?
 - 4. What are the objectives of the syllabus? Of the instructor? The Agency?

5. Is the objective relevant? Feasible?

B. Identify and describe the methods (task/behaviors) necessary to accomplish your objectives.

1. What are you supposed to do?
2. How are you going to focus your energies so you will have an outcome?
3. What is the action event or product produced?
4. In identifying the task/behavior, use specific action verbs with few interpretations, such as to identify, to record, to list, to construct, to speak, to write, to compare, etc. AVOID vague, nebulous terms (i.e. to learn, to work with, to help, to familiarize, to know, to appreciate, etc.)
5. Are there any special conditions related to the task/behavior? This includes restrictions and limitations (i.e. given, with the aid of, in the absence of or under the circumstances)
6. Will the objectives be time-limited? (i.e. in the first 4 weeks, by mid-term, by the end of the semester.)
7. Are there geographic limitations?
8. Is there a need to specify the number of times an objective will be done? (i.e. one case, five interviews, two visits)
9. The working of the objective should be succinct, clear and precise.

C. Describe the basis for evaluating your performance.

1. How will you know if the objective has been achieved?
2. Will the means of evaluation be apparent to just you or will it be apparent to others? (The latter is important)
3. What will be the criteria for evaluating the performance? (i.e. the evidence)
4. Do you have various levels of proficiency?
5. Examples of methods of evaluations are:
Recordings in logs, oral or written exams, papers, projects, presentation, etc. – Be creative, but reasonable. Remember, you are devising your own personal evaluation system.

IV. Example of learning objective:

1. **What do you want to do?:**
I want to develop interviewing skills such as listening, observing, attending, giving information and providing feedback.

SMART Learning Objective:

The student will read appropriate articles in order to acquire a knowledge base of interviewing techniques. The student will observe at least three interviews by agency personnel. The student will then conduct five interviews with clients. The student will write a process recording of one interview (or audio recording or video recording). The process recording will be reviewed by the Social Work Instructor/Supervisor who will provide feedback to the student on the quality of the interview.

**KENTUCKY STATE UNIVERSITY
OFFICE OF FIELD EDUCATION**

**Practicum Midterm Evaluation Form
SOW 422/424**

Academic Semester and Year: _____ Total Number of Hours: _____

Student Name: _____

Agency Name: _____

Agency Supervisor (individual completing this form): _____

Practicum student's primary duties and responsibilities: (Briefly describe the learning experiences the student completed thus far in the semester.)

This form should be completed twice, once at mid-term of the semester and once at the end of the semester.

Using this scale, please rate the student's performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior.

NA = No opportunity to observe the competency behavior

1 = Rarely if ever meets requirements of the competency/behavior

2 = Sometimes meets requirements of the competency/behavior

3 = Consistently meets requirements of the competency/behavior

4 = Consistently meets and sometimes exceeds requirements of the competency/behavior

5 = Consistently exceeds requirements of the competency/behavior

Competency #1: Demonstrate ethical and professional behavior

1. Make ethical decision by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	1	2	3	4	5	N/A
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1	2	3	4	5	N/A
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	1	2	3	4	5	N/A
4. Use technology ethically and appropriately to facilitate practice outcomes.	1	2	3	4	5	N/A
5. Use supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #1						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Competency #2: Engage diversity and difference in practice

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.	1	2	3	4	5	N/A
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	1	2	3	4	5	N/A
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #2						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Competency #3: Advance human rights and social, economic, and environmental justice

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1	2	3	4	5	N/A
2. Engage in practices that advance social, economic, and environmental justice.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #3						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

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

1. Use practice experience and theory to inform scientific inquiry and research	1	2	3	4	5	N/A
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1	2	3	4	5	N/A
3. Use and translate research evidence to inform and improve practice, policy, and service delivery	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #4						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Competency #5: Engage in Policy Practice

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	1	2	3	4	5	N/A
2. Assess how social welfare and economic policies impact the delivery of and access to social services.	1	2	3	4	5	N/A
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #5						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Competency #6: Engage with individuals, families, groups, organizations, and communities

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1	2	3	4	5	N/A
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #6						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Competency #7: Assess with individuals, families, groups, organizations, and communities

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1	2	3	4	5	N/A
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.	1	2	3	4	5	N/A
3. Develop mutually agreed-on interventional goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	1	2	3	4	5	N/A
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #7						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Competency #8: Intervene with individuals, families, groups, organizations, and communities
--

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	2	3	4	5	N/A
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	2	3	4	5	N/A
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1	2	3	4	5	N/A
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	1	2	3	4	5	N/A
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #8						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Competency #9: Evaluate with individuals, families, groups, organizations, and communities

1. Select and use appropriate methods for evaluation of outcomes.	1	2	3	4	5	N/A
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in evaluation of outcomes.	1	2	3	4	5	N/A
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1	2	3	4	5	N/A
4. Apply evaluation finding to improve practice effectiveness at the micro, mezzo, and macro levels.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #9						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Overall Midterm Evaluation

Student Practicum Hours Completed at Midterm: _____

Overall Midterm Evaluation at Midterm					
Please rate the student’s overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5

Summary of Student’s Strengths at Midterm:

Areas for Improvement at Midterm:

_____ Date: _____
Agency Field Supervisor Signature

_____ Date: _____
Practicum Student Signature

_____ Date: _____
Faculty Field Instructor Signature

Student Comments: (If you disagree with or wish to provide any explanatory information related to any aspect of this evaluation, please state this here.):

**KENTUCKY STATE UNIVERSITY
OFFICE OF FIELD EDUCATION**

**Practicum Final Evaluation Form
SOW 422/424**

Academic Semester and Year: _____ Total Number of Hours: _____

Student Name: _____

Agency Name: _____

Agency Supervisor (individual completing this form): _____

Practicum student's primary duties and responsibilities: (Briefly describe the learning experiences the student completed thus far in the semester.)

This form should be completed twice, once at mid-term of the semester and once at the end of the semester.

Using this scale, please rate the student's performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior.

NA = No opportunity to observe the competency behavior

1 = Rarely if ever meets requirements of the competency/behavior

2 = Sometimes meets requirements of the competency/behavior

3 = Consistently meets requirements of the competency/behavior

4 = Consistently meets and sometimes exceeds requirements of the competency/behavior

5 = Consistently exceeds requirements of the competency/behavior

1. Make ethical decision by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	1	2	3	4	5	N/A
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1	2	3	4	5	N/A
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	1	2	3	4	5	N/A
4. Use technology ethically and appropriately to facilitate practice outcomes.	1	2	3	4	5	N/A
5. Use supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #1						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Competency #2: Engage diversity and difference in practice

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.	1	2	3	4	5	N/A
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	1	2	3	4	5	N/A
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #2						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Competency #3: Advance human rights and social, economic, and environmental justice
--

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1	2	3	4	5	N/A
2. Engage in practices that advance social, economic, and environmental justice.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #3						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

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

1. Use practice experience and theory to inform scientific inquiry and research	1	2	3	4	5	N/A
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1	2	3	4	5	N/A
3. Use and translate research evidence to inform and improve practice, policy, and service delivery	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #4						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Competency #5: Engage in Policy Practice

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	1	2	3	4	5	N/A
2. Assess how social welfare and economic policies impact the delivery of and access to social services.	1	2	3	4	5	N/A
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #5						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Competency #6: Engage with individuals, families, groups, organizations, and communities

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1	2	3	4	5	N/A
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #6						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Competency #7: Assess with individuals, families, groups, organizations, and communities

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1	2	3	4	5	N/A
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.	1	2	3	4	5	N/A
3. Develop mutually agreed-on interventional goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	1	2	3	4	5	N/A
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #7						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Competency #8: Intervene with individuals, families, groups, organizations, and communities

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	2	3	4	5	N/A
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	2	3	4	5	N/A
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1	2	3	4	5	N/A
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	1	2	3	4	5	N/A
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #8						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Competency #9: Evaluate with individuals, families, groups, organizations, and communities

1. Select and use appropriate methods for evaluation of outcomes.	1	2	3	4	5	N/A
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in evaluation of outcomes.	1	2	3	4	5	N/A
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1	2	3	4	5	N/A
4. Apply evaluation finding to improve practice effectiveness at the micro, mezzo, and macro levels.	1	2	3	4	5	N/A

Overall Midterm Evaluation of Competency #9						
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5	N/A

Overall Final Practicum Evaluation

Student Practicum Hours Completed for the entire semester: _____

Overall Final Practicum Evaluation					
Please rate the student's overall performance based on their ability to demonstrate the knowledge, values, skills and cognitive/affective processes necessary to perform the competency/behavior	1	2	3	4	5

Summary of the student's strengths over the course of semester:

Areas for continued improvement:

_____ Date: _____
Agency Field Supervisor Signature

_____ Date: _____
Practicum Student Signature

_____ Date: _____
Faculty Field Instructor Signature

Student Comments: (If you disagree with or wish to provide any explanatory information related to any aspect of this evaluation, please state this here.):

4. Does your agency employ BSW or MSW social workers?

_____ Yes _____ No

5. Are you willing to assign a BSW or MSW social worker as a Field Instructor? _____ Yes _____ No _____ Would like more information

6. Will your agency reimburse the student for any traveling done in connection with student work assignments? (students are not allowed to transport clients in student vehicle or agency vehicle) _____ Yes _____ No

7. Is your agency able to offer a stipend to practicum students?

_____ Yes _____ No

Please return this form with a copy of any printed information, brochures, annual reports, etc. on your services that students may review to gain a better understanding of your program.

**KENTUCKY STATE UNIVERSITY
PROGRAM OF SOCIAL WORK
AGENCY AFFILIATION AGREEMENT**

This contract is entered into by the **Kentucky State University Social Work Program**, hereinafter referred to as the “Program” and the _____, herein referred to as the “Agency” for the purpose of establishing an educational program of field instruction for social work students enrolled in the Program, under the guidance and instruction of Agency practitioners.

It is hereto agreed that:

1. There will be mutual agreement between the Program and the Agency in the selection of students for placement. Students will be assigned without respect to race, ethnic origin, gender, sexual orientation, age, religion or disability. Selections will be made on the basis of suitability of the Agency’s program to meet educational needs, and on the student’s ability to meet the Agency’s basic requirements. The Agency reserves the right to determine the number of students that may be placed, dependent upon space, instructional time available, and client population.
2. The student’s qualifications and educational objectives will be considered by the student, Field instructor, and Field Coordinator early in the placement to ensure agreed upon objectives for the educational experience. Information regarding specific difficulties and special needs will be mutually shared as permitted by law.
3. The student will be provided the opportunity to participate in overall agency program and activities as appropriate to educational needs, educational preparation, practice competence, and skill development. Students will be provided with in-person generalist social work practice opportunities, including opportunities to demonstrate social work competencies with individuals, families, groups, organizations, and communities.
4. The agency will appoint appropriate personnel to serve as field instructors on the basis of such qualifications as the Program determines for these positions. The Agency accepts its responsibility in maintaining an educational program of quality, including the provision for adequate instruction and supervisory time.
5. The Agency will permit student use of facilities necessary for successful completion of assignments, including office space, access to a telephone, office supplies, access to client, and agency records appropriate to the learning experience.

6. The withdrawal of a student from the Agency for reasons of health, performance, or other reasonable cause will be preceded by a process of discussion and negotiation between the student, Field Instructor, and Field Coordinator.

7. The student is expected to follow the University calendar regarding holidays, spring break, and exam schedules. Other holidays observed by the Agency will be observed by the student.

8. It is understood that the student is not considered an employee of the Agency, and therefore not be eligible for fringe benefits.

9. The Field Instructor will submit progress reports and/or evaluation summaries as required by the Program. Liaison visits to the Agency by the Field Coordinator will be arranged no less than twice a semester and at such other times as may be necessary.

10. This agreement shall be in effect subject to annual review and revision by the program and Agency. The agreement may be terminated by either the Program or the Agency by the submission of a 30 day written notice of the intent to terminate.

Agency Director/Supervisor

Date

Field Director

Date

President, Kentucky State University

Date

**KENTUCKY STATE UNIVERSITY
SOCIAL WORK PROGRAM
FIELD AGENCY INSTRUCTOR ORIENTATION CHECKLIST**

Agency Supervisor: _____

Agency: _____

Date: _____

-
1. Clarifying Field Instructor/Liaison Role:

 2. Ensuring In-person Generalist Practice Opportunities across Systems (individuals, families, groups, organizations, and communities)

 3. Establishing Supervision Time:

 4. Completing Evaluations:

 5. Conducting Site Visits:

 6. Ensuring Student Safety/COVID-19 Precautions:

 7. Addressing Practicum Problems:

 8. Establishing Required Minimum Hours:

 9. Understanding Relationship between Seminar and Practicum:

 10. Reviewing Required Assignments:

 11. Verifying Professional License/Degree:

Field Training Completed (Initial): _____

Field Manual Given (Initial): _____

**KENTUCKY STATE UNIVERSITY
SOCIAL WORK PROGRAM
AGENCY FIELD INSTRUCTOR EVALUATION**

Agency Supervisor Name: _____

Date: _____

Name of Agency: _____ **Student's Name** _____

1. Was your experience as a Agency Field Instructor positive? Did you experience any problems during the placement of the student? If so, please identify these problem areas.

2. How would you evaluate the student placement process? Was your contact with the Field Director sufficient? Were all your questions answered?

3. Did the faculty liaison maintain adequate contact with you during the time the student was placed with your agency? Did you feel comfortable contacting the Faculty Liaison if needed? Would you have benefited from more contact with the Faculty Liaison?

4. If any problems occurred during the placement, were the Field Director and/or the Faculty Liaison helpful in resolving the conflict?

5. Do you have any additional comments or questions? Please take this opportunity to make any suggestions for changes that you feel would be beneficial in the Field Placement Process.

5. Evaluate the field instructor supervisory process. Was your supervisor regularly available to you? Did your field instructor help you achieve your learning objectives?
6. Would you recommend this agency to other students? (Circle one)
- Yes, without a doubt Yes, but some changes needed Definitely Not
7. What recommendations would you make for improving this placement site for future field students?
8. Has your practicum affirmed your career/educational plans? If not, describe how they are now altered?
9. Additional comments.

TERMINATION POLICIES AND PROCEDURES

The Kentucky State University Program of Social Work is a professional social work program accredited by the Council on Social Work Education. As such, it is interested in promoting professionalism in the social work field and providing quality services to future clients. The termination process of Kentucky State University Program of Social Work is designed to ensure that those individuals who graduate from the program meet the requirements of an entry-level professional social worker.

Termination for the Program of Social Work

Students may be terminated for the Kentucky State University Program of Social work if, in the professional judgment of the social work faculty, violations of academic professional, and/or ethical codes have occurred. These violations may include but are not limited to:

Academic Reasons for Termination

1. Failure to meet or maintain the academic grade point requirements of 2.2 on a 4.0 scale as established by the university and the Program of Social Work.
2. Failure to meet the guidelines outlined in the admissions letter.
3. Academic cheating, lying, or plagiarism in any social work course, including Field Practica.

Non-academic Reasons for Termination

Students may be terminated from the program for non-academic reasons any time after admission. The decision to terminate a student from the program is a serious one made collectively by social work faculty serving on the Admissions and Retention Committee. Non-academic reasons for termination may be categorized as personal or professional reasons. The termination process may be sudden, if the violation is of serious nature, or it may be gradual if steps are being taken to address conditions identified as violations.

In cases of gradual termination, the student's academic advisor, along with members of the Admissions and Retention Committee, meet regularly with the student in an attempt to alleviate the condition. A contract for change is developed with the student and monitored by the faculty advisor and Admissions and Retention Committee. Students completing contracts remain in the Program. Those not completing contracts to alleviate conditions which are in violation of admissions standards are terminated for the Program.

Students who are terminated from the Program are notified in writing of that decision and specific reasons for that decision. In some cases, a student who is terminated from the Program for non-academic reasons may reapply for admission at a later date, provided there is clear evidence that the condition/s under question has/have been eliminated. The decision to re-admit a

previously terminated student is one which will be made by the Admissions and Retention Committee.

Students may be denied admission to or terminated from the Social Work Program for any of the following non-academic reasons which are personal or professional.

1. Overtly expressed attitudes and values in opposition to those found in the NASW Code of Ethics.
2. Evidence of chemical dependency.
3. Mental/emotional difficulties which impair the performance, interactions, and relationships with classmates, faculty, agency staff, and/or clients.
4. Evidence of criminal activity occurring during enrollment or prior to enrollment and becoming known after enrollment.
5. Unresolved personal issues which impair the performance, interactions, and relationships with classmates, faculty, agency staff, and/or clients.
6. Personal goals are inconsistent with social work goals.

TERMINATION PROCESS

Prior to termination, the student will be provided with verbal and written notification of impending probation and/or termination. A personal interview with the Admissions and Retention Committee will be scheduled with the student to discuss alternate options to the termination. If another option is viable, a contract will be negotiated between the Committee and the student which will specify steps to be taken toward resolution and will establish a time limit for the accomplishment of this plan. A final interview with the Committee will be scheduled to determine if the steps in the contract have been successfully accomplished. The Committee may re-negotiate the contract as needed.

**KENTUCKY STATE UNIVERSITY
PROGRAM OF SOCIAL WORK
REPORT OF INCOMPLETE GRADE**

*A copy of this form must be turned in to the Chairperson of the Academic unit in which the course was offered.
All items must be completed.*

IMPORTANT: An "I" grade must be removed by the eighth full week of classes during the regular academic semester.

INCOMPLETE GRADE REPORT BY _____
(Instructor)

COURSE ID _____
(Dept.) (No.) (Section) (Title)

STUDENT NAME AND I.D. # _____

(Name) (I.D. #)

SEMESTER: _____ **FALL** _____ **SPRING, or** _____ **Summer 20** _____

NOTE: "A mark of "I" may be assigned only when a minor part of a course requirement has not been completed, i.e., the final exam, one major exam, completion of a term paper or class project or part of the requirement of a laboratory."
(1994-96 KSU Catalog, page 26)

An "I" grade was assigned for the following reason:

Instructions required for the removal of "I":

1. The following tests, materials, etc., must be completed:

2. The final grade will be calculated as follows:

