



***COLLEGE OF HEALTH
AND HUMAN SERVICES***
SCHOOL OF SOCIAL WORK

Practicum Education Handbook
2024-2025 Academic Year

School of Social Work
College of Health & Human Services
University of North Carolina at Charlotte



School of Social Work

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Section I:
School
Information

Preface

Statement of Purpose: How to use this Practicum Education Handbook

The purpose of this handbook is to familiarize practicum students and practicum instructors with the responsibilities, expectations, and procedures involved in the practicum education component of the School of Social Work at UNC Charlotte. This handbook provides a statement of the purpose of the practicum placement, the responsibilities of all parties involved in the placement experience, the process involved in establishing a successful placement, and the policies and procedures which regulate the practicum placement. This handbook also outlines the core professional values, and standards that define the Social Work Program, and other professional practice issues.

This handbook contains a general section and an appendices. The general section of the handbook covers all aspects of the practicum placement program at UNC Charlotte. The appendices contains pertinent reference material and copies of the learning agreement, Social Work Policies and Procedures, required forms to be used during the practicum education placement, evaluation tools, template used for UNC Charlotte Preceptor Letters, a link to the curriculum policy statement from the Council on Social Work Education (CSWE), and the NASW Code of Ethics and other relevant information.

Acknowledgement Statement

Each student must attest that they have fully reviewed this handbook by September 27th, 2024. The form can be found within the practicum Canvas course.

School of Social Work

Vision Statement

The School of Social Work (SSW) at UNC Charlotte advances the health and well-being of the people of North Carolina and beyond, specifically focused on increasing equity, access, mobility, inclusion, belonging, and justice.

Program Mission

The School of Social Work strives to accomplish our Vision through innovative and experiential education, high-impact research, and collaborative community engagement.

CSWE Educational Policy and Accreditation Standards (EPAS)

In order to achieve its mission and goals, the UNC Charlotte School of Social Work pursues a range of objectives congruent with CSWE educational standards. Social Work graduates are expected to demonstrate the ability to display competency in the following areas:

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior

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

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

in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

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

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

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

Social workers:

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

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

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

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

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

Social workers:

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

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

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

Social workers:

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

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

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

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

Social workers:

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

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

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

Social workers:

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

UNC Charlotte School of Social Work Specialization Year Competencies (Specialization Year MSW ONLY)

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalists identify as professional social workers, demonstrate increased self-awareness, establish and maintain professional boundaries, and apply the NASW Code of Ethics to practice with individuals, families, groups, organizations, and communities. Social workers utilize ethical frameworks to inform decision-making, continuously seek and implement feedback from colleagues and supervisors to advance practice awareness and skills, model the core values of the social work profession, and integrate anti-racist and anti-oppressive practices in their interactions with colleagues, clients, and the broader society. Advanced generalists continue to implement self-care practices, utilize and leverage emerging technologies in their efforts to create a just society, and stay up to date on emerging best practices.

Social workers: engage in self-reflection and supervision to promote ethical, anti-racist, and anti-oppressive social work practice; apply ethical frameworks to guide practice decision-making at all levels of practice; and stay current with emerging best practices across individual, family, group, organizational, and community systems.

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

Advanced generalist social workers demonstrate that every person in society has fundamental human rights in their practice with individuals, families, groups, organizations, and communities. Social workers advocate for an anti-racist and anti-oppressive society, equal human rights, and social, racial, economic, and environmental justice. Social workers critically evaluate and identify gaps in health, human, and social service systems that result from structural oppression, and advocate for systems that promote the equitable distribution of social resources, rights, and responsibilities for all members of society.

Social workers: evaluate service systems from an anti-racist and anti-oppressive perspective to ensure the equitable distribution of social resources and protection of human rights at the individual, family, group, organization, and community level; and advocate with and on behalf of clients and constituencies for service systems to promote social, racial, economic, and environmental justice.

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

Advanced generalist social workers integrate anti-racism, diversity, equity, and inclusion perspectives into their practice with individuals, families, groups, organizations, communities, research, and policy. Social workers apply their understanding of the pervasive impact of White supremacy, privilege, structural oppression, and structural racism into social work practice. Advanced generalists demonstrate social work's values and obligations to counter discrimination, racism, and oppression by engaging in culturally-responsive practices with diverse clients and constituencies. Social workers demonstrate cultural humility by approaching social work practice from the perspective that a person's life experiences may include oppression, poverty, marginalization, and alienation. Competent social work practice requires an understanding of dominant and non-dominant cultural structures and client differences, and the personal and professional use of self within various cultural contexts and client populations. Culturally-responsive, community-engaged social workers champion the importance of applying social justice approaches and cultural humility to social work practice at all levels of practice.

Social workers: integrate anti-oppressive and anti-racist perspectives into their advanced practice with individuals, families, groups, organizations, and communities; and continue efforts of culturally-responsive practices through personal reflection and self-regulation.

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

Advanced generalist social workers use anti-racist and anti-oppressive perspectives to critically appraise emerging research findings and integrate them into culturally-responsive social work practice. Social workers promote cultural- and practice-informed research, and research-informed practice by examining the populations and samples used in emerging best practices, the internal and external validity of study findings, and evidence-based inclusive processes with clients when exploring culturally-responsive treatment options. Advanced generalists develop a deeper understanding of the underlying mechanics of quantitative, qualitative, and mixed methodological approaches to scientific inquiry. They demonstrate the ability to conduct research at various levels of practice and human service programming, and learn how to include diverse stakeholder input in the design of community-based research.

Social workers: critically appraise research inquiries, methods, results, and best practices from a culturally-informed, anti-racist, and anti-oppressive perspective; and integrate the appraisal of research to inform culturally-informed, anti-racist, and anti-oppressive practices.

Competency 5: Engage in Policy Practice

Advanced generalist social workers analyze and promote social policies using rights based, anti-racist, and anti-oppressive perspectives. Advanced generalists engage in policy analysis, implementation, and evaluation to ensure the equitable distribution of resources and services to all members of society. Social workers advocate

for the formation of social policy, policy implementation, and policy outcomes that address structural oppression and racism. Advanced generalists develop anti-racist and anti-oppressive advocacy strategies to improve social problems at the community level.

Social workers: apply anti-racist and anti-oppressive advocacy strategies to policy practice; and analyze social policies, their implementation, and purported outcomes through an anti-racist and anti-oppressive perspective.

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

Advanced generalist social workers employ evidence-based, culturally-responsive strategies to engage with diverse individuals, families, groups, organizations, and communities. Guided by cultural humility, continuous self-appraisal, and conceptions of bias, power, and privilege, advanced generalists understand how their personal experiences, values, and affective reactions influence engagement with diverse clients and constituencies, and apply this understanding into their engagement strategies at all levels of practice. Social workers monitor the effectiveness of engagement strategies to ensure cultural responsiveness and effectiveness, and integrate principles of interprofessional collaboration into their engagement strategies with clients, constituencies, and other professionals.

Social workers: apply evidence-based, culturally responsive strategies to guide engagement with individuals, families, groups, organizations, and communities; and utilize empathy, self-awareness, and cultural humility to facilitate engagement across practice settings.

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

Advanced generalist social workers utilize biopsychosocial perspectives, grounded in strengths-based and culturally-informed practices, in the development of multidimensional assessments with diverse individuals, families, and groups. Informed by interprofessional conceptual frameworks and client self-determination, advanced generalists collaborate with clients in the development of comprehensive assessments that include: the client's conceptualization of presenting problems; family, medical, educational, mental health, and developmental history; and cultural, spiritual, and community conditions, including strengths and available resources. Advanced Generalists use culturally responsive, evidence-based assessment tools to screen mental health status, substance use/abuse, suicidality, and trauma. Advanced Generalists develop diagnostic formulations using criteria from the DSM-5, and collaborate with client systems to develop recommendations and goals for intervention. In organizational and community practice settings, advanced generalist social workers assess organizations from diverse perspectives, and identify strategies to improve organizational culture, climate, structure, and communications. Advanced generalists assess community assets and capital, demographics, resources, and infrastructures, and develop strategies to leverage community assets to address challenges and needs identified by the community to promote human rights and social, racial, economic, and environmental justice.

Social workers: apply social work theories, cultural humility, and interprofessional conceptual frameworks to assessment of individuals, families, groups, organizations and communities; and utilize evidence-based and culturally informed frameworks to assess strengths, challenges, and needs identified by individuals, families, groups, organizations and communities.

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

Advanced generalist social workers demonstrate that intervention is an ongoing component of the dynamic and interactive process of social work practice by integrating theories of human behavior, person-in-environment, and interprofessional conceptual frameworks in delivering anti-racist and anti-oppressive interventions with diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Advanced generalists understand the importance of relationship across theoretical models and practice settings,

and participate in interprofessional collaboration in the development of culturally-responsive, evidence-informed, mutually identified intervention strategies and goals. Social workers facilitate culturally-responsive effective transitions and endings.

Social workers: integrate anti-racist and anti-oppressive perspectives to engage with clients and constituencies in the development of culturally responsive intervention strategies with individuals, families, groups, organizations, and communities; and participate in interprofessional collaboration to develop holistic, evidence-informed, culturally responsive intervention strategies and goals.

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

Advanced generalist social workers demonstrate that evaluation is critical to the dynamic and interactive process of social work practice. Advanced generalists utilize anti-racist and anti-oppressive perspectives to engage with client systems in the design of culturally-responsive evaluation approaches at the individual, family, group, organization, and community level. Social workers integrate theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to develop and implement single-subject designs, process, and outcome evaluations. Advanced generalists understand and apply various quantitative and qualitative methods of data collection, analysis, and interpretation in the evaluation of practice and program outcomes.

Social workers: collaborate with client systems and constituencies to design and implement culturally-informed, anti-racist, and anti-oppressive approaches to evaluation with individuals, groups, families, organizations, and communities; and utilize practice, program, and policy evaluation findings to inform culturally-responsive, client- and constituency-centered approaches at all levels of practice.

NOTE: For other information related to the BSW Program and Policies please refer to the 2024-2025 BSW Program Student Handbook found at [Student Program Handbook | School of Social Work | UNC Charlotte](#)

NOTE: For other information related to the MSW Program and Policies please refer to the 2024-2025 MSW Program Student Handbook found at [Student Program Handbook | School of Social Work | UNC Charlotte](#)

Section II:

Practicum

Placement

Process

Practicum Placement Process

Part I of the Practicum Education Handbook will define the social work practicum placement and outline the process for the six (6) different phases noted below:

Practicum Placement Phases Overview

Phases	Overview
Pre-Placement Phase	<p><i>Students</i> attend pre-practicum meetings.</p> <p>The <i>Practicum Office</i> prepares for the upcoming practicum placement process.</p>
Application Phase	<p><i>Students</i> will submit online practicum applications by the outlined deadline.</p> <p>The <i>Practicum Office</i> reviews all applications.</p>
Interview Phase	<p><i>Students</i> interview at a practicum agency after receiving approval and directions from the practicum office.</p> <p>The <i>Practicum Office</i> works with students to obtain an interview.</p>
Compliance Phase	<p><i>Students</i> submit outlined compliance (e.g., drug screen, immunizations, TB proof) required by the agency by the outlined deadline.</p> <p>The <i>Practicum Office</i> provides students with compliance requirements after they have been accepted at an agency.</p>
Clearance Phase	<p><i>Students</i> are cleared to start practicum on the date indicated by the practicum office. Students may also be required to attend additional orientation/training by the agency.</p> <p>The <i>Practicum Office</i> sends official clearance by email to students.</p>
Practicum Experience Phase	<p><i>Students</i> begin the practicum experience for the academic year.</p> <p>The <i>Practicum Office</i> supports students throughout the practicum placement experience.</p>

The Practicum Placement

Practicum Placement Requirements

The practicum placement is a required component and the “signature pedagogy” of a social work education. An internship integrates classroom knowledge and skills with actual practice in a human services agency. The practicum placement in the UNC Charlotte Social Work School is based on a concurrent model with classroom education.

It is important to note that the Social Work Program does not grant social work course credit for life experience or previous work experience

The practicum placement occurs concurrently with classroom education using a concurrent practicum model. Students are in practicum placement an average of 16 hours per week. Students are required to complete the total minimum number of hours for each semester. If students do not complete all the required hours for each semester they will not be permitted to move to the next semester or graduate. For example, if a student does not complete the fall practicum hours then they cannot take the next practicum sequence in the spring semester.

All students scheduled to be placed in a practicum agency for the current academic year must have submitted a signed Practicum Placement Confirmation, all required compliance required by the Affiliated Agency. There must be a current Affiliation Agreement with the Agency for placement. The Practicum Office will complete the process to generate a “Preceptor Letter” which is e-mailed to the student’s Practicum Instructor.

The practicum placement requires a mandatory practicum seminar class. Please note, the student is expected to work in their agency from the first day of practicum placement until the last day of class for each semester, unless otherwise noted. The beginning and ending dates for practicum placement are determined by the Practicum Office and will be given to the student.

Professional Standards

Introduction

This document sets out Standards for Social Work Education that applies to students enrolled in the School of Social Work at the University of North Carolina at Charlotte. Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students’ abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address practicum performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the Social Work Practicum Program. Persons who teach and supervise students, along with program directors, will assess student performance and apply their professional judgment to determine if standards are being met during a student's practicum placement. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process. All social work students are expected to read the Standards for Social Work Education and the National Association of Social Workers (NASW) Code of Ethics included in the BSW and MSW Student Handbooks.

Criteria for Evaluating Practicum Performance in the Social Work Program

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the performance of its students in four general areas: 1) Basic Abilities to Acquire Professional Skills; 2) Mental and Emotional Abilities; 3) Professional Performance Skills; and 4) Scholastic Performance. Meeting the

criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

Basic Abilities Necessary to Acquire Professional Skills:

Communication Skills

Demonstrates sufficient written and comprehension, and expressive skills to communicate about ideas and feelings:

- a) Written: Writes clearly, uses correct grammar and spelling. Applies appropriate writing style, including the latest version for American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete all written assignments to standards specified by faculty. Note: Students may be recommended to attend the Writing Resource Center to enhance written communication skills.
- b) Comprehension: Listens carefully to others' emotions, thoughts, and ideas, with sensitivity to others' right to self-determination. Accurately interprets information from clients, other agencies, peers, mentors, and instructors.
- c) Expressive: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in English to complete assignments that involve self-expression and to meet the objectives of practicum placement experiences, as specified by faculty.

Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of personal actions on others.

Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and practicum. Demonstrates grounding in relevant social, behavioral, and biological science knowledge and research-including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on Accommodations for Disabilities for clarification. The Office of Disability Services must be contacted to arrange for accommodations.)

Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

Stress Management

Demonstrates ability to recognize and to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing appropriate supportive relationships with colleagues, peers, and others.

Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with

scholastic and professional performance. (Students are encouraged to utilize the Counseling Center at UNC Charlotte for treatment and/or referral.) Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health issues do any of the following:

- Compromise scholastic and other performance, or
- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those to whom the social work student has a professional responsibility as outlined in the current Code of Ethics by the National Association of Social Workers, the North Carolina State Board of Social Worker Examiners for Social Work Licensure, and the Association of Social Work Boards (ASWB).

Professional Performance Skills Necessary for Work with Clients and Professional Practice

Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and the worth of every individual and their right to a just share of society's resources (social justice).

Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in the classroom, University community, practicum, and community at-large. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Works effectively with others, regardless of level of authority. Advocates for him/her in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Engages in ongoing self-reflections and self assessment to identify personal triggers (experiences that evoke strong emotional responses) and develops an understanding of their emotional and psychological responses. Demonstrates responsibility in implementing self-care and self-regulation strategies to manage triggers effectively. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

Ethical Obligations

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Carolina, Ethical behaviors include:

- Adherence to the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Carolina.
- No charges and/or convictions of an offense that is contrary to professional practice.

- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to client's freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and practicum placement.
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interests may exist.

Scholastic Performance

Student maintains scholastic requirements as indicated in the respective program (BSW/MSW) per student handbook.

Commitment to Diversity, Social Justice, and Human Rights Standards

Contribute to a community culture within the unit and practicum placement, which supports and encourages open dialogue, increases understanding and awareness, and inspires action;

- Demonstrate respect for all people;
- Promote social justice and human rights in language and behavior in consideration of individual, family, organization, and/or community context.

Violations of Professional Standards

Examples of Behaviors That Are Violations of Professional Standards in Social Work

1. **Inappropriately sharing confidential information about a client**, such as discussing details about clients with friends, families, or co-workers; possessing case files during non-business hours.
2. **Failing to elicit informed consent from the client or other responsible party**, such as not telling clients your role in the agency as an intern, not telling clients about specific intervention choices available to them, not telling the client about your intention to tape an interview, or conducting research without informing clients that they are subjects.
3. **Violating a client's right to self-determination** by pressuring the client to conform or coercing the client to make specific choices suggested by the social worker.
4. **Relating to colleagues and/or agency personnel in a disrespectful manner**, such as disregarding agency rules or policies, or being consistently late with agency assignments.
5. **Engaging in illegal behavior** such as carrying or using a concealed weapon without a permit, theft, distribution of a controlled substance, or aiding a client in illegal activities.

6. **Being under the influence of alcohol or other substances** that alter behavior or judgment during school or practicum activities.
7. **Developing relationships with clients, practicum instructors, or instructors without respecting professional boundaries**, such as developing a friendship that conflicts with professional roles; or developing a romantic and/or sexual relationship with a current or previous client, supervisor, instructor, or members of their immediate family.
8. **Treating others with disrespect** (including students, faculty, staff, clients, supervisors, and others) by not making efforts to understand and value the differences and similarities of other people.
9. **Not working to eliminate personal prejudices** based on race, ethnicity, gender, age, social class, sexual orientation, or ability level.
10. **Making judgments about others based on stereotypes and other biases** related to race, ethnicity, gender, age, social class, sexual orientation, and ability level, instead of considering them as individuals with strengths and abilities.
11. **Using derogatory or demeaning language** toward students, faculty, clients or others, particularly making negative references to race, ethnicity, gender, age, social class, sexual orientation, or ability level.
12. **Committing physically or verbally violent acts** toward students, faculty, clients, or others that are motivated by a person's race, ethnicity, gender, age, social class, sexual orientation, or ability level. Examples include name-calling and encouraging others to use negative words or actions.
13. **Unwillingness to explore one's own stereotypical beliefs, biases, and discriminatory actions.** For example, being unwilling to participate in class discussions with particular students or to hear constructive feedback from others; or opposing a practicum assignment with a particular client group because of their race, ethnicity, gender, age, social class, sexual orientation, or ability level.
14. **A hostile, resistant attitude toward learning**, as demonstrated by not participating in supervisory sessions, or being unable to accept constructive criticism or complaints from clients or agency staff.
15. **Chronic absenteeism or tardiness in the practicum placement** without notifying the practicum instructor, particularly in violation of the student's contract
16. **A personality unsuited for social work through the demonstration of inappropriate behaviors** toward others, including verbal or physical aggressiveness, ignoring or being indifferent to a client's distress, or displaying other inappropriate behavior towards clients.
17. **Emotional immaturity or unusual naiveté as demonstrated by the inability to set boundaries** with the clients, which may result in unauthorized service to clients.
18. **Other behaviors that are emotionally damaging to clients**, such as not keeping appointments or following through on case plans.
19. **Emotional problems or needs that interfere with the student's ability to work with clients**, such as over-identification with clients, which may result in inappropriate emotional reactions such as excessive crying or anger.
20. **A disregard for agency rules and policies**, such as a failure to document activities according to agency rules, lateness with agency assignments, and a lack of respect for positions of authority in the agency.

Preparation for Social Work Practice

The practicum placement is not to be confused with "paid employment." Often students feel frustrated that they are spending a lot of time doing agency work and not "getting paid." It is important to remember that you are not at the agency doing work as an employee, but rather building skills, knowledge, and values about social work practice and yourself. This can be a time of tremendous professional growth through personal reflection of work habits, biases, and knowledge development.

Section II (A): **Pre-Placement** **Phase**

Pre-Placement Phase

The Pre-Placement is the first phase of the practicum process. This phase actually begins several months in advance within the Practicum Office and includes the recruitment, onboarding and maintenance of practicum agencies. The Practicum Office also begins educating students on the practicum placement process. Specific processes are underscored below.

Selection of Practicum Agencies

The UNC Charlotte School of Social Work Program is located within a large metropolitan community. As a result, a wide variety of placement possibilities exist within the region. Practicum agencies are selected that serve diverse groups and have the potential for adding to the students' learning experience around practice in diverse settings. Practicum Placements for social work students will be selected to support their development of social work values, skills and knowledge at the level of generalist and specialized practice.

The Practicum Office is responsible for selecting practicum sites and discussing the requirements for an Affiliation Agreement. A student may not be placed in an Agency unless there is a fully executed Affiliation Agreement with the University. All new affiliation agreements must be completed by June 1 for current students approved for an employment based or ad hoc placement. For newly admitted students new affiliation agreements must be completed by July 15. Agencies are selected based on the degree of their adherence to the following criteria:

1. Providing generalist and/or specialized social work practice opportunities.
2. Commitment to the standards of professional social work practice.
3. Ability to provide learning opportunities/evaluate all practice behaviors of the [Council of Social Work 2022 Educational Policy and Accreditation Standards](#).
4. Capacity to provide learning opportunities with individuals, families, groups, communities, and organizations appropriate to beginning level generalist social work practice and/or specialized year practice.
5. Availability of regularly scheduled supervision with a practicum instructor that meets the program objectives or task supervisor & Social Worker who will reinforce a social work perspective during the practicum placement.
6. Commitment to the educational function of practicum placement experiences.
7. Availability of direct contact with clients and client records at various system levels that represent diverse populations.
8. Availability of adequate physical space for the student and/or access to internship specific technology.

Technology Requirement and Accessibility

Practicum placements located outside of a 60 mile radius of the UNC Charlotte School of Social Work the agency **MUST** have the ability to complete virtual site visits with technology or through the use of teleconference facilities. **If the Agency only has the ability to complete telephone contacts, the placement will not be approved.**

Selection of Practicum Instructors

The selection of appropriate practicum instructors is crucial to the learning experience. Practicum instructors serve as the agency-based professionals who are responsible for the day-to-day design and supervision of the practicum placement. They are indeed the teacher and mentor in the agency. The following criteria, based on [CSWE established standards](#), are used to select practicum instructors:

Practicum Instructor Criteria

Education: Practicum instructors must hold a Bachelor of Social Work and/or Master of Social Work degree from a social work program accredited by the Council on Social Work Education.

Experience: The practicum instructor must have at least two (2) years post BSW practice experience to supervise a BSW student. The practicum instructor must have at least two (2) years post MSW practice experience to supervise a MSW student.

Personal Qualities: The agency-based practicum instructor must demonstrate a commitment to the mission of social work and social work education, a capacity for effective supervision, a willingness to attend practicum instructor training either in person, via a scheduled webinar or recording, and a willingness to operate within the framework of responsibilities of a UNC Charlotte Practicum Instructor.

A Practicum Instructor cannot be a student's Faculty Liaison at UNC Charlotte. A current UNC Charlotte Social Work student cannot be another student's Practicum Instructor.

The Practicum Director and/or Assistant Director of Practicum Education are responsible for maintaining the quality of the practicum placement component. The Director and/or Assistant Director and/or Practicum Education Specialist meet with prospective practicum agencies and instructors to discuss the function, mission, and process of the BSW/MSW education at UNC Charlotte. Resumes and/or CVs are collected from new Practicum Instructors and reviewed by the Practicum Office to ensure that they have met the requirements for supervising a BSW and/or MSW student. Practicum sites and instructors who meet the criteria are carefully monitored during the initial practicum placements to maintain quality and resolve any problems that may develop.

On-going monitoring of placement sites and instructors is also conducted. The faculty involved in the practicum education component may initiate meetings with agency personnel. Student feedback is also considered when making decisions about reusing specific placement sites.

Selection of Task Supervisor and BSW/MSW to Provide Supervision

Students may be placed in an affiliated practicum agency that does not have a Social Worker if the learning opportunities will support their professional growth and learning needs. In every placement, supervision by a qualified social worker **must be in place** prior to the beginning of placement, that assures that the standard of one (1) hour weekly supervision is provided by a BSW/MSW with two (2) years' experience for students. Agencies may make arrangements for an external supervisor through the use of board members, contracting with a social worker who meets the criteria, and/or requesting the University faculty/community member consider filling this role.

Task Supervisor

Preferred Education: A Task Supervisor may have an undergraduate and/or advanced degree in a closely related practicum or may have been grandfathered in as an LCSW by the North Carolina Certification and Licensure Board, but not have a BSW/MSW.

Preferred Experience: The task supervisor may have at least two (2) years post degree practice experience.

Personal Qualities: The agency-based task supervisor must demonstrate a willingness to support the student's social work education, a capacity for effective supervision, a willingness to attend practicum instructor training either in person, via a scheduled webinar or recording, and a willingness to operate within the framework of responsibilities of a UNC Charlotte Task Supervisor/Practicum Instructor.

A task supervisor cannot be a student's Faculty Liaison at UNC Charlotte. A current UNC Charlotte Social Work student cannot be another student's Task Supervisor.

The Practicum Director and/or Assistant Director of Practicum Education are responsible for maintaining the quality of the practicum placement component. The Director and/or Assistant Director and/or Practicum Education Specialist meet with prospective practicum agencies and instructors to discuss the function, mission, and process of the BSW/MSW education at UNC Charlotte. Practicum sites and instructors who meet the criteria are carefully monitored during the initial practicum placements to maintain quality and resolve any problems that may develop.

On-going monitoring of placement sites and instructors is also conducted. The faculty involved in the practicum education component may initiate meetings with agency personnel.

BSW or MSW Providing Approved External Supervision

Education: The MSW or BSW providing supervision must hold a Master of Social Work degree or a Bachelor of Social Work Degree from a social work program accredited by the Council on Social Work Education.

Experience: The BSW or MSW providing supervision must have at least two (2) years post social work degree practice experience in a closely related practice area.

Personal Qualities: The BSW or MSW providing approved supervision must demonstrate a willingness to support the student's social work education and professional growth, capacity for effective supervision, willingness to work with the faculty liaison, task supervisor, and provide input as a component of the process of evaluation.

Student Practicum Placement Eligibility

BSW Practicum Placement Process and Procedures

All BSW applicants for Practicum Placement must meet the following requirements:

- a. Admittance to the upper division in the BSW Social Work Program; and
- b. Have completed all the coursework with the **exception** of Practice Methods II & III, Practicum I & II, and Social Work Research courses; and
- c. Grade work in courses that meet the standards of the School.

MSW Practicum Placement Process and Procedures

All MSW applicants for Practicum Placement must meet the following requirements:

- a. Be enrolled in MSW approved level social work courses.
- b. Grade work in courses that meet the standards of the School.

Section II (B): **Application** **Phase**

Application Phase

The Application Phase is the second phase of the process. The section below outlines the process for submitting practicum applications.

Application Process for BSW Students

1. The Practicum Office shall identify all social work students who have met requirements for practicum placements during the fall semester of academic year prior their placement.
2. All eligible practicum students will be required to attend a fall Practicum Placement meeting. Students will have the opportunity to schedule individual or small group meetings with the Practicum Director and/or Assistant Director of Practicum Education and/or Practicum Coordinator during the fall semester for additional guidance if needed.
 - Students will attend the Practicum & Networking Fair and will be provided with resources on how to research potential areas of interest.
3. Each student will complete/submit an electronic Practicum Application (See Appendices), Drug Screening and Criminal and Background Check Acknowledge and Agreement form, and resume and return them to the Practicum Education Office by the deadline established. It is the responsibility of the student to keep the Practicum Education Office apprised of all current addresses and to complete an application that accurately reflects their goals and aspirations. Students interested in an employment-based practicum placement option must indicate this on their practicum application.
4. Each student will identify areas of interest based on their individual research and/or meeting with the Practicum Director and/or Assistant Director of Practicum Education and/or Practicum Coordinator.
5. The Practicum Office will electronically submit the student's application to a matching agency with capacity and electronically contact the student to follow up with the application within one (1) week and schedule an interview to be considered for placement.
6. Some majors, minors, or certificate programs require practicum placements. If this is the case (i.e. Gerontology), please communicate this information on your application to the Practicum Office. In some instances, but not guaranteed, there may be placements that satisfy both requirements.
7. Late applications and/or failure to submit complete applications may result in a delay in placement.
8. Students who do not submit their practicum applications will have a hold placed on their registration for the upcoming fall semester.
9. Students who submit practicum applications after April 15th will be automatically matched to an agency with availability.

Application Process for Incoming Generalist MSW Students

1. Each student will receive a Welcome to Practicum Education letter via the UNC Charlotte email account with information regarding the practicum placement process and application.
2. Each will complete/submit an electronic Practicum Application (See Appendices), Drug Screening and Criminal and Background Check Acknowledge and Agreement form, Graduate Admissions essay (not required for incoming online generalist MSW students) and resume and return them to the Practicum Education Office by the deadline established. It is the responsibility of the student to keep the Practicum Education Office apprised of all current addresses and to complete an application that accurately reflects their goals and aspirations. Students interested in an employment-based practicum placement option must indicate this on their practicum application.
3. Each student will identify areas of interest based on their individual research and/or meeting with the Practicum Director and/or Assistant Director of Practicum Education and/or Practicum Coordinator.

4. The Practicum Office will electronically submit the student's application to a matching agency with capacity and electronically contact the student to follow up with the application within one (1) week and schedule an interview to be considered for placement.
5. Late applications and/or failure to submit complete applications may result in a delay in placement.
6. Students who do not submit their practicum applications will have a hold placed on their registration for the upcoming fall semester.
7. Students who submit practicum applications after April 15th will be automatically matched to an agency with availability.

Application Process for Incoming Specialized MSW Students

1. Each will complete/submit an electronic Practicum Application (See Appendices), Drug Screening and Criminal and Background Check Acknowledge and Agreement form, Graduate Admissions essay (not required for incoming online generalist MSW students) and resume and return them to the Practicum Education Office by the deadline established. It is the responsibility of the student to keep the Practicum Education Office apprised of all current addresses and to complete an application that accurately reflects their goals and aspirations. Students interested in an employment-based practicum placement option must indicate this on their practicum application.
2. Each student will identify agencies of interest based on their individual research and/or meeting with the Practicum Director and/or Assistant Director of Practicum Education and/or Practicum Coordinator.
3. The Practicum Office will electronically submit the student's application to a matching agency with capacity and electronically contact the student to follow up with the application within one (1) week and schedule an interview to be considered for placement.
4. Late applications and/or failure to submit complete applications may result in a delay in placement.
5. Students who do not submit their practicum applications will have a hold placed on their registration for the upcoming fall semester.
6. Students who submit practicum applications after April 15th will be automatically matched to an agency with availability.

Communication with the Practicum Office

The Practicum Office occasionally will send direct emails to students to follow up on the placement process. In these instances, the Practicum Office will ask for students to respond to emails by a specified date. Students who fail to respond to these emails will have their practicum placement process paused until the student follows up on the request. Pauses on the practicum placement process will impact the student's ability to begin practicum on time.

Guidance for students outside of the Charlotte Area

Students who live more than 45 miles from the University will need to take a more active role in the placement process. The Practicum Office will assess available partnerships in the student's area and prioritize connection with organizations with whom we are already affiliated. If the Practicum Office does not have an available site in your area, students will be responsible for conducting their own outreach to identify 3+ agencies that are accepting interns and providing this information to the Practicum Office.

Speciality Programs and Placements

The Practicum Office supports specialty programs that may have different requirements in addition to the typical practicum placement. If you are interested in one of the programs below please indicate this in your practicum application. It is prohibited to combine 2 specialty program placements congruently.

Social Work & Gerontology Dual Practicum Experience (BSW & MSW)

Students majoring in Social Work and minoring in Gerontology have the option to complete both experiences at one practicum site. The site must agree to the terms of both the Social Work and Gerontology program and provide the appropriate supervision of each student. The Practicum Instructor/Supervisor would be responsible for completing required paperwork for both the Social Work program and the Gerontology program. Students should work with the Practicum Office and Gerontology advisors to plan accordingly. For more information, please visit: [Social Work & Gerontology Dual Practicum Experience](#) website and the [Gerontology Program](#) website.

Child Welfare Education Collaborative (CWEC) Scholars Certificate (BSW & MSW)

The CWEC is a trainee program for students interested in child welfare. Students complete pre-service training, integrate child welfare principles within the curriculum, and must complete the practicum placement requirements. For more information, please visit the [Child Welfare Education Collaborative](#) website.

Ad Hoc Placement requests

Students may identify an ad hoc placement on their initial practicum application. An Ad Hoc placement is a site with whom the student has a prior relationship. Students may not interview with a placement without formal approval from the Practicum Office. Students may not pursue an Ad Hoc placement after submission of the practicum application.

School Social Work Licensure Plan (BSW & MSW)

Students interested in School Social Work Licensure are eligible to take the required courses and practicum placement in order to seek licensure after graduation. Please note that that process is set-up to support students seeking North Carolina Licensure, however, some of the courses and practicum placement may count toward licensure requirements for other states. The student would need to investigate other state requirements on their own. For more information, please visit [SSW School Social Work](#) page.

Employment-Based Practicum Placement (BSW & MSW)

Students working in eligible social work based organizations may have the option to complete their practicum placement at their place of employment. Please refer to the employment-based practicum placement policy in this handbook for more information.

Veteran Affairs (VA) Practicum Placement (Specialization Year MSWs Only)

For specialization year MSWs interested in working with Veterans, the VA offers an internship program with a broad spectrum of healthcare practice areas. The Practicum Office will host VA Information sessions in the Fall.

Integrated Behavioral Health (IBH) (Specialization Year MSWs Only)

For specialization year MSWs interested in IBH, the integrated behavioral health program offers a scholarship using evidence-based models of care in various healthcare settings. For more information visit the [IBH](#) page.

All prospective and current practicum students are expected to act in accordance with the UNC Charlotte School of Social Work Practicum Office placement process. This includes, but is not limited to

adhering to deadlines, completing required documentation, following the chain of command in regard to contacting practicum placement agencies, etc.

Out of State Students

UNC Charlotte is authorized to offer online programs and courses in all US states and territories (Practicum Education availability may be impacted based on individual state, contact the [School of Social Work Practicum Office](#) for more information). UNC Charlotte is not currently authorized to offer any of its online programs outside of the United States, according to the [School of Professional Studies](#). **Practicum placement availability may be impacted based on the individual state. If you are a prospective student who plans to live outside of North Carolina while enrolled in the BSW/MSW program, please contact the School of Social Work admissions team at sswadmissions@charlotte.edu for more information.**

If a student listed in their application that they live in North Carolina and they are admitted, then it is with the understanding they plan to live in the North Carolina region throughout the duration of the program. If a student plans to move out of North Carolina during the program, they should consult with the BSW/MSW Program Director, Practicum Director, and [Office of Distance Education](#) to further discuss the program as this may impact the ability to complete the program.

Students who reside outside of North Carolina will follow the practicum placement process. The Practicum Office will assess available partnerships in the student's area and prioritize connection with organizations with whom we are already affiliated. If the Practicum Office does not have an available site in your area, students will be responsible for conducting their own outreach to identify 3+ agencies that are accepting interns and providing this information to the practicum office.

Agency onboarding and practicum instructor training is conducted virtually and at various times to increase access for out of state placements. During the practicum experience phase site visits will be conducted utilizing a virtual platform. Site visits occur at minimum one time per semester. Students who reside out of state are required to comply with all practicum placement requirements and expectations.

Please review the [State Authorization Information](#) from the UNC Charlotte School of Professional Studies for more information.

Section II (C): **Interview Phase**

Interview Phase

The third phase involves student interviews for practicum placement. Details are noted below.

Practicum Placement Interview

The purpose of the interview is to ascertain if it is a “good fit” between the prospective student, practicum instructor, and agency. Some practicum placements are competitive, and students will be accepted based on the interview.

1. Students should prepare for the interview by researching their agency, preparing for questions to ask the interviewer, and doing mock interviews through the career center. Students will only be permitted to interview with ONE prospective agency at a time.
2. The student will be offered the opportunity to interview in one agency identified as a match by the Practicum Office. Additional interviews will only be permitted on a case by case basis, determined by the Practicum Office. It is important to note that if an agency does not accept the student or has changed in their ability to work with interns, the student will be referred to a different placement match that meets the degree requirements.
3. If a student is referred for an interview with an agency and the agency declines to accept the student due to professionalism, behavioral, ethical or criminal background concerns, specific feedback will be given to the student. The student will be expected to take appropriate corrective action to prepare for a subsequent referral. This may include, but is not limited to, discussion with the Practicum Office about placement options that may be limited because of the specific feedback, discussion about the feedback given and corrective actions recommended, and referrals to the career center for either mock interviews or resume review.
4. If the student does not accept or is not accepted by three (3) practicum sites (or a combination of the above), the Practicum Office is under no obligation to locate additional practicum opportunities. The Practicum Office will work in collaboration with the student and Program Director in scheduling a Steps review to determine practicum readiness and possible next steps.
5. If accepted, the student and the practicum instructor must complete and sign the Practicum Confirmation (found in Appendices) and return it to the Practicum Office within two weeks of acceptance.

Section II (D): **Compliance** **Phase**

Compliance Phase

The Compliance phase occurs after students have been successfully placed with their agency. Next steps are described below.

Compliance Items Required for Placement

As a student in the College of Health and Human Services (CHHS), you will complete practicum placements in various settings such as health care facilities, social service agencies, government agencies, nonprofits, or school systems. Most of these agencies are requiring that our students in social work have some type of compliance requirements.

It is recommended that students discuss agency requirements of the agency during their interview and if there are any questions, please do not hesitate to contact the Practicum Office.

Students shall be notified electronically about Clinical Compliance for their practicum placement and will submit all required compliance items to a secure DropBox, as directed on their compliance sheet (CHHS Agency Requirements Form). Certain placements may also require students to submit Clinical Compliance through myClinicalExchange (mCE). mCE is an online database used to track and process compliance items. If this is required for your placement, you will be contacted via email with additional information regarding accessing mCE.

Once students are accepted at their agency and submit a Practicum Confirmation, students must complete all compliance requirements for the agency by the deadline assigned to them by the Practicum Office. If the student fails to submit required compliance documentation, this could delay the start of practicum and require hours to be made up. Students do not receive practicum hours for completing compliance. These requirements may include, but are not limited to the following:

1. CHHS Agency Requirements Form - Required for all practicum students
2. Online Bloodborne Pathogens Test – Some placements may require this testing completion.
3. TB Test – Some placements may require a one-step or two-step TB test. This will be indicated on the CHHS Agency Requirements Form
4. Immunizations records submitted the CHHS Dean’s Office designee- if required by Affiliation Agreement
 - a. Students shall submit all required immunizations as directed on their compliance sheet (CHHS Agency Requirements Form) by the deadline provided. It is important to note that this requirement is in addition to what the student must submit to Student Health as part of the admission process.
5. Criminal Background Check – if required by Affiliation Agreement
 - a. The University of North Carolina at Charlotte and other UNC universities have contracted with Certiphi Screening, Inc. to conduct these criminal background checks. Once you obtain your criminal background check results from Certiphi, you are responsible for paying for Certiphi and keeping these results to prove your compliance with the agency's policy. If a student is required to utilize Certiphi, no other forms of a criminal background check will be accepted.
6. 12 Panel Drug Screen – if required by Affiliation Agreement
 - a. The University of North Carolina at Charlotte and other UNC universities have contracted with Certiphi Screening, Inc. to conduct these drug screenings. Once you obtain your drug screening results from Certiphi, you are responsible for paying for Certiphi and keeping these results to

prove your compliance with the agency's policy. If a student is required to utilize Certiphi, no other forms of drug screening will be accepted.

7. Agency Application – if required by Affiliation Agreement
8. Agency orientation– if required by Affiliation Agreement
9. References – if required by Affiliation Agreement
10. CPR – if required by Affiliation Agreement
11. Fingerprints – if required by Affiliation Agreement
 - a. Students may also be asked to complete fingerprinting by some affiliated agencies and this may be obtained from the Mecklenburg County Sheriff's Office (or another local Sheriff Office).
12. Any additional requirements noted in the Affiliation Agreement

NOTE: If an agency rejects a student based on the results of the criminal background check or drug screen, CHHS will make one (1) attempt to find a replacement clinical site, practicum placement, internship or practicum. A student may be dismissed from a program because education affiliation agencies will not accept the results from the criminal background check and/or drug screen. You, as a student, will be responsible for keeping the results of the criminal background check and the drug screen to demonstrate compliance to each affiliation agency.

Please refer to the [College of Health and Human Services Agency Requirements website.](#)

Agency Compliance Documentation

It is strongly advised that students **keep copies** of all items submitted for compliance because the College does not make copies of what has been submitted.

All clinical compliance documents required by agencies that include, but are not limited to, Applications, CPR cards, training modules, and forms are to be submitted to the CHHS Compliance Office, as per the most current Affiliation Agreement. Students should submit required paperwork based on the deadline given to you by the Practicum Office and it is **highly recommended** that it be submitted earlier than the deadline. All compliance documentation should be submitted to the secure Dropbox link that is provided to students via email. Once compliance documentation is submitted it may take several weeks to process. Failure to submit compliance items by the deadline may result in practicum start date delays which will impact your practicum seminar grade.

It is important to note that some agencies require copies of the student's Criminal Background Check and/or the Drug Screen and the student must give the documentation to them. If the Agency has this requirement, the student will be advised in writing on their CHHS Agency Requirements Form.

It is the responsibility of the student to cover the cost of all compliance items required by the Agency Affiliation Agreement. Time spent collecting Clinical Compliance does NOT count towards practicum orientation or hours.

Section II (E): **Clearance Phase**

Clearance Phase

The Clearance phase reflects that students have submitted all of the required compliance items and they have been reviewed and approved by the Compliance Specialist and Practicum Office. In the Clearance phase students are ready to begin practicum!

Practicum Placement Preceptor Letters

Once the student has submitted their compliance and it has been approved the Practicum Office will do the following:

1. Create a student specific Preceptor Letter
2. Review all documents and have the final preceptor letter written, reviewed and signed by the Practicum Office
3. Students may not begin their practicum placements until the written preceptor letter has been sent to the agency and the student has been notified of their clearance by the Practicum Office. (See Appendices for samples of Preceptor letters)

Clearance Considerations

Training and Orientation: The student's agency may require additional onboarding and training. Please follow-up with the agency to inquire what other requirements are needed BEFORE your first day.

No Client Contact: Students are cleared to attend any training and orientations, however, client contact is prohibited BEFORE the first day of practicum.

Employment-Based Placement: Employment based-placement students may not start earning practicum hours until they have been cleared by the Practicum Office.

Starting Placement Late: If a student is not cleared once the academic year begins due to missing practicum documentation including applications, Practicum Confirmations, and compliance the student will be responsible for making up practicum hours and assignments within the semester.

If a student is not cleared due to agency delays, the student should work closely with the Practicum Office to begin alternate practicum hours and assignments. Students who have completed placements requirements and are not cleared by an assigned agency by September 15 will be reassigned to a different agency.

Virtual Placements: Fully virtual placements and hybrid placements have the same expectations for students as if they were fully in-person. Additionally, students are not able to work at an employer's home location (unless it's an established business). Some virtual and hybrid placements may require occasional or regular in-person meetings. In person practicum placement related meetings should not occur in a private residence or settings that are not appropriate for practicum placement related work. Students and agencies must take all necessary precautions to safeguard client information. A virtual workspace for managing projects, email, client connections, cloud software, etc. must be made available to the student by the agency. The student should not save any confidential and/or client related work on their personal or university computer, email, or drives. Regularly scheduled check-in meetings between the practicum instructor/task supervisor and the student are required to monitor progress and address any concerns.

Section II (F):
Practicum
Experience and
Responsibilities
Phase

Practicum Experience Phase

In the final phase of the process students are cleared and ready to begin their practicum experience! Expectations are listed below.

Practicum Education Program Requirements

	BSW Program	1-Year Advanced Standing MSW Program	2- Year MSW Program	2-Year Online Advanced Standing	3- Year MSW Online Program
Total Practicum Hours	average of 16 hours per week 225 hours fall semester 225 hours spring semester 450 hours per year	average of 16 hours per week 225-240 hours per semester 450-480 hours per year	average of 16 hours per week 225-240 hours per semester 450-480 hours per year	average of 16 hours per week 225-240 hours per semester 450-480 hours per year	average of 16 hours per week 225-240 hours per semester 450-480 hours per year
Practicum Days/Times	Varies (based on agreement between the student and agency)	Varies (based on agreement between the student and agency)	Varies (based on agreement between the student and agency)	Varies (based on agreement between the student and agency)	Varies (based on agreement between the student and agency)
Supervision Requirements	1hr/week with BSW or MSW at least 2 years of experience	1hr/week with MSW at least 2 years of experience	1hr/week with MSW at least 2 years of experience	1hr/week with MSW at least 2 years of experience	1hr/week with MSW at least 2 years of experience
Practicum Seminar Courses	Fall- SOWK 3482- Social Work Practicum I Spring- SOWK 3484- Social Work Practicum II	Fall- SOWK 7443- Advanced Social Work Practicum I Spring- SOWK 7444- Advanced Social Work Practicum II	Year 1 Fall- SOWK 6441- Foundation Social Work Practicum I Spring- SOWK 6442- Foundation	Year 2 Fall- SOWK 7443- Advanced Social Work Practicum I Spring- SOWK 7444- Advanced Social Work Practicum II	Year 2 & 3 Fall- SOWK 6441- Foundation Social Work Practicum I Spring- SOWK 6442- Foundation

			Social Work Practicum II Year 2 Fall- SOWK 7443- Advanced Social Work Practicum I Spring- SOWK 7444- Advanced Social Work Practicum II		Social Work Practicum II Year 3 Fall- SOWK 7443- Advanced Social Work Practicum I Spring- SOWK 7444- Advanced Social Work Practicum II
Primary Contact(s)	Frances Ferrante fferrant@charlotte.edu Sherronda Banks sbanks18@charlotte.edu	Jackie Garcia jgarci43@charlotte.edu Frances Ferrante fferrant@charlotte.edu	Jackie Garcia jgarci43@charlotte.edu	Jackie Garcia jgarci43@charlotte.edu Sherronda Banks sbanks18@charlotte.edu	Jackie Garcia jgarci43@charlotte.edu Sherronda Banks sbanks18@charlotte.edu

The Practicum Educators' Terms and Responsibilities

The School of Social Work utilizes a concurrent practicum placement model. Social Work students are in practicum placement for an average of 16 hours per week during the fall and spring semesters.

Social Work students have a practicum seminar class that meets throughout the fall and spring semester. This experience allows students to immediately utilize and integrate the knowledge, skills, and values taught in the classroom with their clientele, in community programs, and in administrative settings. This educational experience occurs in coordination with the university, the Practicum Education Coordinator, faculty liaison, an agency, and a practicum instructor. Listed below are the responsibilities of the major parties in this valuable student learning experience.

The Social Work Practicum Instructor's Responsibilities

The Practicum Instructor shall do the following:

1. Submit an updated resume to the Director of Practicum Education or designee upon request.
2. Participate in the New Practicum Instructor Training program provided by the School (once every 5 years), participate in on-going practicum instructor workshops, and related continuing education opportunities offered by UNC Charlotte.
3. Become familiar with the Council of Social Work 2022 Educational Policy and Accreditation Standards.
4. Assist in developing a Learning Agreement with the BSW/MSW student that will outline the objectives, tasks, responsibilities, and learning opportunities as specified by the social work program and further develop competence as per the Council of Social Work 2022 Educational Policy and Accreditation Standards.
5. Meet with the student on a weekly basis for at least one (1) hour of personal supervision in order to assess the student's progress with assignments, to explore their personal concerns and to evaluate the achievement of placement objectives.
6. Complete notes related to the weekly supervision meetings.
7. Obtain feedback from other colleagues who are working with the students on a regular basis and include, but are not limited to, co-facilitating groups, site visits, community presentations, projects, etc.
8. Have 2 contacts with Faculty Liaison and the student during the academic year to give ongoing feedback on the practice competencies, specifically evaluate the student's agency experience, and discuss any areas of need.
9. Inform the Faculty Liaison immediately if the student's level of performance is marginal or not satisfactory and work from a strength based perspective to support the student's success.
10. Prepare a mid-term evaluation with the student to review in supervision and if there are any areas of concern to bring this to the attention of the student and the faculty liaison.
11. Prepare a final evaluation of the student's performance by no later than the last day of practicum in accordance with the program guidelines.
12. The Practicum Office encourages sites to obtain regular feedback from their students on their practicum experience either once per semester or academic year.

Task Supervisor's Responsibilities

The task supervisor shall do the following:

1. Submit an updated resume to the Director of Practicum Education or designee upon request.
2. Participate in the new practicum instructor training program provided by the School (once every 5 years), participating in on-going practicum instructor workshops, and related continuing education opportunities provided by UNC Charlotte.
3. Become familiar with the Council of Social Work 2022 Educational Policy and Accreditation Standards.
4. Assist in developing a Learning Agreement with the BSW/MSW student that will outline the objectives, tasks, responsibilities, and learning opportunities as specified by the social work program and further develop competence as per the Council of Social Work 2022 Educational Policy and Accreditation

Standards. The task supervisor shall also advise the student to review the Learning Agreement with the external social work supervisor.

5. Meet with the student on a weekly basis for supervision in order to assess the student's progress with assignments, to explore their personal concerns, and to evaluate the achievement of placement objectives. The task supervisor will also assure that the student has time to meet with the external supervisor weekly.
6. Complete supervision notes related to weekly meetings.
7. Obtain feedback from other colleagues who are working with the students on a regular basis and include, but are not limited to, co-facilitating groups, site visits, community presentations, projects, etc.
8. Have 2 contacts the Faculty Liaison and the student during the academic year to give ongoing feedback on the Practice Competencies, specifically evaluate the student and the agency experience, and discuss any areas of need.
9. Inform the Faculty Liaison immediately if the student's level of performance is marginal or not satisfactory and work from a strength based perspective to support the student's success.
10. Prepare a mid-term evaluation with the student to review in supervision and if there are any areas of concern to bring this to the attention of the student and the faculty liaison. The task supervisor shall also ask that the evaluation should also be given to the external supervisor for comments and feedback specifically related to their supervision sessions and this will be done before the task supervisor and student discuss the midterm review.
11. Prepare the final evaluation of the student's performance which will allow the student to obtain feedback from the external supervisor before the last day of practicum. The Evaluation with feedback from the task & external supervisor shall be submitted to the faculty liaison and the task supervisor shall note a recommended grade for practicum.
12. The Practicum Office encourages sites to obtain regular feedback from their students on their practicum experience either once per semester or academic year.

External Social Work Supervisor's Responsibilities

The BSW or MSW providing CSWE approved supervision shall do the following:

1. Schedule one (1) hour supervision sessions either at their office, agency site, or virtually (depending on circumstances)regularly..
2. Complete regular supervision notes.
3. Provide input into the student Learning Agreement and Evaluations.
4. Make the practicum instructor and/or faculty liaison aware of any concern related to the student's performance, professional development, and/or concerns related to the agency placement.
5. If the student is engaged in External Supervision, the External Supervisor will provide feedback about the student's performance in supervision. This feedback will be incorporated into the participation grade for Practicum Seminar.

The Faculty Liaison's Responsibilities

The specific role of the Faculty Liaison is as follows:

1. Maintaining a school-agency relationship and ensuring that the student receives a practicum placement experience consistent with student needs, standards set by the program, and the 2022 EPAS standards.
2. The faculty liaison will have contact with the student and practicum instructor/task supervisor with at least one visit per semester. Meetings can be in-person or virtual.
3. The focus of the visits is to review the Learning Agreement, objectives of the placement, and assess the students' progress.
4. Additional visits will be made based on the needs of the students and the practicum instructors and the visits will be scheduled at a mutually convenient time to address any concerns noted.
5. If there is a concern noted by the student related to their agency, the faculty liaison will determine if the student has addressed this directly with the practicum instructor/task supervisor. The student's concern may be related to: lack of access to their practicum instructor, not being given enough work, ethical dilemmas with other staff, or other concerns which may be discussed.
6. If there is a concern noted by a practicum instructor/task supervisor, the faculty liaison will also ask if the primary supervisor has addressed this directly with the student. Dress, professional behavior, attendance are some areas of concern, but not limited to, that the primary supervisor would discuss.
7. If the student or practicum instructor/task supervisor needs support, the faculty liaison would request that a meeting be scheduled to look at the issue from a solution focused approach to resolve and support the continued placement.
8. Informing the Practicum Director /designee, Advisor, and the Program Director when students are having difficulty, for whatever reason, in their practicum setting.
9. Document all faculty liaison visits and phone calls that are related to the student's placement.
10. Work with the student, practicum instructor/task supervisor and Practicum Education Director or Practicum Placement Coordinator if a student has a barrier to complete practicum hours by the last day of classes. Situations that may impact, but are not limited to are serious illness of the student, hospitalizations, death in the family, and/or pregnancy. The liaison & student must be knowledgeable of the University Policy for incomplete grades in reviewing the eligibility /viability of this plan as well as the deadlines to complete the practicum hours before the next semester.
11. The practicum instructor/task supervisor reports on the student's progress and it is the responsibility of the faculty liaison to assign the grade for the practicum course. It is the responsibility of the faculty liaison to discuss any discrepancy in the report submitted by the practicum instructor/task supervisor for the evaluation and review prior to assigning the final grade for the course.

The Practicum Education Director & Assistant Director of Practicum Education Responsibilities

1. Is responsible to secure, develop and affiliate with practicum agency sites in sufficient numbers to support choices of area of practice and geographical locations within the region. The practicum agencies shall provide a quality practicum education experience and is consistent with the mission of the program and CSWE Educational Standards.

2. Assure that all practicum agencies have fully executed Affiliation Agreements and that all compliance documentation is on file with the College of Health and Human Services prior to the student's placement.
3. Assist in the development of the practicum education curricula as per CSWE criteria and in certifying that the tasks, duties, and placement assignments are educationally appropriate for the student.
4. Assess admitted students' eligibility and readiness for practicum placement and helping students secure practice placements.
5. Provide new practicum instructor orientation and ongoing training opportunities for practicum instructors.
6. Participates in the ongoing development and evaluation of the social work program.
7. Assures all Practicum Handbooks, Policies and required forms are updated annually.
8. Oversees the Annual Practicum Agency Fair and the other Practicum Education events.
9. Consult with the BSW/MSW Program Director or involved faculty on an ongoing basis related to student issues.
10. Assess annual surveys for practicum education completed by Practicum Instructors/Task Supervisors and Students and review with the School Administration Team.

The Practicum Placement Coordinator Responsibilities

1. Assists the Practicum Director to secure, develop and affiliate with practicum agency sites in sufficient numbers to support choices of area of practice and geographical locations within the region. The practicum agencies shall provide a quality practicum education experience and is consistent with the mission of the program and CSWE Educational Standards.
2. Assess upper division student's eligibility and readiness for practicum placement and helping undergraduate students secure practicum placements
3. Assures that all compliance requirements are submitted by students prior to practicum placement including but not limited to, immunizations, signed practicum placement agreements, and preceptor agreements.
4. Assists the Practicum Director in providing new practicum instructor orientation and ongoing training opportunities for practicum instructors.
5. Participates in the ongoing development and evaluation of the social work program.
6. Assures all Practicum Manuals, Policies and required forms are updated annually. Works with the Practicum Director to review and update to all forms related to practicum education.
7. Works with the Practicum Education and School Directors to assess the practicum program to assure that it meets program needs and criteria for continuing accreditation and make appropriate changes as needed.
8. Provide linkage to Practicum Instructors and the School of Social Work, College of Health and Human Services, and the University during the academic year. Assistance may include but is not limited to; supervision of students, concerns noted by students, performance concerns, the ongoing viability of the placement, and assuring a positive learning experience during the placement.

The Practicum Education Specialist Responsibilities

1. Manages compliance requirements and student submission
2. Secure, develop and affiliate with practicum agency sites
3. Manage Affiliation Agreements and Compliance documentation
4. Assist with Practicum instructor orientation and practicum education orientation
5. Coordinates Practicum Education events

Social Work Student Responsibilities

The Student's Responsibilities to the School of Social Work

1. Engage in the pre-practicum placement process including planning, submitting applications, interviewing and completing a Practicum Confirmation and compliance documentation by the required deadline.
2. Students are required to attend designated practicum orientation meetings.
3. Commit themselves to the required weekly hours of practicum placement work, attendance at the mandatory practicum orientation, meeting with the faculty liaison during site visits and/or by telephone.
4. Have transportation to their practicum agency that will allow the student to complete all required learning tasks.
5. Develop a Learning Agreement within the timelines established in cooperation with the practicum instructor and faculty liaison.
6. Function professionally in accordance with the NASW Code of Ethics and professional standards of the School of Social Work in all activities undertaken as a representative of the practicum instruction agency.
7. Attend and participate in the practicum seminar class as scheduled.
8. Complete all class and agency work as per agreed on timelines and due dates.
9. Evaluate the agency and practicum instructor/task supervisor at the end of the practicum placement experience in the Annual End of Year Practicum Office Survey (*Optional*)
10. Participate in on-going self-evaluations and defining specific strengths and weaknesses, in addition to accounting for all assigned agency responsibilities, including supervisory sessions. Preparing for supervision by creation of an agenda for the supervisory conference each week.
11. Keep the practicum instructor informed of all classroom assignments that relate to the agency.
12. Demonstrate professional behavior at the placement agency and in practicum seminar.
13. Complete an Agency Safety and Communication Planning Document with practicum instructor/task supervisor (See Appendices).

The Students' Responsibilities to the Practicum Agency

The student is given the opportunity to work in the agency because the agency has entered into an Affiliation Agreement with the University to provide the student practicum instruction. Furthermore, the student is expected to abide by agency rules: For example:

1. Students will complete Practicum Education Orientation .
2. Attend any required mandatory training or orientation that must be completed prior to placement. Students may earn up to sixteen (16) hours as a result of taking the required training and use it towards their total number of hours in the practicum agency. Any training and orientation completed prior to placement must be included as learning activities on the students Fall Learning Agreement. Pre placement training hours may not be used to end the placement earlier than the last day of classes. In addition, the practicum instructor must agree to the use of the hours to satisfy practicum placement hours during the academic year. Under no circumstance shall a student have client contact prior to being cleared by the School of Social Work to begin practicum placement.
3. The student should appropriately adhere to the agency's dress code, report to the agency promptly, and as scheduled.
4. The student must respect confidentiality relative to all clients and agency services, their circumstances, and their problems.
5. The student must behave professionally as a representative of the agency and as a member of a professional program at UNC Charlotte.

The Students' Responsibilities to the Clients/Constituencies Served by the Agency

Practicum instruction allows the student to become directly involved with individuals, families, groups, and communities who present personal and social problems. The student's responsibility is: to be sensitive, concerned, aware, and act in accordance with the basic assumption of the worth and dignity of each human being; to be polite and courteous; not to probe unnecessarily into an individual's personal life; to be accepting of others whose values, standards of behavior and attitudes may differ; and to respect confidentiality. Student's are required to clearly communicate their role as a student and associated limitations and supervision requirements.

The Students' Responsibilities to the Practicum Seminar Course and University

The student must fulfill the entire requirement of the Practicum Placement.

Students are expected to participate in the review of their evaluations with their practicum instructor. This is a vital part of the learning experience and serves to promote involvement in individual learning. Students should inform a university representative of any safety concerns, acts of violence directed at them, or accidents that occur during their practicum placement.

The student shall adhere to the [UNC Charlotte Code of Student Responsibility](#).

Practicum Placement Expectations

1. Keep your practicum instructor/task supervisor informed:
 - a. Notify the practicum instructor/task supervisor prior to the start of work on any day that the student is unable to attend the practicum placement.
 - b. Make sure your practicum instructor/task supervisor is aware of where you are at all times and that includes lunch breaks.
 - c. Always contact your practicum instructor/task supervisor directly if you are going to be late, sick, there is inclement weather, or if there is an emergency and you are unable to come to your practicum placement.

2. Develop a learning agreement with the student, practicum instructor/task supervisor, and faculty liaison.
3. Work with enough clients so that the competencies in the course objectives can be met. Work with a variety of clients and problem situations.
4. Work directly with individuals, families, groups, communities, and organizations.
5. Any remote or virtual work must be approved by the Practicum Agency and align with Learning Agreement objectives.
6. Participate in a minimum of one one-hour supervisory conference each week they are in placement. Students who have a Task Supervisor must meet weekly with their Task Supervisor for Weekly Check Ins in addition to their external supervision with a Practicum Instructor.
7. Integrate classroom learning with the practicum experience.
8. Inform practicum instructors/task supervisors of practicum related course assignments in a sufficient amount of time to solicit their help should their help be needed to complete the assignment.
9. Maintain student liability insurance throughout the practicum placement (purchased by the School of Social Work).
10. Complete an Agency Safety and Communication Planning Document in collaboration with it to the practicum instructor/task supervisor (See Appendices).
11. Complete all required hours in the practicum placement and attend all seminar classes as scheduled. If a student is not able to participate in practicum due to extenuating circumstances, student should communicate with the practicum instructor/task supervisor and the practicum liaison.
12. Remember that you are entering a working organization that has a history, a present, and a future with and/or without you.
13. Practice professionalism always. Be punctual and arrive ready to work at the beginning of the day. You have a beginning and an ending time for work each day. Always work within the designated time frames for your practicum placement.
14. Dress appropriately for your agency.
15. Keep your assigned space clean and neat
16. Make sure that you understand the tasks assigned to you.
17. Complete all of your assigned work on time. If there is a problem with meeting a deadline, renegotiate the deadline with your practicum instructor/task supervisor.
18. Do not cover up your mistakes. Inform your supervisor immediately! Mistakes left unchecked grow into problems.
19. Remember you are responsible for your education/practicum experience.

Learning Agreements

Once the semester starts, each student shall complete a Learning Agreement with input from their practicum instructor/task supervisor which will outline the knowledge, skills, and values that they will develop during their practicum placement. The Learning Agreement shall outline the activities that the student will complete during the year that will allow them to incorporate what they are learning in the classroom and be able to demonstrate the competencies in the 2022 EPAS social work knowledge, skills, values, and cognitive and affective processes during their Practicum. (See Appendices). It is critical that the student review the document

throughout their placement to review and adjust the Learning Agreement so that all Practice areas are an aspect of their learning.

Evaluations

Evaluation of Student Progress

The Learning Agreement is linked to the evaluation. Students will be evaluated in their seminar as determined by the faculty liaison. The original copy of the Learning Agreement should be given to the faculty on a date which is outlined in the course syllabus and should be signed by both the student and the practicum instructor/task supervisor.

Students will typically have two (2) meetings/contacts with the faculty liaison and the practicum instructor in the agency per academic year. The faculty liaison will also complete a written note after each site visit, telephone, virtual contact with the student and practicum instructor. The initial visit will focus on the learning agreement.

Each semester, the Practicum Instructor shall complete the Evaluation of the Student Form which will be provided by the student. The practicum instructor/task supervisor and the student should complete the ***student evaluation by no later than the last day of classes*** at the end of each semester. It is also highly recommended to review the student's progress using the same evaluation tool mid semester since it will provide meaningful feedback to each student.

The grades for the practicum placement and practicum seminar class are combined using a grading table to produce the grade for practicum . The grade is determined by the faculty liaison in consultation with the practicum instructor and/or task supervisor and is based on the seminar and the Student Evaluation as outlined. Students who receive an overall average of less than 3 (Competence) in the Summary Worksheet Final Scoring during the fall semester will be placed on a practicum action plan. Students who receive an overall assessment in the fall of “pass with major reservations” or “pass with minor reservations” will be placed on a practicum action plan. Please note students must have an overall average of three or higher in the spring semester to receive a passing grade. Students who receive an overall assessment in the spring of “pass with major reservations” or “pass with minor reservations” will meet with their faculty liaison for additional review. Practicum evaluations will be placed in the student's practicum file.

Annual Practicum Education Survey - Yearly

At the end of the practicum placement, students will complete an evaluation of their placement agency and practicum instructor. This feedback is important and helps the Practicum Office prepare for future students and future practicum placement sites.

Practicum Seminar Course Evaluation– Each Semester

At the end of each semester, students will complete an evaluation of the practicum seminar class and of the faculty liaison. Students will receive an invitation via email to evaluate the course. This information is crucial to the faculty of the Social Work Program to help provide quality practicum education.

External Supervision Evaluation - Each Semester

At the end of each semester all BSW students that participated in External Supervision have the opportunity to share about their experiences and provide input. Students are asked about benefits, challenges, preferences, and

support from their external supervisor. All evaluations are reviewed by the Practicum Office and the external supervisor. Results are used to adjust and enhance external supervision delivery.

Section III: **Addressing** **Practicum** **Related Issues**

Addressing Practicum Related Issues

Note: For academic policies and procedures specific to your program, please refer to the BSW or MSW Student Handbook.

Multi-Step Process

In an effort to promote student success, the School of Social Work has the following multi-step process for resolving academic performance, practicum, and conduct concerns that are not addressed through University procedures. The Multi-Step Resolution Process is used when: (1) Student has a concern with Faculty Liaison, (2) Practicum Instructor has a concern with a student, and (3) Student has a concern about the practicum placement and/or Practicum Instructor, and (4) When Faculty Liaison/Practicum Office has a concern with/about a student. Please note that depending on the concern the Procedures Governing Concerns related to Social Work Students procedure may be applied as well.

Procedures Governing Concerns Related to Faculty Liaison

Student Concerns about a Faculty Liaison:

Students might experience concerns with their practicum course instructor (faculty liaison). The student should follow a multi-step process for resolving concerns about a practicum course instructor.

Step 1. Consultation with the Faculty Liaison - Approach the instructor and work directly with the instructor to address the concern using a problem-solving approach - A problem-solving approach means the student has identified a specific behavior of concern, communicates constructively and respectfully with the instructor about the specific concern, and, devises a specific plan for resolving the concern. It is the student's responsibility to document the concern, the meeting time, and the proposed plan for resolving the concern or clearing up misunderstandings. It is strongly recommended that the student communicate the outcome of the meeting via email to the instructor; this serves as an opportunity to thank the instructor for being responsive, clearing up the outcome of the meeting, and documenting that the issue was addressed.

Step 2. Consultation with the Practicum Office - If the concern remains unresolved after Step 1, the student can make an appointment to speak to the Practicum Office. Copies of written communication with the instructor about the student's concern will be helpful. The Practicum office will suggest an alternative solution to the concern. At Step 2, it is the Practicum Office's responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern. The student will carry out the alternative solution. For instances when the Faculty Liaison is also the Practicum Education Coordinator, the Practicum Director will be consulted. The BSW or MSW Program Director will be kept apprised of the case.

Step 3. Joint Meeting - If the concern is still unresolved after Step 2, then the student, the Faculty Liaison, and the Practicum Office will meet jointly to discuss a solution. All parties will arrive at a consensus solution. It is the Practicum Office's responsibility to provide written documentation of the meeting and the consensus solution. For instances when the Faculty Liaison is also the Practicum Education Coordinator, the Practicum Director will be consulted. The BSW or MSW Program Director will be kept apprised of the case.

Step 4. Formal Grievance - If Steps 1 through 3 do not resolve the issue, the student might consider a formal grievance. Information related to student grievance policies and procedures can be found on the [Office of Legal Affairs Student Grievance Procedure website](#). *Students are free to file a grievance at any time*, but following Steps 1 through 3 is a way to ensure the Dean of Students Office that the student has taken reasonable steps to resolve their concerns.

Exception to Steps 1 through 4.

Some instructor conduct warrants immediate attention. This includes intentional intimidation of students, harassment, disregarding student confidentiality, blatant discrimination based on student characteristics, or threats of harm to students. These behaviors should be reported immediately to the Practicum Education Coordinator. For instances when the Faculty Liaison is also the Practicum Education Coordinator, the Practicum Director will be consulted. All instances of this conduct result in an immediate Joint Meeting (Step 3). The Practicum Director and BSW or MSW Program Director will be kept apprised of the case.

Procedures Governing Concerns Related to Practicum Instructor/Placement:

Placement Concerns

It is critical that the practicum instructor and student work to resolve any problems that arise in a practicum placement using a problem-solving approach and supporting a positive learning environment. This requires being able to provide feedback to each other directly and receive critical feedback. If the faculty liaison and student are unable to resolve the difficulties, it is the responsibility of the faculty liaison to mediate the concern by scheduling a joint conference as soon as possible. Students might experience concerns with a Practicum Instructor. The student should follow a multi-step process for resolving concerns about a Practicum Instructor.

Step 1. Consultation with the Practicum Instructor - Approach the Practicum Instructor and work directly with the practicum instructor to resolve the concern using a problem-solving approach. A problem-solving approach means the student has identified a specific behavior of concern, communicates constructively and respectfully with the instructor about the specific concern, and devises a specific plan for resolving the concern. It is the student's responsibility to document the concern, the meeting time, and the proposed plan for resolving the concern or clearing up misunderstandings. It is strongly recommended that the student communicate the outcome of the meeting via email to the instructor; this serves as an opportunity to thank the instructor for being responsive, clearing up the outcome of the meeting, and documenting that the issue was addressed.

Step 2. Consultation with the Faculty Liaison - If the concern remains unresolved after Step 1, the student can make an appointment to speak to the student's Faculty Liaison. Copies of written communication with the instructor about the student's concern will be helpful. The Faculty Liaison will suggest an alternative solution to the concern. At Step 2, it is the Faculty Liaison's responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern. The student will carry out the alternative solution.

Step 3. Joint Meeting - If the concern is still unresolved after Step 2, then the student, the Practicum Instructor, and the Faculty Liaison will meet jointly to discuss a solution. In rare cases, inclusion of the Practicum Education Coordinator/Practicum Assistant Director/Practicum Director may be asked to participate. All parties will arrive at a consensus solution. It is the Faculty Liaison's responsibility to provide written documentation of the meeting and the consensus solution.

Step 4. Practicum Education Committee Review- If Steps 1 through 3 do not resolve the issue, then the student, Faculty Liaison, and Practicum Director and/or Assistant Director of Practicum Education and/or Practicum Coordinator will seek other ways to resolve the problem in the current placement in consultation with the Practicum Education Committee.

Exception to Steps 1 through 4.

Some concerns related to an agency or practicum instructor warrant immediate attention. These can include concerns related to intentional intimidation of students, harassment, disregarding student confidentiality, blatant discrimination based on student characteristics, or threats of harm to students. These behaviors should be reported immediately to the Practicum Office. All instances of reports of this conduct result in an immediate Joint Meeting.

Procedures Governing Practicum Instructor Concerns about a Student:

Step 1. Consultation with the Student – Practicum Instructor should work directly with the student to address academic performance and/or classroom conduct concerns using a problem-solving approach. A problem-solving approach means the Practicum Instructor identifies a specific behavior of concern, communicates constructively, and respectfully with the student about the specific concern, and, with the student's input, devises a specific plan for resolving the concern. It is the Practicum Instructor's responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern.

Step 2. Consultation with the Faculty Liaison - If the concern remains unresolved after Step 1, the practicum instructor may forward documentation from the initial meeting with the student to the Faculty Liaison along with evidence that the concern is not resolved. The Faculty Liaison will either suggest an alternative solution to the practicum instructor or schedule a meeting with the student to discuss the concern. In cases where an alternative solution is proposed, the practicum instructor will communicate with the Faculty Liaison about the outcome and, if the suggestion did not resolve the concern, the Faculty Liaison will schedule a meeting with the student. The Practicum Instructor is welcome to attend the meeting between the student and the Faculty Liaison. At Step 2, it is Faculty Liaison's responsibility to document the concern, the details about the student meeting, and the proposed plan for resolving the concern. The Faculty Liaison provides a copy of the written documentation to the Faculty Liaison and the student within a week of the meeting.

Step 3. Joint Meeting - If the concern is still unresolved after Step 2, then the student, the Practicum Instructor, and the Faculty Liaison will meet jointly to discuss a solution. All parties will arrive at a consensus solution. In rare cases, inclusion of the Practicum Education Coordinator/Practicum Education Director may be asked to participate and a *Practicum Action Plan* will be executed. The Practicum Action Plan should highlight next steps, expectations and possible outcomes of noncompliance with the action plan. It is the Faculty Liaison's responsibility to provide written documentation of the meeting and the consensus solution.

Step 4. Practicum Education Committee Review- If Steps 1 through 3 do not resolve the issue, then the student, Faculty Liaison, and Practicum Education Coordinator/Practicum Assistant Director/Practicum Director will seek other ways to resolve the problem in the current placement in consultation with the Practicum Education Committee. A formal review could be recommended at this stage.

Exceptions to the Multi-Step Resolution Process:

As indicated above, Violations of the University-level Code of Student Responsibility - Policy 406 and The Code of Student Academic Integrity warrant immediate action and are addressed through University procedures. There may be some other student conduct issues that warrant immediate action (skipping Steps 1 and 2). A Practicum Action Plan can be implemented at any stage if determined necessary by the faculty liaison or Practicum Education Office. It is within the purview of the Practicum Education Coordinator and/or Director of Practicum Education to proceed to an immediate Formal Review (Step 4) in such cases.

The School of Social Work

Multi-Step Resolution Process for Student Academic and Performance Issues

To promote student success, the School of Social Work (SSW) has the following multi-step process for resolving academic performance and conduct concerns that are not addressed through University procedures.

All students in the program are expected to maintain the following standards established by UNC Charlotte, the School of Social Work, and those held by the profession including:

- [UNC Charlotte Code of Student Responsibility](#)
- [NASW Code of Ethics](#)
- [CSWE EPAS 2022](#)
- [ASWB Technology Standards](#)
- SSW Professional Standards (below)

Policy of Student Continuation

Please refer to the BSW or MSW Educational Requirements in the Handbook for the current year.

Commitment to Non-Discrimination

The School of Social Work seeks to promote a just and respectful educational opportunity. Aligned with the University (see [University Policy 501, Nondiscrimination](#)), we prohibit unlawful discrimination and harassment on the basis of race, color, religion, age, national origin, physical or mental disability, veteran status, genetic information, sex, sexual orientation, or gender identity in academic and practicum programs.

Professional Standards Requirements

Due to the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address practicum performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the Social Work Program. Persons who teach and supervise students, along with program directors, will assess student performance and apply their professional judgment to determine if standards are being met during a student's course and/or practicum. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the performance of its students in five general areas:

- 1) Basic Abilities to Acquire Professional Skills
- 2) Mental and Emotional Abilities for Performance and Professional Practice
- 3) Professional Performance Skills for Work with Clients, Communities, and Professional Practice
- 4) Scholastic/practicum Performance
- 5) Commitment to engage in a respectful manner with diverse individuals and communities

Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards. The School of Social Work will provide reasonable accommodations that do not fundamentally alter the program for qualified students with disabilities when those students register with the Office of Disability Services.

Basic Abilities Necessary to Acquire Professional Skills:

Communication Skills

Demonstrates sufficient written, comprehension, and expressive skills to communicate about ideas and feelings:

- a) Written: Writes clearly, uses correct grammar and spelling. Applies appropriate writing style, including the latest version for American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete all written assignments to standards specified by faculty. Note: Students may be required to attend the Writing Resource Center to enhance written communication skills.
- b) Comprehension: Listens carefully to others' emotions, thoughts, and ideas, with sensitivity to others' right to self-determination. Accurately interprets information from clients, other agencies, peers, mentors, and instructors.
- c) Expressive: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in English to complete assignments that involve self-expression and to meet the objectives of practicum placement experiences, as specified by faculty.

Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of personal actions on others.

Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and practicum. Demonstrates grounding in relevant social, behavioral, and biological science knowledge and research-including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement.

Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice Stress Management

Demonstrates ability to recognize and to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing appropriate supportive relationships with colleagues, peers, and others.

Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. (Students are encouraged to utilize Counseling and Psychological

Services (CAPS) at UNC Charlotte for treatment and/or referral.)

Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health issues do any of the following:

- Compromise scholastic and other performance, or
- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those to whom the social work student has a professional responsibility as outlined in the current Code of Ethics by the National Association of Social Workers, the North Carolina State Board of Social Worker Examiners for Social Work Licensure, and the Association of Social Work Boards (ASWB)

Professional Performance Skills Necessary for Work with Clients, Communities, and Professional Practice

Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Demonstrates commitment to the essential values of social work that include the respect for the dignity and the worth of every individual and recognition of possible disparities in access to information, services, and resources among different segments of the population.

Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and federal, state, and local laws in the classroom, University community, practicum, and community at-large. For practicum, follow dress code and expectations based on agency policy. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Works effectively with others, regardless of level of authority. Advocates for oneself in a responsible manner and uses proper channels for conflict resolution according to the Step Process in the current Program and practicum Handbooks. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

Ethical Obligations

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Carolina. Ethical behaviors include:

- Adherence to the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in North Carolina.
- No convictions of a criminal offense that is contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.

- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to client's freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and practicum placement.
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interests may exist.

Scholastic/Practicum Performance

Student maintains scholastic requirements as indicated in the respective program (BSW/MSW/Practicum) per student handbook.

Commitment to engage in a respectful manner with diverse individuals and communities

Respecting the dignity and worth of every individual, including the individual's identities, experiences, background, and perspectives. Contribute to a community culture within the unit and practicum placement, which supports and encourages open dialogue, increases understanding and awareness, and demonstrates respect for all people in language and behavior in consideration of individual, family, organization, and/or community context.

Procedures Governing Concerns related to Social Work Students

Step 1. Consultation with the student. Instructors should work directly with the student to resolve academic performance and/or classroom conduct concerns using a problem-solving approach. A problem-solving approach means the instructor identifies a specific behavior of concern, communicates constructively and respectfully with the student about the specific concern, and, with the student's input, develops a specific action plan for resolving the concern. It is the instructor's responsibility to inform the student that the meeting is considered a Step 1 meeting and document the concern including details about the meeting, and the proposed plan for resolving the concern. Faculty members are encouraged to inform students about available campus resources that can help them. Faculty members are also encouraged to inform and document students about the potential consequences of not resolving the concerns (i.e., failing grade on an assignment or in the course). Academic concerns that implicate [University Policy 407, Code of Student Academic Integrity](#) or conduct concerns that implicate [University Policy 406, Code of Student Accountability](#) should be directed to and processed through Student Accountability and Conflict Resolution.

Step 2. Consultation with the BSW/MSW/Practicum Program Director. If the concern remains unresolved after Step 1, the instructor may forward documentation about the initial meeting with the student to the

BSW/MSW/Practicum Program Director. The BSW/MSW/Practicum Program Director will either suggest an alternative solution to the instructor or schedule a meeting with the student to discuss the concern. In cases where an alternative solution is proposed, the instructor will communicate with the BSW/MSW/Practicum Program Director about the outcome and, if the suggestion did not resolve the concern, the Program Director will schedule a meeting with the student. The instructor is welcome to attend the meeting between the student and the BSW/MSW/Practicum Program Director. It is the BSW/MSW/Practicum Program Director's responsibility to document the concern and inform the student that meeting or alternative solution is considered Step 2 in the process and develop an action plan. The details about the meeting with the student and the proposed action plan for resolving the concern will be documented. The BSW/MSW/Practicum Program Director will provide an updated plan/outcome via email to the instructor and the student within five (5) business days of the meeting with the student.

Step 3. Formal Review. If the student concern is still unresolved after Step 2, the concern may be referred for an Academic and Performance Formal Review.

Academic and Performance Panel

To begin the formal review process, the instructor and/or appropriate Program Director should contact the Assistant Director to request an Academic and Performance Formal Review. The Assistant Director will request any relevant documentation related to the concern and then will consider if any existing university policies apply and will make a determination if the concerns should be submitted to an external support office on campus or if the concerns should be reviewed by an internal academic and performance panel.

The Academic and Performance Panel (APP) involves the Assistant Director, the Program Director depending on the student issue (e.g., BSW/MSW/Practicum), and if requested by the instructor or panel, an additional SSW faculty member that will be appointed by the SSW Director. The APP will review cases referred for formal review, formulate next steps and also review requests for reinstatement and readmission.

Students may be referred for a number of reasons including, but not limited to:

- Failure to maintain the standards of UNC Charlotte, the School of Social Work, and those held by the profession
- Marginal performance towards CSWE competencies for social work practice
- Failure to meet academic requirements of UNC Charlotte, The UNC Charlotte Graduate School, and the School of Social Work
- Failure to adhere to agency policy and professional standards during practicum placement
- Suspension and/or termination from practicum placement
- Relating to students, colleagues, professors, client and/or agency personnel in a disrespectful manner
- Pattern of problematic behavior
- Request by faculty member for a review due to the student's poor coursework/practicum performance
- Uncertainty about the social work profession and/or
- Request for reinstatement and/or readmission

Procedures for the Academic and Performance Panel

The APP will reach out to the student to inform them about the concerns, any immediate requirements and/or

referrals (e.g., Niner Cares, Student Accountability, Civil Rights and Title IX, CAPS, CIC, Wellness Promotion) and request a formal review meeting. Any relevant documentation will be collected and made available to the student at least 1 day prior to the meeting. If the student would like to submit any documentation, the documents must be submitted to the APP 1 day prior to meeting. Possible types of relevant documentation include:

- (1) Prior documentation related to the concern.
- (2) Statement from the Student. Please note if the statement includes any safety concerns, harassment or discrimination claims, a referral will be made to the appropriate campus office
- (3) Letters of support, materials pertaining to the student's course and/or practicum performance and feedback from faculty, practicum instructors/task supervisors, advisors, and other appropriate parties such as the Division of Student Affairs that may have worked with the student.

The formal review may occur in-person or virtually at a mutually agreed upon time. The student may bring one support person and must complete a [FERPA waiver](#) form for the support person. If the student chooses to bring a support person that is also a member of the SSW, the dual roles will be considered by the APP to assess for any possible conflicts of interest.

During the meeting all parties will have an opportunity to share and request any additional information. A member of the APP will take notes. If the student requires accommodations, they should contact the [Office of Disability Services](#) prior to the meeting. The APP will review the materials that have been submitted and make a decision even if the student chooses not to attend the meeting.

The APP's decision will be submitted to the School of Social Work Director. The APP has 2-3 weeks to complete the formal review process from the time of referral.

Course of Actions

Possible outcomes include the following

- a. *Continue without new conditions:* The concern(s) have been addressed and no further action is needed.
- b. *Continue with new conditions:* The concern(s) have been substantiated and a Formal Compliance Plan is established, which may include, but is not limited to, setting goals, mentorship and support, additional advising, adjustments to the students course plan, additional courses and/or practicum hours. Additionally, the circumstances may require documentation in the student's record and other university level sanctions. The Compliance Plan is accepted by the student.
- c. *Recommended for Academic Suspension:* If a Compliance Plan is not offered or is declined, for undergraduate students, the program will follow university procedures for academic suspension and for graduate students, the program will make a recommendation for Academic Suspension to the Graduate School. This outcome will occur within 7 days after the student is notified.

Appeal Process

Students have the right to appeal the decision of APC. Appeals should be made in writing/electronically to the SSW Director within 5 days after the decision. The SSW Director will review the appeal and determine next steps and/or the final decision. If the decision is related to practicum, the student will not be placed in a practicum until the appeal is resolved.

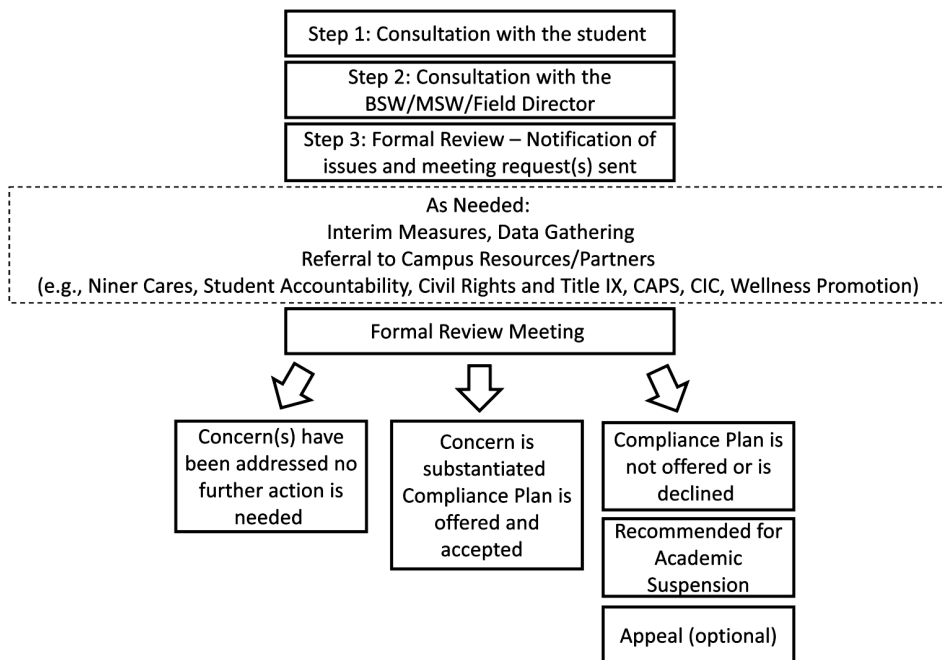
Reinstatement Procedures and Readmission

The SSW will follow the outlined Reinstatement and Readmission policies for undergraduate and graduate students in the Division of Academic Affairs and Graduate School, respectively. Students returning to practicum placement after suspension, reinstatement, or readmission should refer to the policy on Returning to practicum Placement in the current practicum Education Handbook.

Exceptions to the Multi-Step Resolution Process

University policies and procedures take precedence over the Multi-Step Resolution process. Violations of the University-level Code of Student Responsibility - Policy 406 and The Code of Student Academic Integrity warrant immediate action and are addressed through University procedures. In addition, there may be some other student conduct issues that warrant immediate action (skipping Steps 1 and 2). It is within the purview of the BSW/MSW/practicum Program Director to proceed to an immediate Formal Review (Step 3) in such cases.

Multi-Step Resolution Process for Student Academic and Performance Issues Process Flow



Placement Transition

Reassignment of Placement

A practicum placement at an agency is a component of a required University course with specific hours that must be completed to receive credit for the semester. Students must demonstrate professional behavior in dealing with issues at their placement or with their practicum instructor/task supervisor and should utilize the support of their faculty liaison. The Practicum Office will work with students, faculty, and practicum agencies to navigate practicum concerns through the multi-step resolution process.

At times, the Practicum Office may opt to terminate a placement due to lack of learning opportunities, lack of supervision, or other agency related concerns. If the Practicum Office makes the determination to terminate a placement then the Practicum Office will relay needed information to the agency to attempt a smooth transition. The Practicum Office will work to transition the student to a new placement.

If a situation cannot be resolved through the multi-step resolution process or a placement does not meet the learning needs of the student as required by the Council on Social Work Education 2022 Competencies, a student may request a change in practicum placement. This must be done prior to any request for a placement to be changed. Reassignment of placement will not be considered without an assessment of the multi-steps resolution process. **It is important to note that in no circumstance shall a student initiating a Request to Change Practicum Placement will be considered after February 1st of the spring semester.**

Distance Education students that require a placement change because of geographical relocation are responsible for identifying potential agencies in their new area. It is imperative that students understand a placement change can take several weeks and may result in difficulty completing required hours. Early communication regarding any relocation is essential. Please be aware that licensing requirements vary from state to state, see [licensing requirements](#).

The following process shall be followed to be considered for requesting another placement:

1. The student will follow the multi-step resolution process. If all steps have been completed student will consult with the Practicum Liaison and;
2. Complete the Request to Change Practicum Placement Form (See Appendices); and
3. Submit the form to their faculty liaison for their input; and after it is completed and signed;
4. The faculty liaison or student may submit the completed form to the Practicum Education Coordinator.
5. The Request to Change Practicum Placement form will be reviewed by the School of Social Work Practicum Education Committee (PEC) which meets monthly (excluding winter and summer break). Requests are only considered during PEC meetings, we will not make decisions in between meetings unless there are emergency situations. If approved, the student will continue in the placement until formally approved by the Practicum Office.
6. The Practicum Office will request an evaluation of the student based on their time spent at the agency.
7. The student may be requested to update their resume and practicum application as part of the referral process to the new agency and must be aware that the Practicum Director and/or Assistant Director of Practicum Education and/or Practicum Coordinator will discuss the reasons for the student's request for re-assignments of placement.
8. Students will be expected to update their Learning Agreement to reflect the new placement and may be requested to attend additional orientation for the new agency.
9. Students will be responsible for completing any required compliance items for the new agency.

Transitioning to a new placement requires coordination and planning on behalf of the Practicum Office and the student. Timelines for securing and finalizing a new placement for students may vary; however, it is likely that the process will take several weeks. The student may be provided with appropriate practicum learning opportunities to continue to earn hours.

Termination

Students can be terminated from a placement due to various performance concerns and behavior. Reasons for termination will be shared by the Practicum Office with the student. If a student has been terminated from their practicum agency and leaves the placement prior to mid semester, the practicum instructor should provide a written summary of the student's performance and issues related to termination. The student will be required to complete a student driven Practicum Placement Action Plan (found in appendices) with the Faculty Liaison and/or the Director of Practicum Education.

If the student is terminated from the agency, the agency practicum instructor or task supervisor shall evaluate the student's performance using the practicum education evaluation form. Each student shall assure that all required work is completed, any keys/equipment returned, and that the student has terminated with all clients successfully prior to the student's last day.

If a Practicum Agency immediately terminates a student due to egregious behavior which includes, but is not limited to the following, including falsification of timesheets, signatures, documentation, violation of UNC Charlotte Student Code of Conduct, professionalism, numerous unscheduled absences, and/or the use of alcohol or illegal substances then the Director of Practicum Office will immediately discuss this termination with the BSW or MSW Program Director. The Practicum Office will also request a written copy of the explanation of the reason for termination. The Practicum Office and the BSW or MSW Program Director will decide on whether a formal review should be scheduled to discuss whether the student should continue in the Social Work Program. If it is decided that the student is able to continue in the program after the formal review, the practicum office will identify an alternative placement and the student must accept the placement and remain in good standing in order to pass the practicum seminar course.

The Practicum office reserves the right to pull a student from placement at any time if there is a safety concern.

If a student's placement is reassigned due to termination or transition, a new Practicum Confirmation must be completed and any additional compliance (if applicable).

If a student remains at an agency but transitions to a new Practicum Instructor and/or Task Supervisor, a new Practicum Confirmation must be completed (form available in Appendices).

During transitions when students are not in practicum placement, they are expected to work closely with the practicum office and follow requirements and recommendations. Students will be expected to adhere to the interviewing process guidelines. It may take several weeks to identify a new placement, and students should continue to work closely with the Practicum Office.

Transition from an Employment Based Placement

Students in an employment-based placement may choose to leave their job and/or be dismissed from an employment. If a student chooses to leave their job, they may discuss the possibility of continuing to complete their placement at their previous employment. If a student is terminated from an employment-based practicum placement they will follow the termination protocol outlined in the section above. If it is established that the student can be reassigned to a different organization, the practicum office will collaborate with the student to find an alternative placement that fulfills the course requirements. The Practicum Office is not obligated to secure or wait for an alternative employment-based practicum opportunity. Opting to postpone the transition to an alternate placement suggested by the Practicum Office could potentially affect the timely completion of the practicum course.

Return after delayed Practicum Placement

This process is for students who, in accordance with the SSW BSW/MSW program director and/or Practicum Office, decided to delay practicum placement by one academic year. To begin the process to enter practicum placement the student must submit an email to the Practicum Office requesting to begin the process *NO LATER than 3 months before practicum placement is expected to start*. Requests to return to practicum made after the 3-month time period will not be honored. The Practicum Office will follow-up and ask the student to complete a practicum application, register for the appropriate practicum course, and may request a meeting, if needed. In addition, the student must meet the practicum education requirements and eligibility that are effective at the time the student enters for practicum placement. The student is expected to return all requested items by the provided deadline. Late submissions may delay the start of practicum placement. Practicum placement start dates will depend on the semester the student will be returning and will be based on the course schedule for their degree program.

Return to Practicum Placement after suspension/reinstatement/readmission

This process is for students returning to practicum from a suspension, reinstatement, or readmission status with University and School of Social Work approval. A student who wishes to return to practicum placement must send an email to the Practicum Office requesting to begin the process *NO LATER than 3 months before practicum placement is expected to start*. Requests to return to practicum made after the 3-month time period will not be honored. The Practicum Office will follow-up and ask the student to complete a practicum application, register for the appropriate practicum course, and may request a meeting, if needed. In addition, the student must meet the practicum education requirements and eligibility that are effective at the time the student re-enters for practicum placement. Upon approval, the student will be provided with a practicum placement site match based on site availability. The student is expected to return all requested items by the provided deadline. Late submissions may delay the start of practicum placement. Practicum placement start dates will depend on the semester the student will be returning and will be based on the course schedule for their degree program.

Practicum Repeat

Students are permitted to apply to repeat a practicum course only once, with the permission of the Practicum Education Committee. The Practicum Education Committee will review the student's application to repeat Practicum, as well as their overall performance in the Program, and will decide whether the student will be permitted to repeat the Practicum practicum course. Practicum Education Committee denial decisions for repeating practicum will result in a student's dismissal from the major. In addition, a student who is permitted to repeat practicum and does not achieve a grade of C will be dismissed from the major.

Section IV:
Practicum
Education
Policies

Practicum Education Policies

NOTE: For academic policies regarding grievances, dishonestly, student termination from the program and reinstatement please refer to your respective Student Handbook (BSW or MSW).

Disability Policy for Practicum Placements

Students may request disability accommodations through the university. Disability accommodations are provided to the Faculty Liaison via the Practicum Seminar course. It is the decision of the student to share disability accommodations with the agency Practicum Instructor and/or Task Supervisor. The Faculty Liaison will not release information on behalf of the student unless documented consent is provided. The student may consult with the Faculty Liaison and University disability counselor on accommodations in the practicum placement setting.

If there are issues that occur in practicum placement/seminar because of an undocumented or suspected disability, the Faculty Liaison may discuss their observations/concerns and make the student aware of the Office of Disability Services. Information about available services on the [Office of Disability Services website](#).

If you have questions about disability-related policy, contact the [Office of Disability Services](#). Their office is located at Fretwell, Office 230. The phone number is 704-687-0040.

Attendance and Practicum Hours Policy

Practicum Placement is a university course and students are expected to remain in the practicum placement for the entire semester of placement completing an evaluation at the end of each semester of placement. The Council of Social Work Education requires that BSW Social Work Students complete a minimum of four hundred (400) hours in practicum during their undergraduate program. The Council of Social Work Education requires that MSW Social Work Students complete a minimum of nine hundred (900) hours in practicum during their graduate program.

BSW Students

UNC Charlotte BSW students are required to complete two (2) full days in their practicum placement in both the fall and spring semester. The designated days must be discussed with your Practicum Instructor and/or Task Supervisor. The minimum number of practicum hours required of each student during the fall semester is two hundred and twenty (225) and in the spring semester two hundred and thirty-two (225) totaling 450 hours for the academic year. The hours at the practicum agency are determined by the hours that the Practicum Agency provides services and can provide learning opportunities with supervision.

MSW Students

UNC Charlotte MSW students are required to complete two (2) full days in their practicum placement in both the fall and spring semester. The designated days are Mondays and Tuesdays, unless otherwise discussed with your Practicum Instructor and/or Task Supervisor. Distance education students may work with their assigned practicum site to negotiate a weekly schedule for completing hours. The number of practicum hours required of each student during the fall and spring semester is between two hundred and twenty-five (225) and two hundred and forty hours (240) totaling between 450-480 hours for the academic year. The hours at the practicum agency are determined by the hours that the Practicum Agency provides services and can provide learning opportunities with supervision.

Students should work with their site to identify and agree on designated lunch breaks and how time will be tracked. Students and agencies may agree on a working lunch where the time is counted. Alternatively, the student and agency may agree on a lunch break that is not counted towards their practicum hour

Students who have not completed 40% of required hours by midterm, and started practicum on time, will receive an unsatisfactory midterm grade and be placed on an immediate practicum action plan.

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

Orientation or Required Training Prior to Academic Year

In some cases, practicum placement agencies require orientation or training prior to the academic year. Students may get credit on their time sheet for up to sixteen (16) clock hours as a result of taking the required training and use it towards their total number of hours in the practicum agency, but this may not be used to end the placement earlier than the last day of classes. Students must include any pre placement training on their Fall learning agreement and connect the learning activity with relevant competency. In addition, the practicum instructor must agree to the use of the hours to satisfy practicum placement hours during the academic year. **In no circumstance shall students have client contact prior to being approved by the practicum office.**

Personal Day

Students will generally complete more than the minimum number of required hours if there are no absences from the practicum placement. If students are ill or need a personal/mental health day, they must communicate with their Practicum Instructor/task supervisor and develop a plan to make up missed hours.

School Social Work Placements

It is important to note that students who are placed in a school social work setting will follow the host district calendar for holidays, school closings, and spring break. The Practicum Education student would not be able to have contact with the practicum instructor or students if the school was not in session. Students should review the school calendar with their practicum instructor to assure that they will be able to meet the required number of hours for practicum that academic year.

University Holidays and Closings

If the University is closed for holidays, fall and spring breaks or any other closing that does not require the student to attend class; the student is **not** required to attend the practicum placement agency. The student may exercise the option of attending the practicum placement agency for practicum-related work or to make up missed time in the practicum.

Conferences and Training Events within the Student's Placement

Students in practicum placement are permitted to attend conferences and/or training opportunities related to their practicum placement. The student's practicum placement is welcome to invite and/or require students to attend agency or agency partner training events and/or conferences, which should be counted towards the student's practicum hours for the semester.

Inclement Weather

It is the student's responsibility to become familiar with their practicum agency's policy on inclement weather and how the agency makes staff aware of if the agency is open, closed, or on a delay. Strategies may include contacting a specific telephone number, notices on television, web site announcements, and/or a telephone tree to contact staff or practicum instructors. It is always recommended that students verify if the University or

Agency is open during inclement weather before making a choice to drive to the agency.

If there is inclement weather and the University and the practicum agency are open, the student should consider issues of personal safety when making a decision to travel to their practicum practicum. However, if the student chooses **not** to attend their practicum site due to inclement weather, it is important to note that the student must notify their practicum instructor/task supervisor directly. Students who do not attend practicum due to inclement weather should work with their practicum instructor to develop a plan for making up the time.

If the University is closed due to inclement weather, the student **is not** required to attend the practicum placement agency. It is the responsibility of the student to contact your practicum instructor directly if the agency is open and you will not be coming to the placement. This will allow your practicum instructor to arrange coverage for your appointments or duties for the practicum day.

If the University is closed, a decision will be made by the School of Social Work based on the student's practicum confirmation form on whether student practicum hours will be adjusted due to inclement weather and students will be notified via email.

Religious Accommodation for Students

Students and faculty should follow the steps indicated in [University Policy 409](#).

Employment Based Practicum Placement

- Employment based practicum placement is an option for both undergraduate and graduate social work students. An employment based practicum placement can be an option if the employing agency is affiliated with the University, qualifies as a practicum site for the School of Social Work at UNC Charlotte and the prospective student must be employed by January 1st prior to the academic year when they are scheduled to begin Practicum Placement. Example if a student is scheduled to begin practicum August 2024 they must be employed at the agency by January 1, 2024. CSWE guidelines relevant to employment-based practicum placements must be adhered to by the student and the employing agency. Please note volunteering does not qualify for an employment based practicum placement.
- Placement of students in an employing agency must be evaluated closely and approved by the Practicum Education Committee.. If students are interested in employment based practicum placement, they must first seek approval from their supervisor at their place of employment. Students will then complete the UNC Charlotte Practicum Applications where they may indicate interest in employment based placement. Students must include a copy of their employment job description. The Practicum Office will then initiate the employment-based placement process with the student.
- The designated practicum instructor/task supervisor must be approved by the School of Social Work. The practicum instructor must be an MSW or BSW with at least two (2) years post-MSW or post BSW experience. The task supervisor may have an undergraduate and/or advanced degree in a closely related practicum or may have been grandfathered in as an LCSW by the North Carolina Certification and Licensure Board, but not have a BSW/MSW or may have at least two (2) years post degree practice experience. Students must have an identified supervisor that oversees their practicum hours. This excludes, but is not limited to peers, co-workers and consultants.
- The practicum instructor/task supervisor must attend required practicum instructor training.

- The employing agency must be within a sixty (60) mile radius of the University of North Carolina in Charlotte or can use technology which would facilitate virtual visits by the faculty liaison.
- The Employment based request must include in detail, the proposed learning opportunities for the student. The student and employment supervisor must detail on the application the time that will be dedicated to practicum while the student is employed. Students filling out the application are required to provide in detail whether they are requesting to count all of their employment hours towards practicum, counting differently scheduled hours towards practicum, or a combination of counting employment hours and differently scheduled hours to achieve their practicum learning. For each option, student must outline the learning activities associated with each competency. The student is required to complete an average of 16 hours per week of Practicum. These hours must align with their learning objectives. The learning experiences assigned for the student must meet the requirements of the UNC Charlotte practicum education program. The level of assignments will be determined by the student's educational role, not the employee role. All changes in employment responsibilities that are being counted towards practicum hours must be approved by the Practicum Office.
- All terms of the employed based practicum placement agreement must be adhered to by the student and by the employing agency.
- If approved, the practicum placement must achieve all of the placement objectives for a social work student. The student must engage generalist or specialized generalist practice activities under qualified social work program approved practicum instructors/task supervisors. The objectives must be reviewed by the student, the prospective practicum instructor/task supervisor, and the designated Faculty Liaison.
- The School must be assured that the employment agency supports the placement as an educational experience and is committed to providing the time and supervision to be involved in discrete learning activities with specific learning objectives that are related to the placement objectives. The employing agency is expected to help the student and the university to create and maintain an environment for learning to take place.
- Students are required to receive one hour of supervision weekly from their practicum instructor focused on specific competencies and social work practice. This supervision time should not include oversight of job specific tasks not related to social work practice.
- No life experience/work experience can be counted for credit and/or practicum hours. For employment based, practicum hours start once practicum starts for the academic year. No past work experience can count for credit and/or practicum hours. Students must be approved to begin placement before they can begin to accrue hours.
- Any changes to the approved Employment Based Practicum Placement shall be submitted and must be approved in advance by the Practicum Office and/or the Practicum Education Committee. The Practicum Education Committee meets monthly with the exception of Winter Break and Summer Break.
- If an employment-based practicum student has a change in employment, is terminated, or resigns, the Practicum Office will work with the student to identify an alternate placement that meets the course requirements. Students are required to communicate in a timely fashion with the Practicum Office following employment termination. The Practicum Office is not required to obtain or wait for an alternate employment-based practicum opportunity. If a student chooses to delay moving to an alternate placement identified by the Practicum Office, this may impact the completion of the practicum course.
- In some cases social work practicum students will do such an excellent job in practicum that they are hired during the school year. If this is the case the student must receive approval from the Practicum Office in order

to move their placement from student to employment-based.

- See Appendices for the Employment Based Practicum Placement Confirmation

It should not be assumed that a student's placement will occur within the student's employing agency just because the agency meets all practicum instruction and other UNC Charlotte Social Work Program standards and expectations.

External Supervision Policy for the School of Social Work Practicum Education Office

Policy Statement

Practicum Education is considered the “Signature Pedagogy” of Social Work. In the School of Social Work, the standard has been that students receive regular supervision during their practicum placements to ensure that they are being fully immersed in the social work discipline. Often students are placed at an agency without a BSW/MSW practicum instructor or the agency does not meet the standard of having a BSW or MSW degree with 2 years of experience. In order for the students to gain valuable experience at the agency, they are assigned a task supervisor who plays the role of supervising the student directly in practicum placement and providing the student with competency-based learning assignments.

External supervision can also be beneficial to students when there are planned or unexpected agency transitions. External supervision ensures that students continue to receive the required social work practicum instruction, while still maintaining their practicum placement under the supervision of a task instructor. If an agency practicum instructor will be out temporarily or on leave of absence, a student may be assigned temporarily to an external supervision group. External supervision also opens the opportunity to place students with related disciplines or within non-traditional social work settings, where students can still meet the social work competency-based learning assignments.

Expectations and Responsibilities for External Supervision

BSW/MSW Practicum Instructor: Practicum instructors must hold a Bachelor of Social Work and/or Master of Social Work degree from a social work program accredited by the Council on Social Work Education. The practicum instructor must have at least two (2) years post BSW practice experience. A designated BSW/MSW practicum instructor will facilitate the external supervision groups.

Job Description: Provide supervision to BSW or MSW graduate students. Will schedule group hour supervision sessions either at SSW office, their agency, or virtually and complete supervision notes. Provide broad support related to learning agreements and evaluations. Briefly evaluate each student’s level of participation and progress at the end of each semester. Supervisor will communicate with the Practicum Office if the student is not consistently attending supervision.

Task Supervisor: A Task Supervisor must have an undergraduate and/or advanced degree or approved career experience in a closely related practicum or may have been grandfathered in as an LCSW by the North Carolina Certification and Licensure Board, but not have an MSW. The task supervisor must have at least two (2) years post degree practice experience. The task supervisor is the practicum placement personnel responsible for the oversight of the practicum student at their practicum placement. The task supervisor does not provide the weekly supervision required but will assign tasks and provide support during placement hours.

Student: The student must complete their practicum placement as assigned under the UNC Charlotte School of Social Work guidelines. The student is responsible for meeting all criteria for completing their practicum placement, which includes attending one hour of weekly supervision beginning when assigned to an external supervision group and continuing weekly while in placement. In the case of external supervision, the student is required to attend these sessions as scheduled. For virtual external supervision sessions, it is required that the student is actively engaged, with camera on, and not engaging in other tasks such as driving, doing chores, etc. Students who miss more than 2 supervisions will be placed on an action plan and suspended from practicum.

Faculty Liaison: The Faculty Liaison is a UNC Charlotte School of Social Work faculty and instructor of the student's practicum practicum class. The Faculty Liaison will obtain information from the student, Practicum Instructor, and Task Instructor regarding the student's progress in practicum placement.

Practicum Office: The Practicum Office will assign, schedule, and oversee external supervision groups.

Protocol for External Supervision

- **Initial Site Visit:** When a new agency is being considered for practicum placements during the initial site visit, the School of Social Work will assess if qualified BSW/MSW are on-site. If no qualified BSW/MSW is currently on-site, the School of Social Work representative will explain the option for still placing students at the site with external supervision provided by the School of Social Work.
- **Follow-up Changes:** The student(s) and/or the agency is required to inform the Practicum Education Office that there is no longer a qualified BSW/MSW at the agency. The School of Social Work will work with the student to assign external supervision.
- **Hiring Process:** The School of Social Work will hire qualified BSW/MSW supervisors to provide external supervision to BSW and MSW students. The specifics of hiring a qualified BSW/MSW person will follow the UNC Charlotte School of Social Work policy for hiring part-time employees.
- **Establishment of Groups:** Students will work with the Practicum Education Director, Assistant Practicum Education Director, and BSW/MSW Practicum Supervisor to provide their schedules for the establishment of groups.
- **Group Size:** The size of each supervision group will vary based on student need and academic level. Group composition can change at any time during the academic year.
- **Group Expectations:** Students must actively participate in the group discussion and complete assigned activities. Students are expected to conduct themselves in accordance with the NASW Code of Ethics.
- **Virtual Groups:** Students must be actively engaged during supervision groups in a private space with their camera on. Students are not permitted to engage in distracting activities (ie. driving, household chores, etc) during supervision.
- **Supervision Hours:**
 - Students are required to participate in regular supervision..
 - Students should communicate with the External Practicum Instructor regarding any absences within 24 hours.
 - Students are allowed one excused absence per semester for external supervision. Additional absences will require communication with the Faculty Liaison and a make-up assignment. More than 2 absences will result in a disruption of placement.
 - Supervision counts toward the student's total number of hours per week. Thus, students receiving external supervision will only be required to complete 15 hours per week at the agency and one hour per week of supervision
 - Attendance will be taken for each external supervision group. Students may miss one unexcused supervision meeting per semester. The missed supervision meeting must be made up within the semester. In the event that a student must miss more than one supervision, they will be asked to complete an assignment to account for the missed supervision meeting. It is the ethical responsibility of the student to attend supervision sessions as scheduled.
 - Supervisors may cancel one supervision meeting per semester. In the event that students require supervision related support for the canceled session, the student should reach out to the Director of Practicum Placement or the Practicum Education Coordinator.
 - Student drive time to and from supervision will not count towards practicum placement hours.
 - Students must attend supervision for the duration of the semester, even if the student has

- completed all required practicum hours.
- Students participating in external supervision will be evaluated at the end of each semester on the *External Supervision Summary Evaluation*. This form will be submitted to the designated Faculty Liaison and incorporated into the practicum class grade.

External Supervision Responsibilities

The External Supervisor shall do the following:

- Provide regular group supervision at scheduled time.
- Facilitate discussion of various social work topics and values and their application to the Practicum Experience. Supervisors should maintain a record of topics that have been discussed.
- Provide input into the Student Learning Agreement and Evaluation.
- Inform the faculty liaison of any concern related to the student's performance, professional development, and/or concerns related to agency placement.
- Maintain attendance. Supervisors may cancel one (1) group supervision per term if needed.
- Supervisor will complete the External Supervision Summary Evaluation at the end of the term.

The Student shall do the following:

- Attend weekly supervision meetings. Students may miss one supervision meeting. Additional absences will require an additional assignment. Failure to attend supervision consistently **will** impact the student's ability to complete course requirements.
- Students will be actively engaged during supervision. It is required during virtual supervision that the student is on camera and not engaging in other tasks (i.e., driving, cooking, folding laundry, etc).
- Students will discuss practicum experiences including tasks they have completed, challenges, successes and any ethical concerns.
- Students are expected to apply social work values and ethics to provide thoughtful feedback to peers.
- Students will request feedback from the External Supervisor on their Learning Agreement and Evaluations.

Safety Policy for Agency Practicum Placements

Student interns should be mindful of personal safety in their practicum placement. The practice of social work is not entirely without risk. Students in practicum placement agencies interact with people who are often experiencing challenges and frustration due to life circumstances. Heightened frustration increases the probability of violence; therefore, students and practicum instructors need to be aware of risks so as to avoid potentially dangerous situations.

This policy is dedicated to helping the student to adopt the protective behaviors and thought processes that are needed in negotiating the practicum placement in particular. Suggestions will be focused primarily on the student's practicum work experience, but are easily adaptable to the student's personal life as well.

While the suggestions are meant to assist the student to remain safe, they are not meant to overly alarm and cause you to fear your practicum placement, clients, or the communities you will be visiting. Incidents are very rare. However, when working with populations that are experiencing life stressors, poverty, oppression, alienation, crisis, or other serious problems, there is a potential for impulsive, uncontrolled, or aggressive behavior in certain circumstances.

In practicum, personal safety of the student should be considered at all times and student's should have a "situational awareness" which is noted by Royce, Cooper, and Rompf as knowing what is in front of you, behind you, and beside you. This will help each student be prepared in case something goes wrong. (Royce, Dooper, & Rompf, 2012, p.47)

If an incident involving student safety occurs at practicum placement, the following steps should be taken:

1. The student should report the incident to the Faculty Liaison as soon as possible.
2. Complete the Practicum Incident Report within 24 hours (found in Appendices).

The School of Social Work's Role

The School of Social Work is very much concerned about the student's personal safety and well-being. The Practicum Office has made efforts to conduct either an in person site visit or virtual site visit to affiliated practicum placement agencies. Students who have concerns about safety at their site should contact the Practicum Office. Safety issues will be assessed and addressed as needed.

During orientation to the Practicum Education program and in your practicum seminar class you will discuss pertinent safety information.

Please see the [UNC Charlotte policy statement #101.17 Workplace Violence](#).

The Practicum Placement Agency's Role

The practicum instructor and the agency staff are the persons in an agency who are most directly concerned with the student's learning and general well-being. This includes issues of personal safety. Care will be exercised in selecting clients for the student's caseload, and in determining where the student will go during their practicum work. The agency should always attempt to shield you from undue exposure to personal risk.

If the agency views the nature of its client population or problems as potentially dangerous to work with, it should have an in-service training which addresses such issues as defusing a potentially dangerous situation with a client, techniques and strategies for working with difficult, violent, or criminal clients, and personal protection during interviews and home visits. It is suggested that the student inquire about an in-service training program at their agency if the client population warrants. All agency safety policies and procedures including Universal Precaution Training should be discussed with the student during the initial orientation period.

Agency Responsibilities Include:

- Complete Safety and Communication Planning Document by the designated deadline in coordination with student.
- Responding immediately to a student concern about safety; no safety issues can be seen as insignificant
- Informing students of safety and security programs/regulations of the agency
- Advising against students working alone in the agency, especially during late evening hours
- Informing the student if an assigned client has a history of violence
- Discussing safety issues with students prior to home visits

Student Responsibilities Include:

- Complete Safety and Communication Planning Document by the designated deadline in coordination with practicum instructor/task supervisor.
- Arranging office furniture with personal safety in mind, for example, always having a pathway to the door
- Never work alone in a building
- Informing the practicum instructor or other staff of when and where clients will be seen
- Understanding agency/school policy regarding transporting clients in a personal vehicle
- Reporting any concerns or incidents related to personal safety to the practicum instructor
- If the student feels concerns about safety issues have not been addressed, report the concerns to your practicum liaison and if needed to the Director of Practicum Education
- Reading and understanding agency safety plans

Increase Awareness of Risk Factors

Preparedness includes learning all of the potential risk factors in relation to your practicum placement agency, and developing a plan to minimize them, or deal with them safely and successfully. You should:

- Take your agency's safety training, if one is offered
- Discuss safety issues with your practicum instructor during orientation
- Incorporate the development of a personal safety plan into your learning contract as an objective if no plan is in place
- Develop an ongoing personal risk assessment program

Getting To and From Your Practicum Placement Agency

- Plan a safe route to and from your practicum placement
- Plan how you will leave if you have late hours
- Do not walk unaccompanied in unsafe circumstances

In Your Agency

Pay Particular Attention To:

- Time and location of client contacts
- Office arrangements (how desk is placed, who sits where, access to door)
- Access to help (location of others who can help you, especially your practicum instructor)
- Emergency plan (press a button, pick up a phone, shout, etc...)
- Agency Policy

In the Practicum

- Schedule practicum visits during daylight hours (if possible)
- Plan a safe route and review it with your practicum instructor

- Let your agency know when you are leaving, where you are going, and when you will be back. Always carry a cell phone with you.
- Ensure that your practicum instructor is also aware of your plan.
- Check in if there is a change in your plan
- **ALWAYS** take someone from your agency with you if you feel unsafe. This person may accompany you on your visit or may wait outside or in the car as needed. Plan ahead where the person will be during your visit.
- Do not enter a situation that could be dangerous without first consulting with others and formulating a plan to reduce risk. Do not hesitate to see the assistance of others, including other workers or the police.
- Know the Agency Policies regarding home visits and community visits.

Driving and Transporting Clients

Students are not permitted to transport clients in their personal vehicle or in an agency vehicle. If a placement requires that a student utilize an agency vehicle for transportation, the agency must provide proof that the student is covered under their automobile insurance policy. Proof of coverage must be submitted to the Practicum Office and approved by the Practicum Office by August 31st of the academic year.

Policy Regarding Agency Related Travel

Students may be asked to drive their personal car and/or agency car for practicum placement related travel. Students should not be permitted to travel more than sixty miles one way for practicum placement related travel. If a drive time of more than sixty miles per trip is required, the student must be accompanied by an agency staff member. The School of Social Work does not reimburse students for practicum placement related travel. Students and practicum agencies should refer to the School's policy in safety in the practicum.

Emergencies

Public Health Emergencies

During Public Health Emergencies (e.g., pandemics, outbreaks) the practicum office will work collaboratively with the School of Social Work unit and university to assess the impact on practicum education. Communication will be provided via email.

Placement Specific Public Health Emergencies: If there are specific concerns about an outbreak or other public health emergency at your placement the practicum office should be notified as soon as possible by the student and/or practicum agency.

Student Safety Related to Emergencies (i.e., fire, bomb threat, weather related emergency)

University/Charlotte, NC Specific Emergencies: The university uses NinerAlert to communicate about threats to campus safety or operations. The Practicum Office will follow [NinerAlerts](#) if it is related to practicum placement and communicate with students, as needed.

Placement Specific Emergencies: If your placement experiences some type of emergency that directly impacts your practicum placement or practicum placement hours the practicum office should be notified as soon as possible by the student and/or practicum agency.

Supporting Students in Addressing Sexual Harassment in Practicum Placements

****For immediate or crisis assistance, please call 911 or Campus Police at 704-687-2200****

The School of Social Work (SSW) at UNC Charlotte supports social work students' access to safe, respectful, and discrimination-free learning environments, whether in the classroom or practicum placements. Students are protected from sexual and interpersonal misconduct, which includes sexual harassment, by University policies (i.e., [University Policy 504](#), [University Policy 406](#), [University Policy 502](#)). UNC Charlotte's response to sexual harassment is guided by federal regulations (i.e., Title IX of the Education Amendments of 1972, Title VII 1964 Civil Rights Act). Reviewing these policies and regulations can help students understand their rights and choices in situations that involve sexual harassment.

Overview of Sexual Harassment in Practicum Placements

What is Sexual Harassment?

Sexual harassment often occurs when students are the target of sexually inappropriate behaviors, including verbal, nonverbal, and physical actions in their practicum placements. Anyone can experience sexual harassment. However, because sexual harassment behaviors are rooted in power and control dynamics, members of marginalized groups may be more vulnerable. This includes (but is not limited to), those living in poverty, individuals with disabilities, immigrants, and racial, ethnic, sexual, and gender minorities. For the most up to date information on university policies, please visit the [Office of Civil Rights and Title IX](#).

How do individuals respond to sexual harassment?

Individuals may respond to sexual harassment in many ways, including fear, anger, self-blame, depression, anxiety, isolation, or physical symptoms. They may question their perceptions or even feel protective of the person who is sexually harassing them and worry about getting them in trouble. All are normal responses to sexual harassment experiences.

Who perpetrates sexual harassment? Anyone can experience sexual harassment, and anyone can perpetrate sexual harassment behaviors. Potential perpetrators of sexual harassment experienced within practicum placements could include:

1. **Employees and volunteers of the practicum agency.** Any person who serves in a formal paid or unpaid position (i.e., staff, volunteer, board member) on behalf of the practicum agency.
2. **Employees and volunteers of a partner agency.** A partner agency is a non-profit, governmental, and private business organization that conducts business in partnership or on behalf of the practicum agency on a formal or informal basis.
3. **Clients and associated persons.** Any person who receives formal or informal services through the practicum agency, including family or friends who accompany clients during agency interaction or speak on behalf of the client.
4. **Other UNC Charlotte students.** A person currently enrolled in classes at any UNC Charlotte campus on a full-time or part-time basis, including skill-based short learning programs offered through the university.
5. **Students from another university.** Persons who are placed with the practicum agency through another secondary, postsecondary, or vocational institution of learning for credit or non-credit service learning.

Options for Safety and Support for Students who are Victims/Survivors of Sexual Harassment

**In case of an emergency, contact the local law enforcement office or hospital. For more information see the [Interpersonal Violence Resource Guide](#) **

When a student experiences sexual harassment, they may find it beneficial to seek support from another source. Below are resources that provide support, both within and outside of the university. Students who are impacted by sexual harassment are encouraged to utilize any resource they believe will be beneficial to their healing.

1. **University Resources:** Students may choose to seek resources or support from an individual or office that is affiliated with UNC Charlotte. It is important to note that, per [University Policy 504](#), all University employees are expected to report disclosures of sexual and interpersonal misconduct to the Office of Civil Rights and Title IX. If students, however, wish to speak to a confidential campus resource, they may elect to engage with Counseling and Psychological Services, the Student Health Center, and/or the Department of Athletics psychologist (for student-athletes).
 - a. **Confidential resources:** Information shared to a confidential resource cannot be shared with any other source, including the Office of Civil Rights and Title IX, without the student's permission. Confidential resources include the Center for Counseling and Psychological Services, the Department of Athletics psychologist, the Student Health Center. If a student discloses sexual harassment to an employee of one of these sources, the employee is obligated to keep that information confidential. A formal report will **NOT** be made to Title IX or Police and Public Safety.
 - b. **Counseling and Psychological Services (Confidential Resource)** Location: Christine F. Prince Center (located behind the Student Health Center) Phone: 704-687-0311 Email: caps@charlotte.edu
 - c. **Student Health Center (Confidential Resource)** Location: Student Health Center Building Phone: 704-687-7400 Email: studenthealth@charlotte.edu
2. **Sources of support that are not affiliated with the university**
 - a. **Personal networks:** The most common source of support for students who experience sexual harassment is family and friends. People from a student's support network have the potential to provide support and resources. On the other hand, most people lack professional training in how to respond in a supportive and affirming way. Friends and family may react negatively to a disclosure of sexual harassment, which could make the victim/survivor feel worse. Additionally, the information that is disclosed with friends and family may not be considered confidential and may be shared with other individuals or entities.
 - b. **Local Off-campus Victim Assistance:** Agencies Local off-campus victim assistance agencies can be a good source of formal advocacy and support. Below are two reputable local resources for victims of sexual harassment (as well as sexual and interpersonal misconduct) that can provide support directly or connect a student to other appropriate resources. These sources are considered to be confidential, meaning that information a student shares with them cannot be shared with other sources without the student's permission.
 - c. **Safe Alliance** is the domestic violence and rape crisis center for Mecklenburg County that provides hope and healing to those impacted by domestic violence and sexual assault (which includes sexual harassment) through a variety of programs and services. They can be reached by phone toll free 24-hours a day hotline (980-771-4673).
 - d. **North Carolina Victim Assistance Network** is a state agency that promotes the rights and needs of crime victims by educating citizens and public policy leaders about crime's devastating impact on society. They can be reached by phone toll-free (800-348-5068).

Overview of the Title IX Process

The UNC Charlotte Office of Civil Rights and Title IX works to maintain an environment conducive to learning for all students and ensures that no one is denied access to UNC Charlotte's educational programs or activities as a result of sexual harassment, sexual violence, gender-based harassment, or interpersonal misconduct. As a part of this mission, the Office of Civil Rights and Title IX connects students to resources, offers accommodations to support student needs, and ensures that reports of sexual and interpersonal misconduct are

addressed and resolved in a timely, fair, and impartial manner. The Office of Civil Rights and Title IX does not require students to disclose any details that they are not comfortable with disclosing.

UNC Charlotte's Office of Civil Rights and Title IX receives reports of alleged sexual and interpersonal misconduct from many sources which include the victim/survivor, the broader UNC Charlotte community of faculty, staff, students, and Campus Police & Public Safety.

To submit an incident report online, please visit the following Incident Report link for [sexual/interpersonal misconduct](#) or this link for [discrimination/harassment](#). You may call the Office of Civil Rights and Title IX at 704-867-6130. More information about resources and accommodations are available through the [Office of Civil Rights and Title IX](#).

Once a report has been received, the Office of Civil Rights and Title IX will appoint a case manager who will make *two* attempts to reach the victim. The hope is to schedule a meeting to provide information about available services and support. Students who choose to engage with the case manager are not required to disclose any details that they are not comfortable with disclosing. Students who elect not to engage with the Office of Civil Rights and Title IX at the time of initial outreach are welcome to still seek services from the Office of Civil Rights and Title IX at any point in the future. No statute of limitations exists regarding services offered by the Office of Civil Rights and Title IX.

Students who are seeking an environment in which they can process difficult incidents safely and confidentially will be connected with Counseling and Psychological Services (CAPS) where they may receive a one-time consultation, on-going therapy, and/or group therapy at no cost to the student. When students opt to proceed with a formal investigation, the case manager will support and remain connected to all parties associated with the investigation process and will check in periodically to ensure continued wrap-around support.

**For more information, visual aids, and videos regarding Title IX outreach, support, accommodations, and formal investigations please visit the [Office of Civil Rights and Title IX](#) **

Navigating Incidents of Sexual Harassment with the Social Work Practicum Office

The School of Social Work recognizes that practicum instructors, clients, and other agency personnel are not employees of UNC Charlotte, and students are not employees of the agency. Regardless of University or Federal policy, the SSW Practicum Office is committed to protecting the safety of all parties from sexual harassment throughout the process. The SSW Practicum Office advises all practicum placement agencies to inform students of their agency policies regarding sexual harassment and thoroughly discuss procedures for reporting incidents of sexual harassment. Practicum Education agencies are compelled by law to address the issue of sexual harassment by seeking solutions to such work-related abuse through programs of prevention, transparent policies, and effective mediation and discipline.

The SSW Practicum Office at UNC Charlotte aims to support students who have experienced sexual harassment. Once the SSW Practicum Office becomes aware of sexual harassment experienced in a practicum placement, they will make a report to the Office of Civil Rights and Title IX. Students can decide whether or not to proceed with a Title IX investigation. However, the Office of Civil Rights and Title IX is limited in their ability to do an investigation with an external agency. Regardless of the student's decision to proceed or not proceed with a Title IX investigation (and the ability of Title IX to complete an investigation), the SSW Practicum Office can consider the following outcomes in consultation with the student:

1. **Student May Remain at Agency:** A student who has experienced sexual harassment in a practicum placement may desire to continue their practicum education at the same agency. This could mean that the student has continued contact with the person accused of sexual harassment. If the student chooses to

remain in their current placement with the possibility of having contact with the accused perpetrator, the SSW Practicum Office will work with the student to identify the best course of action for continuing in the current placement. A student may choose to remain at the agency, but move to a different department or area within the agency if there is a Practicum Instructor or Task Instructor available. The SSW Practicum Office cannot guarantee this as an option but will work with the student to identify the best course of action.

2. **Student May Change Placement:** A student may desire to change their placement as a result of experiencing sexual harassment. This request will be expedited for review by the Practicum Education Committee. If a decision is made to change the practicum placement for the student, the SSW Practicum Office will diligently work to create a smooth transition to a new practicum placement. In order to help ensure a timely completion of the practicum course/degree requirements, the student will be matched with an alternate placement that meets the criteria/requirements for a practicum education experience.

As a result of learning about sexual harassment perpetrated with a practicum placement, the SSW Practicum Office will assess continued partnerships with the practicum agency in consultation with the best available information and the Office of Civil Rights and Title IX. If the accused perpetrator is a student from another university, the UNC Charlotte Office of Civil Rights and Title IX will work to determine the next appropriate steps.

Social Media and Technology Guidelines for Practicum Placements

Social Media

Social media has exploded in recent years, but there are a number of areas of concern related to the intersection of personal life and professional roles. Social Workers must also further develop their knowledge related to changes to practices as a result of technology including, but not limited to, assuring confidentiality through the use of technology, informed consent on the benefits and risks of the use of technology, jurisdictional considerations if providing distance counseling, and the development of social media policies and procedures.

Social Media includes, but may not be limited to Facebook, Instagram, SnapChat, Twitter, Tik Tok, Tumblr, YouTube, blogs, texting and they are exciting ways to connect with others and share information. There can be unintended consequences and potentially damaging consequences if basic guidelines are not considered. It is also important to remember that social media sites are public domains and any and all information can be accessed by anyone.

It is the expectation of the University of North Carolina at Charlotte School of Social Work that student will adhere to the [NASW Code of Ethics](#) when using social media as a communication tool in either their personal or professional sites. Students need to be aware that the Codes requirements in the following areas:

Informed Consent (Section 1.03)

Dual Relationships (Section 1.06)

Privacy and Confidentiality (Section 1.07)

Students must consider the following as they begin each practicum placement:

- Does your practicum site have a policy on the use of social media communication tools? If so, review the policy with your practicum instructor. If not, what expectation does the agency have regarding the use of social media during practicum hours?
- What type of information is okay to share on a personal social media site?
 - It seems that it should be inappropriate for students (or employees) to refer to any practicum work site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, Tik Tok, Twitter, Blog), no matter how many security settings have been invoked.
- Should students/employees share their personal contact information including email, cell number, address, etc. with a current or former client or client group?
 - While social workers have an ethical obligation to protect the privacy of their clients, no such restrictions prevent a client from searching online for information about a student or employee. Any photos, videos, written comments, and other postings can serve to undermine a social worker's personal safety and/or professional competence.
- Students (and employees) should be expected to exercise great care in how they represent the social work profession as a whole in any online activities. It is very easy for an outsider to misinterpret statements or images out-of-context. (See *NASW Code of Ethics Section 4.06a: Misrepresentation.*)

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

1. What are the agency guidelines regarding the use of Facebook and who can you friend?
2. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?
3. Does the Agency have a Social Media Page, how is content added and how was it developed

Technology

Due to developments and innovation in the technology, social work practice has also had tremendous changes. [NASW, ASWB, CSWE, and CSWA Standards for Technology and Social Work Practice](#) is a resource that focuses on this area.

It is the expectation of the School of Social Work that each student become familiar with the Standards and review before placement in practicum. The use of technology includes, but is not limited to the use of internet search tools, virtual sessions with clients, use of avatars for online services, cell phones, computers, texting, and consideration related to licensure, informed consent, privacy and confidentiality.

Students must consider the following before placement:

1. Does your agency have written policies on the use of technology?
 - Review the policy and discuss with your practicum instructor
 - If your agency has access for clients using technology does it assure equal access to vulnerable populations who may not have access
 - Is your email system encrypted and secure?
 - Do you advise clients in the initial session on information related to the use of technology?
 - If virtual sessions are conducted is the platform for services secure?
 - If your practice uses Avatars is there a mechanism to confirm the client's identity?
2. What are your skills in the area of technology, and do you have to further develop knowledge?
 - Are you skilled in the use of computer software which will allow you to track data, do presentations, circulate information?
 - Are you familiar with electronic records?
3. Regulatory Compliance
 - Are you aware of licensure requirements in other states and the support services?
 - If your agency does virtual services cross state are you aware of services for emergency support or the continuum of care in the state where the client is.

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

1. Is it ethical to search the internet for client information?
2. Is it ethical to look up a client's Facebook page?

AI use/Chat GPT

Students should not be using Artificial Intelligence (AI) (e.g. ChatGPT or similar platforms) at practicum unless it has been cleared by their agency. Students must uphold the academic integrity expectations of the university. Read more about the parameters of AI below (produced by OpenAI (n.d.):

Understanding AI: Artificial Intelligence refers to computer systems and algorithms designed to mimic human intelligence and perform tasks that typically require human cognition. AI can analyze data, recognize patterns, make predictions, and provide solutions to complex problems.

Ethical Considerations:

- a. *Respect for Privacy*: Students must respect individuals' privacy rights when using AI tools. Personal data should be handled securely and in accordance with relevant privacy laws and regulations.
- b. *Bias Mitigation*: Students should be aware of potential biases that AI systems may exhibit and take measures to minimize or eliminate them. The use of diverse and representative datasets is crucial to ensure fairness and inclusivity.
- c. *Transparency and Accountability*: Students should strive for transparency by understanding and communicating the limitations of AI systems. They should be accountable for the decisions made based on AI-generated insights.

Compliance and Training:

- a. *Compliance with Agency Policies*: Students must adhere to the agency's existing policies, guidelines, and ethical standards when working with AI.
- b. *Training and Education*: For agency specific platforms, agencies should provide students with appropriate training on AI ethics, responsible use, and relevant legal frameworks. This will ensure students are equipped to utilize AI responsibly and ethically.

Enforcement: Failure to comply with this the agency's AI policy and/or expectations may result in disciplinary action according to the Multi-Step Resolution Process for Student Academic and Performance Issues process, depending on the severity and frequency of the violation.

Referencing and Citing AI:

- a. *Attribution*: When utilizing AI tools, students should acknowledge the source of the AI technology or model used, giving appropriate credit to the developers or organizations behind it.
- b. *Documentation*: Students should maintain clear documentation of the AI tools or models employed, including any modifications made, for future reference and transparency.
- c. *Citations in Reports and Presentations*: When presenting work or reporting findings, students should cite the relevant AI tools, algorithms, or research papers that influenced their work. This promotes academic integrity and allows others to access and validate the sources.

OpenAI. (n.d.). Chat GPT (Version 24). Retrieved from OpenAI website: <https://www.openai.com>

Virtual Meeting Platforms

Students should be aware of the terms of use and data privacy when using virtual platforms such as but not limited to Zoom, Teams, Slack. Students engaging in virtual supervision should work to uphold the privacy and confidentiality of their external supervision session including client information and information shared by other students and/or agency staff or volunteers.

Process for Stipends and Scholarships

Practicum placements are permitted to provide students with wages and/or stipends. The School of Social Work will not provide oversight and it is the responsibility of the organization to arrange this with students.

Students receiving internal and/or external scholarships are to work directly with the scholarship team regarding eligibility and requirements. All financial details are the responsibility of the practicum placement agency and student. The Practicum Office will not oversee or distribute funds. If the scholarship requires an internship component the student must receive approval from the Practicum Office in order to count these as social work practicum education hours. Scholarship-based practicum placements must qualify as a practicum site for the School of Social Work at UNC Charlotte and are not always guaranteed.

Students should note that stipends and scholarships may require additional requirements and tasks (e.g., training) and practicum hours in order to receive the funds.

Stipends and Scholarships are not the same as an employment-based practicum placement. Stipends and scholarships support students' educational experience. Students do not yet meet the requirements for employment and must remain under the supervision of an experienced social worker. Students are required to maintain ethical practice and clearly identify as a student intern when working with clients/constituents. For more information on employment-based options please refer to the Employment-based Practicum Placement section of the handbook.

Liability Insurance

All students are required to carry professional liability insurance. Agencies will not allow students to be placed unless the student has liability insurance coverage. **The cost of liability insurance is covered by student fees and purchased by the college. No additional actions are needed from the student.** This liability insurance only covers the student, not their automobile, and not any passengers that are in the student's automobile. The insurance is effective for the academic year only. Liability insurance covers both in-person and virtual practice. If a student has knowledge of a pending subpoenas or is subpoenaed the student should reach out to the practicum office as soon as possible. The internship liability insurance only covers the student while performing the actions/duties related to their for-credit internship associated with practicum course requirements. This policy cannot be used for activities performed for other courses. Liability insurance does not cover transportation in a student's personal vehicle, including driving to and from practicum sites or practicum related meetings. Student's are responsible for maintaining automobile insurance for their own vehicles. Students are not permitted to attend practicum while the university is closed (examples: holidays, breaks). Liability insurance will not cover students when the university is closed.

Military Orders and Practicum Placement

Practicum Education follows the university policies for [Military Orders](#). Students should work with their Faculty Liaison and practicum site to identify how hours and/or assignments will be completed.

Practicum Education Courses Professor Continuity

In regards to the Social Work practicum seminars series, social work students are required to keep the SAME Faculty Liaison (practicum professor) and course section for the Fall and Spring semesters for continuity across practicum placements. It is the responsibility of the student to register for the same Faculty Liaison Professor and course section during Spring Registration.

Post Degree and Practicum Information Verification Requests

After graduation, students may decide to pursue another graduate/doctoral program and/or seek licensure, or work for an employer that requires practicum placement hours verification. Some programs, and/or licensure

boards require verification of practicum placement, courses, and hours. It is highly recommended that students keep personal copies of their practicum education documentation (evaluations and timesheets) as these files may be requested by programs and/or licensure boards. The UNC Charlotte School of Social Work only keeps records for a certain amount of time in accordance with [University Policy 605.3](#). If you require a practicum hours verification or a copy of your final practicum evaluation, please contact the Practicum Office and complete a required FERPA release of information form. Please allow the Practicum Office at least 2 weeks to review paperwork and respond. The policy does not apply to recommendation and/or references, please seek out individual faculty regarding recommendations and references.

Public Records Notice

Per the Public Records Request: University Policy 605.8 note that all records pertaining to “university business” regardless of the format and physical location is subject to a public records request. Confidentiality and privacy laws apply. For more information please refer to the [University Policy 605.8](#).

School Advisory Board (SAB)

The School Advisory Board is composed of faculty, staff, practicum instructors, and students. Student representatives participate in the School Advisory Board each semester. Representation is available at the BSW and MSW level. Students are encouraged to consult with their School Advisory Board representative if they have concerns, questions and/or ideas to improve the practicum education program.

Practicum Education Awards

Nominations for “Outstanding Practicum Student”

All practicum instructors and task supervisors may nominate their student for the Outstanding Practicum Student Award. Winners are selected by the Practicum Education Committee. All nominees and winners will be recognized at the end of the spring semester. Nomination forms will be sent out to Practicum Instructors and/or Task Supervisors in the spring semester.

Nominations for “Outstanding Practicum Instructor”

Any student in practicum may nominate their Practicum instructor and/or Task Supervisor for the Outstanding Practicum Instructor Award. Winners are selected by the Practicum Education Committee and all nominees and winners will be recognized at the end of the spring semester. Nomination forms will be sent out to students in the spring semester.

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APPENDIX A

UNC Charlotte School of Social Work - BSW Practicum Internal Application 2024-2025

This application is for current UNC Charlotte BSW juniors (academic year 2024-2025). Please complete your application thoroughly and thoughtfully. You will be able review and edit your application until 1/10/2024 at 11:59pm. This application is due 1/10/2024 at 11:59pm. After this time, the application will close.

Please complete your application thoroughly and thoughtfully. Once you submit this application, it will be considered final.

Late submissions put your practicum placement at risk of being delayed. We will not be able to begin reviewing your application and move forward on your practicum placement until all of your application materials are submitted.

Note to students - Office of Civil Rights and Title IX Reporting Obligations Regarding Incidents of Sexual Harassment, sexual assault, dating violence, domestic violence, or stalking: Please be aware that all UNC Charlotte employees, including faculty members, are expected to relay any information or reports of discrimination, discriminatory harassment, or sexual and interpersonal misconduct they receive to the [Office of Civil Rights and Title IX](#). This means that if you disclose within this application a situation involving these matters (even if it occurred several years ago), we are expected to report the information. Although we are expected to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can contact the following on-campus resources, who are not required to report the incident to the Office of Civil Rights and Title IX: (1) Center for Counseling and Psychological Services (CAPS) (caps.charlotte.edu, 7-0311); or (2) Student Health Center (studenthealth.charlotte.edu, 7-7400). Additional information about your options is also available at civilrights.charlotte.edu under the "Students" tab.

* Indicates required question

1. Email *

2. Full Name: *

3. Pronouns *

4. Permanent Address: *

5. Local Address (if different from permanent address):

6. In which COUNTY will you reside in during the 2024-2025 academic year? (Examples: Mecklenburg, Union, Cabarrus, Iredell etc.). Reminder: Placements close to home are not guaranteed. *

7. Please upload a copy of your unofficial transcript *

Files submitted:

8. All students must arrange their own transportation to practicum agencies. Will you have a reliable car available for transportation? *

Mark only one oval.

Yes

No

9. If you will not have a reliable car, please explain how you will arrange for transportation.

10. Students are required to be in practicum placement for 16 hours per week while concurrently completing courses. Practicum placement hours cannot interfere with classes. *

Practicum experiences largely take place during standard business hours. Evening and weekend placements are not typical and we will not be able to accommodate a request for an evening and/or weekend placement.

What is your plan for fitting in 16 hours of practicum placement per week during standard business hours?

11. Do you anticipate being employed more than 10 hours per week while completing practicum placement? *

Mark only one oval.

Yes

No

12. If you will be employed more than 10 hours, write a brief description below detailing your plan to balance work, family life, coursework and practicum.

13. Would you be open to a fully virtual practicum experience? *

Note: These are not guaranteed and are only offered when available.

Mark only one oval.

- Yes
- No
- Unsure

14. Many practicum placements require immunizations and may require some or all of the immunizations listed below. *

If you have personal preferences or foreseeable concerns about any of the items listed below (e.g., religious exemptions, issues accessing records, medical concerns) please feel free to comment below.

If you have no concerns or preferences please type none, no, or N/A.

- 3DPT (Diphtheria, Tetanus, Pertussis, series of 3)
- Tetanus Booster (within last 10 years)
- MMR (Measles, Mumps, Rubella, series of 2)
- Hepatitis B (series of 3)
- Varicella (Chickenpox, series of 2)
- Influenza (Flu shot)
- COVID-19
- COVID-19 booster

15. Many practicum placements require drug screens, criminal background checks, and other compliance requirements. *

If you have personal preferences or foreseeable concerns about any of the items listed below (e.g., religious exemptions, issues accessing records, medical concerns, pending charges), please feel free to comment below.

If you have no concerns or preferences please type none, no, or N/A.

- CHHS Drug Screening Criminal Background Acknowledgement Agreement Form
- Criminal Background Check
- 12 Panel Drug Screening
- CPR and/or First Aid Certification
- Other paperwork/trainings required by the site
- TB Testing (1 or 2 step)

Practicum Experience Acknowledgement

Students must initial next to each statement before proceeding with the rest of the application. Students who do not initial their acknowledgement will not move forward with the practicum placement process.

If you have questions about any portion of the practicum placement process or experience please email bsw-practicum@charlotte.edu and/or attend drop in hours.

16. I understand that a practicum location that is close to my place of residence is not guaranteed. *
Additionally, I understand that the School of Social Work is NOT responsible for my transportation to and from placement. The School of Social Work is not responsible for transportation costs. Transportation time does not count towards practicum hours.

17. I acknowledge that the goal of practicum is to gain BSW foundational knowledge and skills. *

18. I understand that practicum requires me to be in practicum placement for 16 hours per week. I am developing OR will develop a plan PRIOR to the start of the 2024-2025 academic year on how I will fit in these 16 hours in addition to my required classes and other responsibilities. *
-

19. I understand that Practicum I SOWK 3482 and Practicum II SOWK 3484 is the required CLASS portion of practicum placement. I will register for and attend the CLASS portion in addition to completing my required practicum hours. I understand that I am expected to pass this course in addition to passing the practicum experience. *
-

20. I understand that most practicum placements are not paid. Paid placements cannot be guaranteed to any student. *
-

21. I acknowledge that each placement site will have their own requirements for interns including attending trainings and following policies set by the placement. *
-

22. I understand that practicum requires me to be in placement for 16 hours per week. These 16 hours include one hour of REQUIRED supervision with a social worker (BSW or MSW). I will attend supervision on site or through external supervision which will be determined by the School of Social Work. *
-

23. I will adhere to the School of Social Work's process for practicum placement. This includes: *

- Following the Phases of Practicum
 - Checking my emails regularly and responding to messages from the Practicum Office through summer 2024.
 - Completing the BSW Practicum Preparation Canvas modules
 - Following the process and procedures listed in the Practicum Education Handbook
 - I will communicate with the Practicum Office if there are any changes in my enrollment status
-

24. I acknowledge that placement sites have the right to terminate placements. If a student is terminated from placement due to ethical violations, unprofessional conduct, or performance issues, another placement is not guaranteed and the student may receive a failing grade for the practicum course. I have access to detailed information on this policy in the Practicum Education Handbook. *
-

25. I acknowledge that as a practicum student, I will be required to complete compliance requirements before I start placement. Compliance requirements will vary by agency. *

Students incur the costs of any related compliance items and are not reimbursed unless otherwise noted.

Students will be required to complete compliance **which can include, but is not limited to:**

- CHHS Drug Screening Criminal Background Acknowledgement Agreement
 - A comprehensive criminal background check and drug screen which may be required by the Affiliated Agency.
 - Immunizations (COVID-19, Flu, MMR, Tetanus, etc.)
 - CPR and/or First Aid Certification
 - Other paperwork/trainings required by the site
 - TB testing
 - CHHS Bloodborne Pathogens training
-

26. All students must review, sign, and submit the CHHS Criminal Background Check and Drug Screening form. This can be found here: <https://health.charlotte.edu/wp-content/uploads/sites/371/2023/05/CBC-DS-Form-2015.pdf>

Files submitted:

Placement Interest Areas

27. Please select 3-5 (**no more than 5**) interest areas that you are interested in for practicum. Please check 3-5 options that apply, even if you feel there is overlap between your interest areas. *

If you are applying for specialty placements (Employment Based Placement, Child Welfare, Department of Social Services, School Work Licensure, Gerontology/Social Work Dual Placement) you will be able to note this later in the application.

Check all that apply.

- Department of Social Services (Child Welfare, Economic Services, Adult Services)
- Children & Families
- Aging/Older Adults
- Non-profit
- Substance Use
- Mental Health
- Hospital/Health/Healthcare
- Hispanic/Latinx
- Immigrants and/or Refugees
- School/School Based Programs
- Youth Programs (examples: youth development, mentoring, after-school programs)
- Macro Social Work
- Research
- Policy
- Young Adults and/or College Students
- Housing/Homelessness
- Foster Care
- LGBTQIA+
- Anti-Racism, Diversity, Equity, and Inclusion
- Justice and Corrections
- Economic Assistance
- Domestic and Interpersonal Violence
- Library Social Work
- Disabilities
- Voting/Voter Rights
- HIV/AIDS
- Maternal Health/Pregnancy/Post-Partum
- Faith-Based Organizations
- Other: _____

28. (Optional) If you selected one or more of the following options in the list above, please provide any additional information you feel is relevant to your interest in these areas:

- Disabilities,
- Faith-Based Organizations
- Other

i.e. is there a specific community/population within one or more of these areas that you are hoping to work with?

29. Are there any skills, certifications, bilingual or multilingual abilities, volunteer/work experience, etc. that you would like to highlight?

30. Is there anything you would like for the Practicum Office to know and/or consider when matching you with a placement? *

Examples:

You have significant volunteer experience or prior employment with an organization and would like to be considered for a practicum placement at that specific site.

Specialty Placement Information

31. Would you like to apply for any of the following specialty placements? Students may only select one option. *

Important note: If you select one of the specialty placement options below, it will be considered your first choice for placement, even if it does not align with your interest areas listed earlier in the application.

Placements in these areas are limited and not guaranteed.

Mark only one oval.

- Child Welfare Education Collaborative - Department of Social Services ONLY
Skip to question 32
- Department of Social Services - Adult Services or Economic Services *Skip to question 44*
- School Social Work *Skip to question 35*
- Gerontology Minor/Dual Placement Experience *Skip to question 46*
- Employment-Based Placement (NOTE: To be eligible for this option, you must be at the agency/organization where you would like to complete your field placement) *Skip to question 37*
- No, I do not want to apply for any of the specialty placements. *Skip to question 49*

Child Welfare Education Collaborative (CWEC)

This section is for students interested in interning at the Department of Social Services in Child Welfare and, if desired, pursuing the Child Welfare Education Collaborative Certificate (CWEC). Students completing the collaborative must complete their practicum at a Department of Social Services. To learn more about the requirements for CWEC click [HERE](#).

32. What county would you like to be placed in? *
- Reminder: placements in a specific county are not guaranteed.

33. Students applying for the CWEC must complete the [Child Welfare Education Collaborative Application](#) (Due 3/1/24). By initialing below I acknowledge that in order to be considered for CWEC, I will also submit the child welfare education collaborative application by 3/1/24. *

34. Students who complete the CWEC must have completed the Child Welfare Course (SOWK 4103) prior to starting placement in the fall of 2024. In which semester did you complete this course OR which semester will you complete this course? *

Skip to question 45

School Social Work

This section is for students interested in interning at a school and, if desired, pursuing a School Social Work Licensure. To learn more about the requirements for School Social Work click [HERE](#). As a reminder, BSW students are not eligible for placements in Charlotte-Mecklenburg Schools (CMS).

35. Students who complete the School Social Work licensure pathway must have completed the School Social Work course (SOWK 4102) prior to starting placement in the fall of 2024. In which semester did you complete this course OR which semester will you complete this course? *

36. Placement opportunities in school settings are limited. By initialing below, you are acknowledging that a placement in a school setting is not guaranteed. *

Skip to question 49

Employment-Based Placement

Please review the Student [Practicum Education Handbook](#) for detailed information on employment based placement. Students are expected to discuss this option with their employer PRIOR to applying for employment based practicum placement.

An employment based practicum placement can be an option if the employing agency is affiliated with the University, qualifies as a practicum site for the School of Social Work at UNC Charlotte and the prospective student must be employed by January 1st prior to the academic year when they are scheduled to begin Practicum Placement. Example: **If a student is scheduled to begin practicum August 2024, they must be employed at the agency by January 1, 2024.**

37. Agency/Organization/Company Name: *

38. Have you talked with the agency/organization/company about completing an employment-base practicum placement? *

Mark only one oval.

Yes

No

39. Direct Supervisor Name: *

40. Direct Supervisor Email: *

41. Direct Supervisor Phone Number: *

42. Are there any other contacts at the agency that we need to be aware of? *

For example, if you have spoken with HR, Executive Director, or other organizational leadership about an employment-based placement, please include names and contact information for anyone else who you think we may need to be in touch with at your agency.

43. By initialing below, I acknowledge that in order to be considered for an employment-based field placement, I will also submit the [Employment-Based Practicum Placement Application](#) by the deadline listed in Canvas.

Skip to question 49

DSS Placement Questions

44. Please identify your area of interest *

Mark only one oval.

- Adults/Aging Adults/Adult Protective Services
- Economic Services (Examples: Work-first, Food & Nutrition, Financial Assistance)

Skip to question 45

Department of Social Services

Students applying for a placement at the Department of Social Services (Child Welfare, Adult Services, Economic Services) must also submit three letters of recommendations and three references. Please upload these items as one scanned document here.

45. Students who submit this will be automatically considered for placement at a Department of Social Services. Do not upload letters of recommendation and references if you are not interested in this placement. As a reminder - there may be additional application steps for your assigned county in the spring. *

Files submitted:

Skip to question 49

Dual Gerontology/Social Work Experience

This section is for students interested in completing a dual social work/gerontology placement.

Students completing a dual placement may be considered for a practicum at a Department of Social Services (Adult Services) location. If it is determined that a student will be matched for a dual placement within a Department of Social Services location, the practicum office will follow up with the student to discuss any additional steps.

46. Are you a gerontology minor? *

Mark only one oval.

Yes

No - If you are not a gerontology minor you are not eligible for this type of placement.

47. All students seeking a dual GRNT/SOWK experience must meet with their gerontology advisor to inform them of their intent to complete a dual placement. Students completing a dual placement must adhere to the requirements of both GRNT/SOWK. By initialing here, you acknowledge that you will follow up with your gerontology advisor(s). *

48. Placement opportunities in dual SOWK/GRNT settings are limited. By initialing below, you are acknowledging that a placement in this type of setting is not guaranteed. *

Skip to question 49

Submission

Students may make changes to their application up until 1/10/24 at 11:59pm. After 1/10/24, your placement application is considered final. Students will not be permitted to revise or update any portion of their application.

If I have questions before the due date, students should reach out to the Practicum Office at bsw-practicum@charlotte.edu and/or will attend Practicum Office Drop In Hours.

Please be sure to complete the External Practicum Application.

49. Please type your full name *

50. Please type the date of your submission. Once you submit this form, your internal application will be considered final and complete. Students will not be permitted make updates to this application after 1/10/2024 at 11:59pm. *

Example: January 7, 2019

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Google Forms

APPENDIX B

UNC Charlotte School of Social Work - BSW Practicum External Application 2024-2025

This application is for current UNC Charlotte BSW juniors (academic year 2024-2025). Please complete your application thoroughly and thoughtfully. You will be able review and edit your application until 1/10/2024 at 11:59pm. This application is due 1/10/2024 at 11:59pm. After this time, the application will close.

Late submissions put your practicum placement at risk of being delayed. We will not be able to begin reviewing your application and move forward on your practicum placement until all of your application materials are submitted.

Note to students - Office of Civil Rights and Title IX Reporting Obligations Regarding Incidents of Sexual Harassment, sexual assault, dating violence, domestic violence, or stalking: Please be aware that all UNC Charlotte employees, including faculty members, are expected to relay any information or reports of discrimination, discriminatory harassment, or sexual and interpersonal misconduct they receive to the [Office of Civil Rights and Title IX](#). This means that if you disclose within this application a situation involving these matters (even if it occurred several years ago), we are expected to report the information. Although we are expected to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can contact the following on-campus resources, who are not required to report the incident to the Office of Civil Rights and Title IX: (1) Center for Counseling and Psychological Services (CAPS) (caps.charlotte.edu, 7-0311); or (2) Student Health Center (studenthealth.charlotte.edu, 7-7400). Additional information about your options is also available at civilrights.charlotte.edu under the "Students" tab.

* Indicates required question

1. Full Name: *

2. Pronouns *

3. Phone Number(s): *

4. UNC Charlotte email address: *

Please respond to each of the following questions. Students are encouraged to provide thoughtful and well developed responses to each question. Responses should be broad enough where they will align with a variety of interest areas/placement types.

5. What are your reasons/motivation for entering social work? *

6. What specific social work skills do you hope to develop during your practicum placement experience? *

7. What knowledge do you hope to gain from your practicum experience? *

8. How would you describe your learning style? (i.e., how do you learn best? What teaching methods are helpful for you?) *

9. What do you envision your role as a social work intern will look like? *

10. Please upload a current version of your resume. *

Files submitted:

11. This form and your resume will be shared with prospective practicum agencies. Please check below to acknowledge that this form and your resume will be shared with prospective practicum agencies. *

Check all that apply.

I acknowledge that this form and my resume will be shared with prospective practicum agencies.

12. Date of Submission: *

Example: January 7, 2019

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Google Forms

APPENDIX C

MSW Practicum INTERNAL Application

This application is for current and incoming UNC Charlotte MSW students who will be in practicum placement during the 2024-2025 academic year.

Please complete your application thoroughly and thoughtfully. Once you submit this application, it will be considered final.

Please submit by the application deadline listed in Canvas.

Late submissions put your practicum placement at risk of being delayed. We will not be able to begin reviewing your application and move forward on your practicum placement until all of your application materials are submitted.

Note to students - Office of Civil Rights and Title IX Reporting Obligations Regarding Incidents of Sexual Harassment, sexual assault, dating violence, domestic violence, or stalking: Please be aware that all UNC Charlotte employees, including faculty members, are expected to relay any information or reports of discrimination, discriminatory harassment, or sexual and interpersonal misconduct they receive to the [Office of Civil Rights and Title IX](#). This means that if you disclose within this application a situation involving these matters (even if it occurred several years ago), we are expected to report the information. Although we are expected to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can contact the following on-campus resources, who are not required to report the incident to the Office of Civil Rights and Title IX: (1) Center for Counseling and Psychological Services (CAPS) (caps.charlotte.edu, 7-0311); or (2) Student Health Center (studenthealth.charlotte.edu, 7-7400). Additional information about your options is also available at civilrights.charlotte.edu under the "Students" tab.

* Indicates required question

1. Email *

2. **Currently, I am:** *

Please double-check your selection to ensure you have selected the correct cohort. Your answer to this question will affect the rest of the questions you are required to answer on this application.

Mark only one oval.

a newly admitted, incoming student in the 1 year, on-campus Advanced Standing MSW
Skip to question 22

in my first year of the 2 year, online Advanced Standing MSW Skip to question 23

a newly admitted, incoming student in the 2 year, on-campus MSW Skip to question 21

in my first year of the 2 year, on-campus MSW Skip to question 23

in my first year of the 3 year, online MSW Skip to question 21

in my second year of the 3 year, online MSW Skip to question 23

3. **First Name** *

4. **Last Name** *

5. **UNC Charlotte Email** *

6. **Pronouns**

7. **Phone Number** *

8. **In which city and state will you reside in during the 2024-2025 academic year?** *

Reminder: Placements close to home are not guaranteed.

9. All students must arrange their own transportation to practicum agencies. Will you have a reliable car available for transportation? *

Mark only one oval.

Yes

No

10. If you will not have a reliable car, please explain how you will arrange for transportation: *

SAMPLE

- 11. Students are required to be in practicum placement for 16 hours per week. Practicum placement hours cannot interfere with classes. Practicum days can be negotiated with your practicum placement. Most MSW classes are Wednesday, Thursdays, Fridays, or Saturdays during the days and evenings depending on your schedule and program. *

Most practicum sites require students complete practicum hours during traditional business hours (Monday-Friday, 8:00a-5:00p).

Placements that can accommodate evening and/or weekend hours are extremely limited. Additionally, there may be limitations to the type of placements that can be completed during evening and/or weekend hours. We may not be able to accommodate all requests for an evening and/or weekend placement.

What is your plan for fitting in 16 hours of practicum placement per week? Consider your plan to balance work, family life, coursework, and practicum.

If you are requesting a placement with evening/weekend hours, please provide as much information as possible regarding your expected availability during the 2024-2025 academic year. For example: *Is it possible for you to complete any hours during standard business hours? Do you have options to adjust your work schedule to accommodate some practicum hours during business hours? How will you fit in 16 hours of practicum in addition to classes and any other commitments you may have?, etc.*

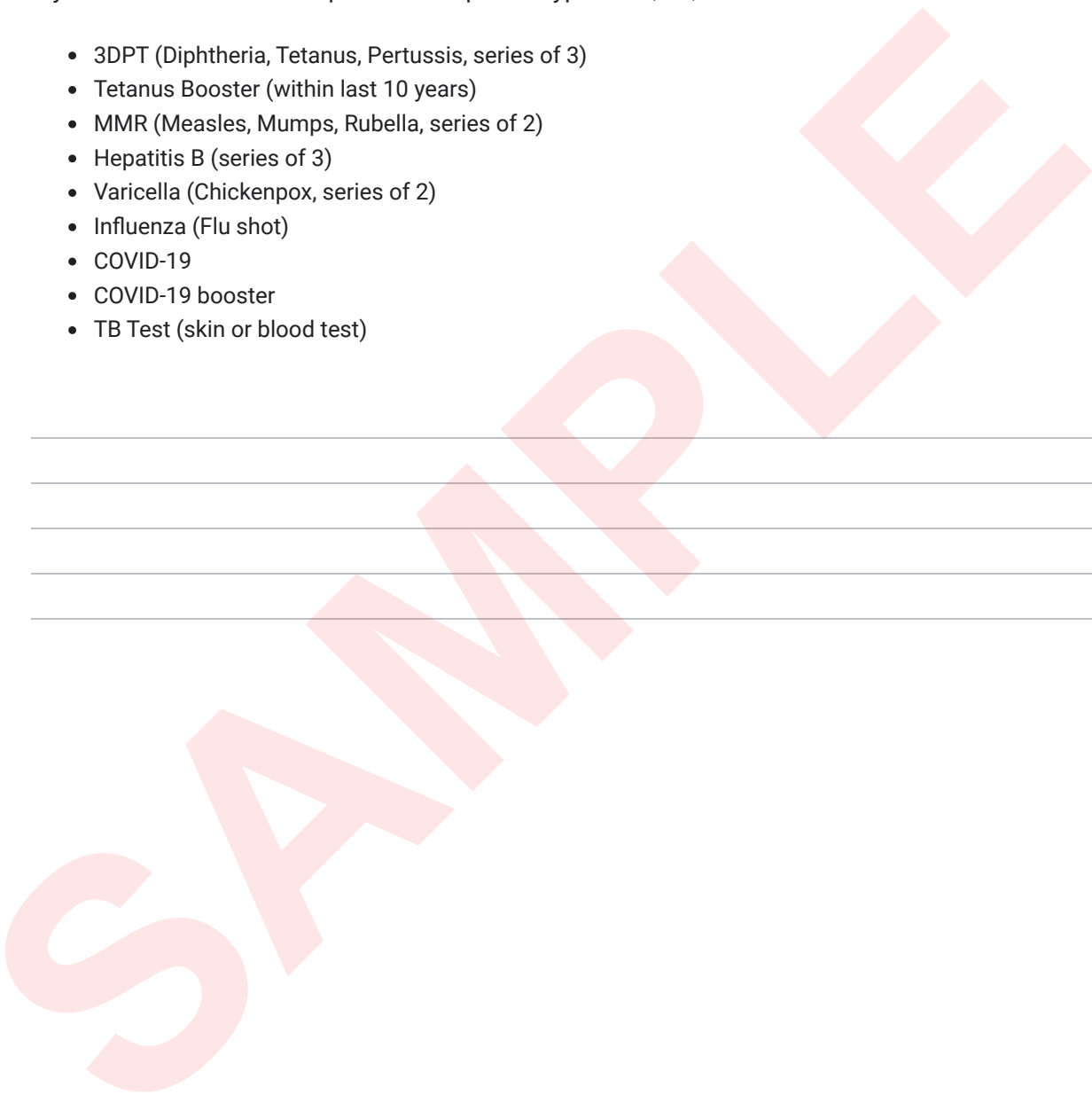
We will make every effort to accommodate your scheduling needs, but evening and weekend placements are not a guarantee and are extremely limited.

12. Many practicum placements require immunizations and may require some or all of the immunizations listed below. *

If you have personal preferences or foreseeable concerns about any of the items listed below (e.g., religious exemptions, issues accessing records, medical concerns) please feel free to comment below.

If you have no concerns or preferences please type none, no, or N/A.

- 3DPT (Diphtheria, Tetanus, Pertussis, series of 3)
- Tetanus Booster (within last 10 years)
- MMR (Measles, Mumps, Rubella, series of 2)
- Hepatitis B (series of 3)
- Varicella (Chickenpox, series of 2)
- Influenza (Flu shot)
- COVID-19
- COVID-19 booster
- TB Test (skin or blood test)



13. Many practicum placements require drug screens, criminal background checks, and other compliance requirements. *

If you have personal preferences or foreseeable concerns about any of the items listed below (e.g., religious exemptions, issues accessing records, medical concerns, pending charges), please feel free to comment below.

If you have no concerns or preferences please type none, no, or N/A.

- CHHS Drug Screening Criminal Background Acknowledgement Agreement Form
- Criminal Background Check
- 12 Panel Drug Screening
- CPR and/or First Aid Certification
- Other paperwork/trainings required by the site
- CHHS Bloodborne Pathogens Training

14. All students must review, sign, and submit the CHHS Criminal Background Check and Drug Screening form. *

This can be found here: <https://health.charlotte.edu/wp-content/uploads/sites/371/2023/05/CBC-DS-Form-2015.pdf>

Files submitted:

15. Please upload a current version of your resume. *

Files submitted:

16. Your resume will be shared with prospective practicum agencies. Please check below to acknowledge that your External Application (submitted via Canvas) and your resume will be shared with prospective field agencies. *

Check all that apply.

I acknowledge that my External Application and my resume will be shared with prospective practicum agencies.

17. Fields of Interest (*check all that apply*) *

[For more information on these areas, learn more from NASW.](#)

Note for students in the 2yr on-campus and 3yr online programs: Healthcare and Clinical placement options are limited for students in their first year of practicum placement (generalist year). Most students interested in clinical and/or healthcare placements complete a placement in that area during the second year (specialist year).

Check all that apply.

- Administration and Management
- Advocacy and Community Organizing
- Aging
- Child Welfare
- Developmental Disabilities
- Healthcare
- International Social Work
- Justice and Corrections
- Mental Health and Clinical Social Work
- Substance Use
- Occupational and EAP Social Work
- Policy Planning
- Politics
- Public Welfare
- Research
- School Social Work

18. Populations and Other Areas of Interest (*check all that apply*) *

Check all that apply.

- Anti-racism, diversity, equity, and inclusion
- Athletics and/or Recreation
- Children
- Children and Families
- Community Development and Program Development
- Department of Social Services (Child Welfare, Economic Services, Adult Services)
- Disabilities
- Domestic, Interpersonal, and/or Sexual Violence
- Ethnic and/or Racial Backgrounds
- Faith-based Organizations
- Foster Care
- Gender-based
- HIV/AIDS
- Homelessness and/or Housing
- Immigrants and/or Refugee
- LGBTQIA+
- Library Social Work
- Macro Social Work
- Maternal Health/Pregnancy/Postpartum
- Non-profit
- Older Adults
- Teenagers
- Veterans/Military-Affiliated
- Voting/Voter Rights
- Young Adults and/or College Students
- Other: _____

19. (Optional) If you selected one or more of the following options in the list above, please provide any additional information you feel is relevant to your interest in these areas:

- Disabilities,
- Ethnic and/or Racial Backgrounds,
- Faith-Based Organizations,
- Gender-based

i.e. is there a specific community/population within one or more of these areas that you are hoping to work with?

20. Are you fluent in any language(s) other than English? If so, which language(s)?

Specialty Placement Information - Generalist Year

21. Are you interested in any of the following specialty placements? *

Important note: If you select one of the specialty placement options below, it will be considered your first choice for placement, even if it does not align with your interest areas listed earlier in the application.

Placements in these areas are not guaranteed.

Mark only one oval.

- Child Welfare Education Collaborative (North Carolina only) *Skip to question 27*
- School Social Work *Skip to question 30*
- Employment-Based Placement (NOTE: To be eligible for this option, you must currently be employed at the agency/organization where you would like to complete your practicum placement) *Skip to question 33*
- Ad-Hoc Placement (you have an EXISTING prior connection to an agency that you are interested in partnering with) *Skip to question 43*
- None of the above *Skip to question 48*

Specialty Placement Information - Incoming 1 year Advanced Standing

22. Are you interested in any of the following specialty placements? *

Important note: If you select one of the specialty placement options below, it will be considered your first choice for placement, even if it does not align with your interest areas listed earlier in the application.

Placements in these areas are not guaranteed.

Mark only one oval.

- Child Welfare Education Collaborative (North Carolina only) *Skip to question 27*
- School Social Work *Skip to question 30*
- Integrated Behavioral Health (IBH) Program *Skip to question 31*
- Veterans Affairs (VA) *Skip to question 32*
- Employment-Based Placement (NOTE: To be eligible for this option, you must currently be employed at the agency/organization where you would like to complete your practicum placement) *Skip to question 33*
- Continual Practicum Placement - NOT Employment-Based (If you will be a May 2024 graduate, your BSW was in the Charlotte area, and you desire to be placed at your SAME placement for the 2024-2025 school year) *Skip to question 40*
- Ad-Hoc Placement (you have an EXISTING prior connection to an agency that you are interested in partnering with) *Skip to question 43*
- None of the above *Skip to question 48*

Specialty Placement Information - Specialist Year

You have the option to rank your top THREE (3) choices for placement. If choose to do so, be sure to put the actual name of the agency.

NOTE:

- If you are specifically interested in any of the Specialty Placements, including: Child Welfare Education Collaborative (CWEC), School Social Work, Integrative Behavioral Health (IBH) Scholarship, Employment-based, a Continual Placement, an ad-hoc placement, or Veteran Affairs (VA), please list it as your first choice.
- If you are interested in "Medical/Hospital" Social Work please list the specific area/department you are interested in.
- Although you outline your top three choices there is NO guarantee that you will be placed with these agencies.

23. First Choice Placement:

24. Second Choice Placement:

25. Third Choice Placement:

26. Are you interested in any of the following specialty placements? *

Important note: If you select one of the specialty placement options below, it will be considered your first choice for placement, even if it does not align with your first choice listed above or with your interest areas listed earlier in the application.

Placements in these areas are not guaranteed.

Mark only one oval.

- Child Welfare Education Collaborative (North Carolina only) *Skip to question 27*
- School Social Work *Skip to question 30*
- Integrated Behavioral Health (IBH) Program *Skip to question 31*
- Veterans Affairs (VA) *Skip to question 32*
- Employment-Based Placement (NOTE: To be eligible for this option, you must currently be employed at the agency/organization where you would like to complete your practicum placement) *Skip to question 33*
- Continual Practicum Placement (continue at the same agency you were placed at in 2023-2024) - NOT Employment-Based *Skip to question 40*
- Ad-Hoc Placement (you have an EXISTING prior connection to an agency that you are interested in partnering with) *Skip to question 43*
- None of the above *Skip to question 48*

Child Welfare Education Collaborative (CWEC)

This section is for students interested in interning at the Department of Social Services in Child Welfare and, if desired, pursuing the Child Welfare Education Collaborative Certificate (CWEC). Students completing the collaborative must complete their practicum at a Department of Social Services. To learn more about the requirements for CWEC click [HERE](#).

27. What county would you like to be placed in? *

Reminder: placements in a specific county are not guaranteed.

28. Students applying for the CWEC must complete the [Child Welfare Education Collaborative Application](#) (Due 3/1/24). By initialing below I acknowledge that in order to be considered for CWEC, I will also submit the child welfare education collaborative application by 3/1/24. *
-

29. Students who complete the CWEC must have completed the Child Welfare Course (SOWK 5103) prior to starting placement in the fall of 2024. In which semester did you complete this course OR which semester will you complete this course? *
-

Skip to question 48

School Social Work

This section is for students interested in interning at a school and, if desired, pursuing a School Social Work Licensure. To learn more about the requirements for School Social Work click [HERE](#).

30. What county would you like to be placed in? *
- Reminder: placements in a specific county are not guaranteed.
-

Skip to question 48

Integrated Behavioral Health (IBH) Program

This section is for students interested in the IBH program. In addition to completing the practicum placement applications, students will also need to complete the [IBH application via the website](#). To learn more about the program click [HERE](#).

31. Have you already submitted your application for the IBH program? *

Mark only one oval.

- Yes
- No, but I plan to complete it soon

Skip to question 48

Department of Veterans Affairs (VA)

This section is for students interested in interning with the US Department of Veterans Affairs. To learn more about the program click [HERE](#).

Placements at specific locations within a VA medical center are not guaranteed. For example, students placed with the W.G. (Bill) Hefner Department of Veterans Affairs Health Care System are not guaranteed placement in Charlotte, NC and may have to commute to Salisbury, NC. Students with specific placement goals, for example, those wanting to interview with the Department of Veterans Affairs, will need to consider that they may have to commute farther in order to be at a placement site that aligns with those goals.

VAs on this list may or may not be accepting students for the upcoming year. Additionally, while we can explore affiliation with new VA medical centers, new affiliation agreements are not guaranteed. New affiliations with the VA are particularly challenging due to the requirements of working with the federal government to complete the affiliation agreement process.

32. Which VA location would you like to interview with? *

Reminder: interviews/placements in a specific county/area are not guaranteed.

Mark only one oval.

- W.G. (Bill) Hefner Department of Veteran Affairs Health Care System (Salisbury, NC; possible Kernersville, NC; possible Charlotte, NC)
- Columbia VA Health Care System (See Columbia VA website for specific locations. Please DO NOT apply via their website at this time)
- Charles George VA Medical Center (Asheville, NC; possible Hickory, NC)
- Fayetteville VA Medical Center (Fayetteville, NC)
- Charlie Norwood VA Medical Center (Augusta, GA)
- Other: _____

Skip to question 48

Employment-Based Placement

Please review the Student [Practicum Education Handbook](#) for detailed information on employment based placement. Students are expected to discuss this option with their employer PRIOR to applying for employment based practicum placement.

An employment based practicum placement can be an option if the employing agency is affiliated with the University, qualifies as a practicum site for the School of Social Work at UNC Charlotte and the prospective student must be employed by January 1st prior to the academic year when they are scheduled to begin Practicum Placement. Example: **If a student is scheduled to begin practicum August 2024, they must be employed at the agency by January 1, 2024.**

Reminder: Certain agencies do not allow employment-based placements. Please note that although your direct supervisor may be supportive, you should also consult with agency policies, HR, and any other relevant people/departments.

Employees of Charlotte-Mecklenburg Schools (CMS) should be aware that CMS does not allow employment-based placements.

33. Agency/Organization/Company Name: *

34. By initialing below, I acknowledge that I have discussed completing an employment-based placement with my employer and they are in support of me pursuing this option. *

35. Direct Supervisor Name: *

36. Direct Supervisor Email: *

37. Direct Supervisor Phone Number: *

38. Are there any other contacts at the agency that we need to be aware of?

For example, if you have spoken with HR, Executive Director, or other organizational leadership about an employment-based placement, please include names and contact information for anyone else who you think we may need to be in touch with at your agency.

39. By initialing below, I acknowledge that in order to be considered for an employment-based field placement, I will also submit the [Employment-Based Practicum Placement Application](#) by the deadline listed in Canvas. *

I understand that my application will not be processed until all applications have been submitted. Submitting application materials after the deadline may cause my Employment-Based Placement request to be denied.

Skip to question 48

Continual Practicum Placement

This section is for students who are currently placed at an approved practicum placement (non-employment based) and would like to continue for your specialized year. **Completing this section will make your current agency your first choice.**

Note: If you are in an employment-based placement and would like to continue with employment-based placement at the same employer for your second year, please go back to the last question and select "Employment-Based Placement".

40. What is the name of your current practicum placement? *

41. Have you talked with the agency about staying for an additional year? *

Mark only one oval.

Yes

No

42. If you would like to stay at your current placement, how would you increase your level of responsibility to ensure continued growth at the agency? *

Skip to question 48

Ad-Hoc Placement

This section is for students who have an EXISTING prior connection to an agency that you are interested in partnering with for your practicum placement. *Please note: Although you may provide this information, there is NO guarantee that you will be placed with this agency.*

43. Agency Name: *

44. Agency Contact Name: *

Please also list their job title, if you know it.

45. Contact Person's Email: *

46. Contact Person's Phone Number: *

47. How do you know this person? What level of interaction have you had with them regarding practicum placement/internship opportunities? *

Skip to question 48

Additional Information:

48. Is there anything else you would like for the Practicum Office to know and/or consider when matching you with a placement?

Skip to question 49

Practicum Experience Acknowledgement and MOU

Students must initial next to each statement before proceeding with the rest of the application. Students who do not initial their acknowledgement will not move forward with the practicum placement process. If you have questions about any portion of the practicum placement process or experience please email msw-practicum@charlotte.edu and/or attend drop in hours.

49. I understand that all students must follow the UNC Charlotte School of Social Work practicum placement process outlined by the Practicum Office. Students are not permitted to reach out to agencies regarding placements until they are cleared to schedule an interview. *

50. I understand that a practicum location that is close to my place of residence is not guaranteed. Additionally, I understand that the School of Social Work is NOT responsible for my transportation to and from placement. The School of Social Work is not responsible for transportation costs. Transportation time does not count towards practicum hours. *

51. I understand that practicum requires me to be in practicum placement for 16 hours per week. I am developing OR will develop a plan PRIOR to the start of the 2024-2025 academic year on how I will fit in these 16 hours in addition to my required classes and other responsibilities. *

52. I understand that there is a required CLASS portion of practicum placement I will register for and attend the CLASS portion in addition to completing my required practicum hours. I understand that I am expected to pass this course in addition to passing the practicum experience. *

Generalist year takes SOWK 6441 (fall) and SOWK 6442 (spring)
Specialist year takes SOWK 7443 (fall) and SOWK 7444 (spring)

53. I understand that most practicum placements are not paid. Paid placements cannot be guaranteed to any student. *

54. I acknowledge that each placement site will have their own requirements for interns including attending trainings and following policies set by the placement. *

55. I understand that practicum requires me to be in placement for 16 hours per week. These 16 hours include one hour of REQUIRED supervision with a social worker (MSW). I will attend supervision on site or through external supervision which will be determined by the School of Social Work. *

56. I will adhere to the School of Social Work's process for practicum placement. This includes: *
- Following the Phases of Practicum
 - Checking my emails regularly and responding to messages from the Practicum Office through summer 2024.
 - Completing the MSW Practicum Preparation Canvas modules
 - Following the process and procedures listed in the Practicum Education Handbook
 - I will communicate with the Practicum Office if there are any changes in my enrollment status
-

57. I acknowledge that placement sites have the right to terminate placements. If a student is terminated from placement due to ethical violations, unprofessional conduct, or performance issues, another placement is not guaranteed and the student may receive a failing grade for the practicum course. I have access to detailed information on this policy in the Practicum Education Handbook. *
-

58. I acknowledge that as a practicum student, I will be required to complete compliance requirements before I start placement. Compliance requirements will vary by agency. *

Students incur the costs of any related compliance items and are not reimbursed unless otherwise noted.

Students will be required to complete compliance **which can include, but is not limited to:**

- CHHS Drug Screening Criminal Background Acknowledgement Agreement
 - A comprehensive criminal background check and drug screen which may be required by the Affiliated Agency.
 - Immunizations (COVID-19, Flu, MMR, Tetanus, etc.)
 - CPR and/or First Aid Certification
 - Other paperwork/trainings required by the site
 - TB Testing
 - CHHS Bloodborne Pathogens Training
-

SAMPLE

APPENDIX D



2024-2025 EXTERNAL MSW Generalist Practicum Placement Application

- This application is for MSW students who will be in their generalist year (first year) of practicum placement during the 2024-2025 academic year.
- Please complete your application thoroughly and thoughtfully. There is no required length for the responses. Please proofread before submission and make sure to complete all pages of the application. Once you submit this application, it will be considered final.
- This application is a fillable PDF document. To ensure proper formatting, please download as a PDF and type your responses into the designated text boxes.
- If you plan to sign digitally, you are encouraged to use [DocuSign](#).
- This application and a copy of your resume will be shared with potential practicum agencies during the placement matching process.

See Canvas for submission deadlines.

Late submissions put your practicum placement at risk of being delayed. We will not be able to begin reviewing your application and move forward on your placement until all of your application materials are submitted.

Applicant Information:

First Name:	Last Name:
Phone Number:	UNC Charlotte Email:
Overall Undergraduate GPA:	Overall Graduate GPA (if applicable):

Application Questions:

1. What are your reasons/motivations for entering social work?

2024-2025 EXTERNAL MSW Generalist Practicum Placement Application

2. Please describe how you have grown as a professional as a result of your undergraduate program and/or past work/education experiences:

3. What strengths and skills would you like to highlight?

4. What do you expect to learn from a generalist MSW internship?

2024-2025 EXTERNAL MSW Generalist Practicum Placement Application

5. What do you envision your role as a social work intern will look like?

6. What's your learning style? (i.e. How do you learn best? What teaching methods are helpful for you?)

7. What do you hope to accomplish as a social worker in 5 years? 10 years?

This form and your resume will be shared with prospective practicum agencies. Please sign and date below to acknowledge that this form and your resume will be shared with prospective practicum agencies. *If you plan to sign digitally, you are encouraged to use [DocuSign](#).*

Signature: _____ Date: _____

APPENDIX E



2024-2025 EXTERNAL MSW Specialist Practicum Placement Application

- This application is for MSW students who will be in their specialist year (second year or advanced standing) of practicum placement during the 2024-2025 academic year.
- Please complete your application thoroughly and thoughtfully. There is no required length for the responses. Please proofread before submission and make sure to complete all pages of the application. Once you submit this application, it will be considered final.
- This application is a fillable PDF document. To ensure proper formatting, please download as a PDF and type your responses into the designated text boxes.
- If you plan to sign digitally, you are encouraged to use [DocuSign](#).
- This application and a copy of your resume will be shared with potential practicum agencies during the placement matching process.

See Canvas for submission deadlines.

Late submissions put your practicum placement at risk of being delayed. We will not be able to begin reviewing your application and move forward on your placement until all of your application materials are submitted.

Applicant Information:

First Name:	Last Name:
Phone Number:	UNC Charlotte Email:
Overall Graduate GPA:	Most Recent practicum Seminar Grade (A,B,C,D):
Generalist (1st Year MSW/BSW) Placement Agency:	

Application Questions:

1. What are your reasons/motivations for entering social work?

2024-2025 EXTERNAL MSW Specialist Practicum Placement Application

2. Please list key tasks performed at your generalist (1st Year MSW/BSW) placement.

3. Please describe how you have grown as a professional as a result of your generalist (1st Year MSW/BSW) placement.

4. What strengths and skills would you like to highlight?

5. What do you expect to learn from a specialist MSW internship?

2024-2025 EXTERNAL MSW Specialist Practicum Placement Application

6. What do you envision your role as a social work intern will look like?

7. What's your learning style? (i.e. How do you learn best? What teaching methods are helpful for you?)

8. What do you hope to accomplish as a social worker in 5 years? 10 years?

This form and your resume will be shared with prospective practicum agencies. Please sign and date below to acknowledge that this form and your resume will be shared with prospective practicum agencies. *If you plan to sign digitally, you are encouraged to use [DocuSign](#).*

Signature: _____ Date: _____

APPENDIX F

2024-2025 Supplemental Employment-Based Practicum Placement Application

Please review the Student [Practicum Education Handbook](#) for detailed information on employment based placement. Students are expected to discuss this option with their employer PRIOR to applying for employment-based practicum placement.

An employment based practicum placement can be an option if the employing agency is affiliated with the University, qualifies as a practicum site for the School of Social Work at UNC Charlotte, and the prospective student must be employed by January 1st prior to the academic year when they are scheduled to begin Practicum Placement. Example: **If a student is scheduled to begin practicum August 2024, they must be employed at the agency by January 1, 2024.**

Employment-based placements are not guaranteed. Although the Practicum Office makes every effort to support approved employment-based placements, there are a variety of factors that can impact the student's ability to complete an Employment-Based Placement.

All agencies are required to have an affiliation agreement with the College of Health and Human Services. Agencies who are not already affiliated will need to become affiliated. Affiliation Agreements are legal documents that may require involvement of agency leadership, HR, legal teams, etc. and may take extensive time to complete.

Before applying, please review the following resources:

- [Employment-Based Placement Policy](#) - policy can be found on pages 56-57
- [Overview of Employment-Based Practicum Placements](#)
- [Recording of Employment-Based Placement Info Session](#) (if not already viewed/attended)

* Indicates required question

1. Email *

2. **Currently, I am:** *

Please double-check your selection to ensure you have selected the correct cohort. Your answer to this question will affect the rest of the questions you are required to answer on this application.

Mark only one oval.

- a BSW student *Skip to question 12*
- a newly admitted, incoming student in the 1 year, on-campus Advanced Standing MSW
Skip to question 30
- in my first year of the 2 year, online Advanced Standing MSW *Skip to question 30*
- a newly admitted, incoming student in the 2 year, on-campus MSW *Skip to question 12*
- in my first year of the 2 year, on-campus MSW *Skip to question 30*
- in my first year of the 3 year, online MSW *Skip to question 12*
- in my second year of the 3 year, online MSW *Skip to question 30*

3. **First Name** *

4. **Last Name** *

5. **Employing Agency** *

6. **Agency Address** *

7. **Current Job Title** *

8. **Please upload a copy of your job description.** *

Files submitted:

9. When did you begin employment with this agency? *

Example: January 7, 2019

10. What is your current work schedule? *

11. What type of employment-based placement are you interested in? *

Mark only one oval.

- SAME Work (Student keeps their current role at their job and counts work hours towards 100% of practicum hours)
- DIFFERENT Work (Student completes 100% of their practicum hours in a different department/role doing different tasks than their current job to earn practicum hours)
- COMBO Work (Student counts some current work tasks as practicum hours and also works in a different department/role and/or takes on additional tasks for practicum hours)

BSW and MSW Generalist Students

Competencies and Work Tasks

Please provide your job/work activities that will allow you to achieve the competencies and behaviors required for your social work degree. Feel free to use a bulleted style list of activities/work; please limit the use of acronyms that may not be familiar to those outside of your agency.

12. Competency 1: Demonstrate Ethical and Professional Behavior *

- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior

13. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

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

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

15. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

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

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

17. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

18. Competency 4: Engage in Practice-informed Research and Research-informed Practice *

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

19. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

20. Competency 5: Engage in Policy Practice *

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

21. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

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

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

23. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

24. Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities *

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

25. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

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

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

27. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

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

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

29. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

Skip to question 48

MSW Specialist Students

Competencies and Work Tasks

Please provide your job/work activities that will allow you to achieve the competencies and behaviors required for your social work degree. Feel free to use a bulleted style list of activities/work; please limit the use of acronyms that may not be familiar to those outside of your agency.

30. Competency 1: Demonstrate Ethical and Professional Behavior *

- Engage in self-reflection and supervision to promote ethical, anti-racist, and anti-oppressive social work practice
- Apply ethical frameworks to guide practice decision-making at all levels of practice
- Stay current with emerging best practices across individual, family, group, organizational, and community systems.

31. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

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

- Evaluate service systems from an anti-racist and anti-oppressive perspective to ensure the equitable distribution of social resources and protection of human rights at the individual, family, group, organization, and community level
- Advocate with and on behalf of clients and constituencies for service systems to promote social, racial, economic, and environmental justice

33. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

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

- Integrate anti-oppressive and anti-racist perspectives into their advanced practice with individuals, families, groups, organizations, and communities
- Continue efforts of culturally-responsive practices through personal reflection and self-regulation.

35. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

36. Competency 4: Engage in Practice-informed Research and Research-informed Practice *

- Critically appraise research inquiries, methods, results, and best practices from a culturally-informed, anti-racist, and anti-oppressive perspective
- Integrate the appraisal of research to inform culturally-informed, anti-racist, and anti-oppressive practices

37. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

38. Competency 5: Engage in Policy Practice *

- Apply anti-racist and anti-oppressive advocacy strategies to policy practice
- Analyze social policies, their implementation, and purposed outcomes through an anti-racist and anti-oppressive perspective

39. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

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

- Apply evidence-based, culturally responsive strategies to guide engagement with individuals, families, groups, organizations, and communities
- Utilize empathy, self-awareness, and cultural humility to facilitate engagement across practice settings

41. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

42. Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities *

- Apply social work theories, cultural humility, and interprofessional conceptual frameworks to assessment of individuals, families, groups, organizations and communities
- Utilize evidence-based and culturally informed frameworks to assess strengths, challenges, and needs identified by individuals, families, groups, organizations and communities

43. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

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

- Integrate anti-racist and anti-oppressive perspectives to engage with clients and constituencies in the development of culturally responsive intervention strategies with individuals, families, groups, organizations, and communities
- Participate in interprofessional collaboration to develop holistic, evidence-informed, culturally responsive intervention strategies and goals

45. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

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

- Collaborate with client systems and constituencies to design and implement culturally-informed, anti-racist, and anti-oppressive approaches to evaluation with individuals, groups, families, organizations, and communities
- Utilize practice, program, and policy evaluation findings to inform culturally-responsive, client and constituency-centered approaches at all levels of practice

47. The tasks listed above are *

Mark only one oval.

- all already part of my current work tasks/role
- all different tasks than my current work tasks/role
- a mix of current tasks and different/new tasks

Skip to question 48

48. Is there anything else you would like for the Practicum Office to know and/or consider when reviewing your application for Employment-Based Placement?

49. A copy of your responses will be sent to you via email automatically upon submission of this form. Please keep this copy for your records. If your employment-based placement is approved, you will need to share that copy with your agency/supervisor. *

Check all that apply.

I understand and will retain a copy

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Google Forms

SAMPLE

APPENDIX G



2024-2025 BSW Practicum Placement Confirmation

Please review this document and complete all areas where appropriate.

The Practicum Office will not accept incomplete forms.

Student Name: _____

Agency Name: _____

In consideration of being permitted to participate in the Social Work Practicum Placement Program at UNC Charlotte, I, _____, hereby agree:

(Student's Name)

1. To spend a minimum of **16** hours per week during the **2024-2025** academic year in a Practicum Placement at _____ *(Placement Agency)*
2. To be in the agency at the following days and times:
Students at an agency that permits greater flexibility should still identify a consistent schedule with the understanding that it may be adjusted in consultation with the agency as needed.
 - **Planned schedule for completing 16 hours per week:**
(i.e. Mondays 9:00a-4:00p, Tuesdays 3:00p-7:00p, etc. If you will not be in practicum on a listed day, please list "n/a" or leave that day blank)
 - **Mondays:** _____
 - **Tuesdays:** _____
 - **Wednesdays:** _____
 - **Thursdays:** _____
 - **Fridays:** _____
 - **Saturdays:** _____
 - **Sundays:** _____
 - **Practicum Placement will begin and end on the following dates:**
 - Fall Semester: August 26, 2024 - December 4, 2024
 - Spring Semester: January 6, 2025 - April 29, 2025
 - *Please note: Practicum days may change between semesters, at the discretion of both the student and Practicum Instructor/Task Supervisor. Practicum scheduling is subject to change in accordance with the university calendar.*

3. To make arrangements with my Practicum Instructor/Task Supervisor for any absences from the agency during the times specified above. I understand that I am expected to be in the agency except for illness or urgent personal business. When possible, I will arrange for absences in advance and make alternative plans for clients and/or any other duties that are pending.
4. To accept the supervision and instruction of the agency representative/School of Social Work representative designated as my Practicum Instructor/Task Supervisor. I understand that I am responsible to my Practicum Instructor/Task Supervisor while in the agency and that we will have regular and frequent conferences to assess my learning needs and progress.
5. To meet with my Practicum Instructor/Task Supervisor and Social Work Faculty Liaison at times that may be designated to evaluate my learning needs and progress. I understand that I am expected to evaluate myself and contribute to the evaluation conferences.
6. To follow the policies, practices, and procedures of my agency as I fulfill my responsibilities as a social work student. I will consult with my Practicum Instructor/Task Supervisor about policies and procedures I do not understand or find difficult to accept.
7. To arrange with my Practicum Instructor/Task Supervisor for use of any materials from agency records to be used in social work course assignments. I understand that I am not to tape/video record any client interviews without special permission from the client and my Practicum Instructor/Task Supervisor.
8. To regard all information I receive concerning clients as confidential. I will not use names of clients or other identifying information about them outside the agency.
9. To be responsible for providing my own transportation to and from the agency.
10. The student is **not** to transport clients as part of this practicum. Students are permitted to operate an agency vehicle; however, the agency must provide proof that the student is covered under the agency automobile insurance prior to the internship start date. I understand that if I use my personal car for agency business I will be reimbursed for travel at the rate of _____ per mile. Insurance premiums may be raised for the student in accordance with the policies of their own insurance company.
11. The student will be covered under professional liability insurance for the duration of their practicum experience. Professional liability insurance is provided to the student through the university.
12. The student is responsible for completing all compliance requirements as indicated by the Practicum Office and placement. Formal clearance to begin practicum placement will come from the Practicum Office via email.
13. The student will attend the required School of Social Work Practicum Placement orientation sessions prior to starting placement.
14. The student will report any and all safety and ethical concerns to the Practicum Instructor/Task Supervisor and/or Practicum Office
15. Any exceptions or additions to the provisions of this agreement, which have been agreed to by the social work student, the Practicum Instructor/Task Supervisor and the Social Work Practicum Coordinator, are to be entered below.

Practicum Agency, Practicum Instructor, and Task Supervisor Contact Information

Students should work with the placement agency and supervisor to complete this information

Agency Information

- Agency Name: _____
- Address: _____
- Phone Number: _____
- Fax Number: _____

Practicum Instructor Information

- Practicum instructors supervising BSW students must hold a Bachelor of Social Work or Master of Social Work degree from a social work program accredited by the Council on Social Work Education.
- The Practicum Instructor must have at least two (2) years post BSW or MSW practice experience.

Practicum Instructor Name: _____

Practicum Instructor Credentials:

BSW (Graduation Year: _____)

MSW (Graduation Year: _____)

LCSW/LCSWA

Other: _____ (Graduation Year: _____)

Year(s) of Experience: _____

Phone Number: _____

Email: _____

Have you attended UNC Charlotte Social Work Practicum Instructor Training within the last 5 years?

NO- Will need to attend a UNC Charlotte Practicum Instructor/Task Supervisor Training

YES -If yes, the date of the training attended (month/year): _____

NOTE: Task Supervisor information (if applicable) and all signatures required on next page

Task Supervisor Information (If Applicable)

- If no MSW is available to serve as the primary Practicum Instructor at the agency, a Task Supervisor may be assigned as the primary instructor.
- Task supervisors are responsible for the direct on site supervision of students while in practicum and do not meet criteria to be a Practicum Instructor.
- NOTE: In some cases BSW/MSW with 2 years experience will serve as a co-Practicum Instructor or secondary task supervisor to the student. The contact information can be added in this section.

Task Supervisor Name: _____

Task Supervisor Credentials:

BSW (Graduation Year: _____)

MSW (Graduation Year: _____)

LCSW/LCSWA

Other: _____ (Graduation Year: _____)

Year(s) of Experience: _____

Phone Number: _____

Email: _____

Have you attended UNC Charlotte Social Work Practicum Instructor/Task Supervisor Training within the last 5 years?

NO- Will need to attend a UNC Charlotte Practicum Instructor/Task Supervisor Training

YES -If yes, the date of the training attended (month/year): _____

Signatures

(Digital (DocuSign, Adobe, etc.) or Wet Signatures ONLY - No typed signatures will be accepted)

All UNC Charlotte students have access to [DocuSign](#)

BSW Student's Signature

Date

Practicum Instructor Signature

Date

Task Supervisor Signature (if applicable)

Date

APPENDIX H



2024-2025 MSW Practicum Placement Confirmation

Please review this document and complete all areas where appropriate.

The Practicum Office will not accept incomplete forms.

Student Name: _____

Agency Name: _____

MSW Status: MSW Generalist Student

MSW Specialist Student

In consideration of being permitted to participate in the Social Work Practicum Placement Program at UNC Charlotte, I, _____, hereby agree:

(Student's Name)

1. To spend a minimum of **16** hours per week during the **2024-2025** academic year in a Practicum Placement at _____ (Placement Agency)
2. To be in the agency at the following days and times:
Students at an agency that permits greater flexibility should still identify a consistent schedule with the understanding that it may be adjusted in consultation with the agency as needed.

- **Planned schedule for completing 16 hours per week:**

(i.e. Mondays 9:00a-4:00p, Tuesdays 3:00p-7:00p, etc. If you will not be in practicum on a listed day, please list "n/a" or leave that day blank)

- **Mondays:** _____
- **Tuesdays:** _____
- **Wednesdays:** _____
- **Thursdays:** _____
- **Fridays:** _____
- **Saturdays:** _____
- **Sundays:** _____

- **Practicum Placement will begin and end on the following dates:**

- Fall Semester: August 26, 2024 - December 4, 2024
- Spring Semester: January 6, 2025 - April 29, 2025

3. To make arrangements with my Practicum Instructor/Task Supervisor for any absences from the agency during the times specified above. I understand that I am expected to be in the agency except for illness or urgent personal business. When possible, I will arrange for absences in advance and make alternative plans for clients and/or any other duties that are pending.
4. To accept the supervision and instruction of the agency representative/School of Social Work representative designated as my Practicum Instructor/Task Supervisor. I understand that I am responsible to my Practicum Instructor/Task Supervisor while in the agency and that we will have regular and frequent conferences to assess my learning needs and progress.
5. To meet with my Practicum Instructor/Task Supervisor and Social Work Faculty Liaison at times that may be designated to evaluate my learning needs and progress. I understand that I am expected to evaluate myself and contribute to the evaluation conferences.
6. To follow the policies, practices, and procedures of my agency as I fulfill my responsibilities as a social work student. I will consult with my Practicum Instructor/Task Supervisor about policies and procedures I do not understand or find difficult to accept.
7. To arrange with my Practicum Instructor/Task Supervisor for use of any materials from agency records to be used in social work course assignments. I understand that I am not to tape/video record any client interviews without special permission from the client and my Practicum Instructor/Task Supervisor.
8. To regard all information I receive concerning clients as confidential. I will not use names of clients or other identifying information about them outside the agency.
9. To be responsible for providing my own transportation to and from the agency.
10. The student is **not** to transport clients as part of this practicum. Students are permitted to operate an agency vehicle; however, the agency must provide proof that the student is covered under the agency automobile insurance prior to the internship start date. I understand that if I use my personal car for agency business I will be reimbursed for travel at the rate of _____ per mile. Insurance premiums may be raised for the student in accordance with the policies of their own insurance company.
11. The student will be covered under professional liability insurance for the duration of their practicum experience. Professional liability insurance is provided to the student through the university.
12. The student is responsible for completing all compliance requirements as indicated by the Practicum Office and placement. Formal clearance to begin practicum placement will come from the Practicum Office via email.
13. The student will attend the required School of Social Work Practicum Placement orientation sessions prior to starting placement.
14. The student will report any and all safety and ethical concerns to the Practicum Instructor/Task Supervisor and/or Practicum Office
15. Any exceptions or additions to the provisions of this agreement, which have been agreed to by the social work student, the Practicum Instructor/Task Supervisor and the Social Work Practicum Coordinator, are to be entered below.

Practicum Agency, Practicum Instructor, and Task Supervisor Contact Information

Students should work with the placement agency and supervisor to complete this information

Agency Information

- Agency Name: _____
- Address: _____
- Phone Number: _____
- Fax Number: _____

Practicum Instructor Information

- Practicum instructors supervising MSW students must hold a Master of Social Work degree from a social work program accredited by the Council on Social Work Education.
- The Practicum Instructor must have at least two (2) years post MSW practice experience.

Practicum Instructor Name: _____

Practicum Instructor Credentials:

BSW (Graduation Year: _____)

MSW (Graduation Year: _____)

LCSW/LCSWA

Other: _____ (Graduation Year: _____)

Year(s) of Experience: _____

Phone Number: _____

Email: _____

Have you attended UNC Charlotte Social Work Practicum Instructor Training within the last 5 years?

NO- Will need to attend a UNC Charlotte Practicum Instructor/Task Supervisor Training

YES -If yes, the date of the training attended (month/year): _____

NOTE: Task Supervisor information (if applicable) and all signatures required on next page

Task Supervisor Information (If Applicable)

- If no MSW is available to serve as the primary Practicum Instructor at the agency, a Task Supervisor may be assigned as the primary instructor.
- Task supervisors are responsible for the direct on site supervision of students while in practicum and do not meet criteria to be a Practicum Instructor.
- NOTE: In some cases MSW with 2 years experience will serve as a co-Practicum Instructor or secondary task supervisor to the student. The contact information can be added in this section.

Task Supervisor Name: _____

Task Supervisor Credentials:

BSW (Graduation Year: _____)

MSW (Graduation Year: _____)

LCSW/LCSWA

Other: _____ (Graduation Year: _____)

Year(s) of Experience: _____

Phone Number: _____

Email: _____

Have you attended UNC Charlotte Social Work Practicum Instructor/Task Supervisor Training within the last 5 years?

NO- Will need to attend a UNC Charlotte Practicum Instructor/Task Supervisor Training

YES -If yes, the date of the training attended (month/year): _____

Signatures

(Digital (DocuSign, Adobe, etc.) or Wet Signatures ONLY - No typed signatures will be accepted)

All UNC Charlotte students have access to [DocuSign](#)

MSW Student's Signature

Date

Practicum Instructor Signature

Date

Task Supervisor Signature (if applicable)

Date

APPENDIX I



2024-2025 Employment-Based Practicum Placement Confirmation

Please review this document and complete all areas where appropriate.

The Practicum Office will not accept incomplete forms.

Student Name: _____

Degree Status: BSW Student MSW Generalist Student MSW Specialist Student

This Agreement is between the University of North Carolina at Charlotte, School of Social Work (“**University**”) and the employing agency named below (“**Employing Agency**”) regarding an employment-based Practicum Placement for a UNC Charlotte Social Work student who is also an employee of the Employing Agency.

Employing Agency: _____

Agency Address: _____

An employment-based Practicum Placement is an option for students that are employed in an agency that qualifies as a practicum site for the UNC Charlotte School of Social Work. To be qualified as a practicum site for the UNC Charlotte School of Social Work, such an agency must meet all practicum instruction and other UNC Charlotte School of Social Work standards and expectations. The relevant current CSWE guidelines provide as follows:

Employment-based Practicum Placements:

Student practicum assignments and employment tasks may be the same and counted toward required practicum hours if the tasks have clear links to the social work competencies, including any competencies added by the program, and their related behaviors. The practicum instructor and employment supervisor of a student may be the same person. In such cases, supervision time for practicum education learning must be separate from supervision time for employment. Additional information regarding employment-based practicum placements can be found in the [Practicum Education Handbook](#).

Practicum Placement Expectations:

The Employing Agency and the University agree to the following conditions as the means necessary to protect the educational integrity of the Practicum Placement:

1. Students completing an employment-based practicum must engage in tasks to support the development of all nine social work competencies. For some students this may entail doing additional tasks outside of their regular work tasks/hours to meet competencies. Students must use the Learning Agreement and Evaluation document to outline how all competencies will be met.
2. The student named above is currently an employee at the Employing Agency and will remain on employee status there during his/her/their Practicum Placement unless the employment status is terminated by the agency which will mean that the Practicum Placement will not remain employment-based and may be terminated.

3. The designated Practicum Instructor/Task Supervisor named below, an employee of the Employing Agency, must be approved by the UNC Charlotte School of Social Work. The student must engage in one hour of weekly supervision that is separate from employment supervision and focuses specifically on practicum requirements. Supervisors must meet requirements outlined below.
4. After approval of the Practicum Placement from the Practicum Office, the Practicum Instructor/Task Supervisor and Student will prepare a learning agreement to be signed by the Employing Agency and the Student that details the activities and responsibilities of the Student during the Practicum Placement.
5. During the months that the Student is participating in the Practicum Placement, the Practicum Instructor/Task Supervisor will meet with the Practicum Liaison and the Student on a regular basis for the purpose of coordinating learning plans and to review the progress of the Student.
6. **Practicum Placement will begin and end on the following dates:**
 - **Fall Semester:** August 26, 2024 - December 4, 2024
 - **Spring Semester:** January 6, 2025 - April 29, 2025
7. **Students will complete an average of 16 hours per week.**

Student Employment Information:

What type of employment-based option have you been approved for?

SAME Work: Keep your current role at your job and count work hours towards 100% of practicum hours

DIFFERENT Work: Complete 100% of your practicum hours in a different department/role doing different task than your current job to earn practicum hours

COMBO Work: Allow some current work tasks to count as practicum hours and also work in a different department/role for practicum hours. Exact percentage will need to be noted below.

Job Title: _____

When did you begin employment with this agency (month, day, year)? _____

What is your planned schedule to complete 16 hours of practicum per week?

Practicum Instructor Information

- **Practicum Instructors supervising BSW students** must hold a Bachelor of Social Work or a Master of Social Work degree from a social work program accredited by the Council on Social Work Education.
 - The Practicum Instructor must have at least two (2) years post BSW/MSW practice experience.
- **Practicum Instructors supervising MSW students** must hold a Master of Social Work degree from a social work program accredited by the Council on Social Work Education.
 - The Practicum Instructor must have at least two (2) years post MSW practice experience.

Practicum Instructor Name: _____

Practicum Instructor Credentials:

BSW (Graduation Year: _____)

MSW (Graduation Year: _____)

LCSW/LCSWA

Other: _____ (Graduation Year: _____)

Year(s) of Experience: _____

Phone Number: _____

Email: _____

Have you attended UNC Charlotte Social Work Practicum Instructor Training within the last 5 years?

NO- Will need to attend a UNC Charlotte Practicum Instructor/Task Supervisor Training

YES -If yes, the date of the training attended (month/year): _____

Task Supervisor Information (If Applicable)

- If no Practicum Instructor is available to serve as the primary Practicum Instructor at the agency, a Task Supervisor may be assigned as the primary instructor.
- Task supervisors are responsible for the direct on site supervision of students while in practicum and do not meet criteria to be a Practicum Instructor.
- NOTE: In some cases BSW/MSW with 2 years experience will serve as a co-Practicum Instructor or secondary task supervisor to the student. The contact information can be added in this section.

Task Supervisor Name: _____

Task Supervisor Credentials:

BSW (Graduation Year: _____)

MSW (Graduation Year: _____)

LCSW/LCSWA

Other: _____ (Graduation Year: _____)

Year(s) of Experience: _____

Phone Number: _____

Email: _____

Have you attended UNC Charlotte Social Work Practicum Instructor/Task Supervisor Training within the last 5 years?

NO- Will need to attend a UNC Charlotte Practicum Instructor/Task Supervisor Training

YES -If yes, the date of the training attended (month/year): _____

Planned Placement Activities

Students: Please provide a copy of your Supplemental Employment-Based Practicum Application to your supervisor and Practicum Instructor/Task Supervisor.

Supervisors: By initialing below, I acknowledge that I have reviewed the student’s Supplemental Employment-Based Practicum Application and agree with the proposed learning activities.

Employing Agency Supervisor Initials Practicum Instructor Initials Task Supervisor Initials

(if agency supervisor is also serving as Practicum Instructor/Task Supervisor, please initial in both spaces)

Signatures

(Digital (DocuSign, Adobe, etc.) or Wet Signatures ONLY - No typed signatures will be accepted)

All UNC Charlotte students have access to [DocuSign](#)

Employing Agency Supervisor Signature Date

Employing Agency Supervisor Printed Name

Title of Employing Agency Supervisor

Practicum Instructor Signature Date
(if agency supervisor is also serving as Practicum Instructor, they should sign here and above)

Task Supervisor Signature (if applicable) Date
(if agency supervisor is also serving as Task Supervisor, they should sign here and above)

Social Work Student’s Signature Date

Jacquelyn Garcia, MSW, LCSW Date
Director of Practicum Education, School of Social Work



**COLLEGE OF HEALTH
AND HUMAN SERVICES**
SCHOOL OF SOCIAL WORK

9201 University City Boulevard
Charlotte, NC 28223-0001
School of Social Work
Phone (704) 687-7938
Fax (704) 687-2343

DATE

Re: STUDENT

Agency Name: XXXX

Dear **Practicum Instructor NAME**,

Thank you for the opportunity to arrange for a practicum experience at your agency for the 2024-2025 academic year. The student is enrolled in Social Work BSW Practicum Education Series in the School of Social Work, College of Health and Human Services (CHHS). While at your agency, the student will work with you as the student's designated practicum instructor. The student will require an average of 16 hours per week during the fall semester and an average of 16 hours per week during the spring semester of the 2024-2025 academic year. The student and practicum office will reach out regarding the formal start date in August 2024.

You as the preceptor shall directly supervise the student and ensure that the student does not work independently as a professional. If applicable, you shall countersign any medical records/notes that the student writes and indicate that s/he/they has seen the patient/client referred to and that you agree with the student's documentation. Professional practice skills will be stressed in the classroom and should be reinforced in the practicum setting. The student should be on time, prepared with paper work, and exhibit appropriate behavior towards colleagues, clients, and supervisors. Please refer to the UNC Charlotte Social Work Practicum Handbook that is available to instructors and students at our website:

<https://socialwork.charlotte.edu/practicum-education/students/>

If needed, please feel free to contact The Social Work Practicum Office at 704-687-8616 or ssw-practicum@charlotte.edu.

UNC Charlotte, College of Health and Human Services, currently has an existing education Affiliation Agreement with your facility. The terms of that Agreement, including liability

insurance, blood borne pathogen training, tb screening and all other requirements set forth in that Agreement are applicable to this practicum experience.

There shall be no compensation provided to either party for engaging in the practicum experience unless the Agency requires payment to the student.

CHHS shall advise the student of the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable, including the need to respect the confidential nature of all information that the student has access to at Agency, including but not limited to patients'/clients' personal health information provided to them orally, contained in patient/client medical records, or maintained on Agency's electronic information system. Agency may require the student to sign a confidentiality agreement. Agency agrees to provide the student with training regarding Agency's policies and procedures relative to HIPAA.

CHHS and Agency acknowledge that the student may use patients'/clients' personal information for educational purposes at Agency and at CHHS. To the extent practicable, all information used for such purposes shall be appropriately de-identified so as to remove all data that may be used to connect such information back to the patient/client to whom it relates.

Thank you again for the opportunity to participate in what should prove to be a mutually beneficial arrangement.

Sincerely,

Practicum Office
School of Social Work
UNC Charlotte
ssw-practicum@charlotte.edu



9201 University City Boulevard
Charlotte, NC 28223-0001
School of Social Work
Phone (704) 687-7938
Fax (704) 687-2343

DATE

Re: Student Name

Agency Name: XXXX

Dear **Practicum Instructor NAME**,

Thank you for the opportunity to arrange for a practicum experience at your agency for the 2024-2025 academic year. The student is enrolled in Social Work MSW Practicum Education Series in the School of Social Work, College of Health and Human Services (CHHS). While at your agency, the student will work with you as the student's designated practicum instructor. The student will require an average of 16 hours per week during the fall semester and an average of 16 hours per week during the spring semester of the 2024-2025 academic year. The student and practicum office will reach out regarding the formal start date in August 2024.

You as the preceptor shall directly supervise the student and ensure that the student does not work independently as a professional. If applicable, you shall countersign any medical records/notes that the student writes and indicate that s/he/they has seen the patient/client referred to and that you agree with the student's documentation. Professional practice skills will be stressed in the classroom and should be reinforced in the practicum setting. The student should be on time, prepared with paper work, and exhibit appropriate behavior towards colleagues, clients, and supervisors. Please refer to the UNC Charlotte Social Work Practicum Handbook that is available to instructors and students at our website:

<https://socialwork.charlotte.edu/practicum-education/students/>

If needed, please feel free to contact The Social Work Practicum Office at 704-687-7924 or ssw-practicum@charlotte.edu

UNC Charlotte, College of Health and Human Services, currently has an existing education Affiliation Agreement with your facility. The terms of that Agreement, including liability insurance and all other requirements set forth in that Agreement are applicable to this practicum experience.

There shall be no compensation provided to either party for engaging in the practicum experience unless the Agency requires payment to the student.

CHHS shall advise the student of the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable, including the need to respect the confidential nature of all information that the student has access to at Agency, including but not limited to patients'/clients' personal health information provided to them orally, contained in patient/client medical records, or maintained on Agency's electronic information system. Agency may require the student to sign a confidentiality agreement. Agency agrees to provide the student with training regarding Agency's policies and procedures relative to HIPAA.

CHHS and Agency acknowledge that the student may use patients'/clients' personal information for educational purposes at Agency and at CHHS. To the extent practicable, all information used for such purposes shall be appropriately de-identified so as to remove all data that may be used to connect such information back to the patient/client to whom it relates.

Thank you again for the opportunity to participate in what should prove to be a mutually beneficial arrangement.

Sincerely,

Practicum Office
School of Social Work
UNC Charlotte
704-687-7924
ssw-practicum@charlotte.edu

Supervision Hours	
Total Number of hours of supervision for THIS time sheet	
Total Number of hours of supervision for this semester	
Total	
Total number of practicum hours worked for THIS time sheet	
Total Number of hours for this semester Practicum Hours by Month By 9/1/24 student should have 16 hours By 10/1/24 student should have 88 hours By 11/1/24 student should have 176 hours By 12/4/24 student should have 225	____ out of 225

Supervision Log

Supervision logs are used to foster one’s ability to effectively develop self-reflection and self-evaluation skills for the purpose of enhancing professional performance. Please answer the following required 4 questions.

Supervision Log Components:

1. Summarize how you spent your time this month. Consider what competencies you have accomplished and which competencies need more attention.
2. What were your learning successes this month?

3. What were your learning challenges this month?

4. What is your plan to address each of the challenges listed in question #3

Required Signatures

***Note: This is a formal document reporting your hours for practicum education. ONLY wet or digitally signed signatures will be accepted. NO “typed” signatures will be accepted.**

Signature of Practicum Instructor/Task Supervisor:

**Date
(MM/DD/YY)**

Signature of Student:

**Date
(MM/DD/YY)**

Sick/Personal Time (A maximum of 8 hours may be applied once. Any additional missed hours MUST be made up)	
Total number of sick/personal hours on THIS time sheet	
Supervision Hours	
Total Number of hours of supervision for THIS time sheet	
Total Number of hours of supervision for this semester	
Total	
Total number of practicum hours worked for THIS time sheet	
Total Number of hours for this semester Practicum Hours by Month By 9/1/24 student should have 16 hours By 10/1/24 student should have 88 hours By 11/1/24 student should have 176 hours By 12/4/24 student should have 240 hours	____ out of 240

Supervision Log

Supervision logs are used to foster one’s ability to effectively develop self-reflection and self-evaluation skills for the purpose of enhancing professional performance. Please answer the following required 4 questions.

Supervision Log Components:

1. Summarize how you spent your time this month. Consider what competencies you have accomplished and which competencies need more attention.
2. What were your learning successes this month?
3. What were your learning challenges this month?
4. What is your plan to address each of the challenges listed in question #3

Required Signatures

***Note: This is a formal document reporting your hours for practicum education. ONLY wet or digitally signed signatures will be accepted. NO “typed” signatures will be accepted.**

Signature of Practicum Instructor/Task Supervisor:

_____ **MM/DD/YR**

Signature of Student:

_____ **MM/DD/YR**



Fall 2024 - PRACTICUM LEARNING AGREEMENT & EVALUATION

Last Updated: May 2024

Student Name:	
Agency Name:	
Practicum Instructor/Task Supervisor Name:	
Task Supervisor Name:	
External Supervisor Name (if applicable):	

Overview

The learning agreement serves as a formal document and agreement between the student, practicum instructor or task supervisor, and the practicum office. It highlights the essential skills that the student needs to acquire during their placement, enabling the integration of course materials into the placement and facilitating their socialization into generalist social work. As skills are expected to grow and develop, a new learning agreement is completed each semester to ensure continued progress. The learning agreement will assess you in the following 10 areas:



Steps to Completing the Practicum Learning Agreement

1. **Review:** Review each competency and practice behavior. Click [HERE](#) for additional resources:
 1. Competency-Based Education
 2. 4 dimensions
2. **Meet:** Schedule a time to meet with your on-site supervisor (Practicum Instructor or Task Supervisor) to discuss the agency overview and how the competency and practice behaviors will be addressed. NOTE: If you are in External Supervision, in addition to meeting with your Task Supervisor also use group supervision time to discuss your learning agreement.
3. **Complete:** After discussion(s) with your on-site supervisor (and external supervisor, if applicable), complete the *Agency Overview* and competency tables:
 1. **Practice Behaviors:** Read each practice behavior.
 2. **Learning Activities/Products:** Identify a minimum of at least one activity that will demonstrate your level of performance for each behavior. Tasks should be focused on the further development of your knowledge, values, skills, and cognitive and affective processes as a professional social worker.
 3. **Dimensions:** Identify how the practice behavior will be assessed through one or more of the following:
 1. **Knowledge:** Students are able to incorporate their academic learning and prior experience into their practice.
 2. **Values:** Students are expected to demonstrate practice that is in accordance with the values outlined by the social work profession.
 3. **Skills:** Students are able to demonstrate social work skills and professional behaviors.
 4. **Cognitive and Affective Processes:** Students are able to apply critical thinking, affective reactions, and exercise of judgment.
 4. **Methods of Evaluation:** Select which method your practicum instructor/task supervisor will use to assess your learning. Ensure that your tasks and method will allow you to demonstrate and show evidence of competency as a social worker student.
 5. **Target Date:** The Learning Agreement should have clear timelines noted to expose you to each practice area and should be updated and reviewed as part of the supervisory process with objectives clearly outlined for *this semester*.
 6. **Final Score:** Leave this section blank. At the end of the semester the practicum instructor/task supervisor will complete this section.

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

4. *Review and Signatures:* Review your completed learning agreement again with your practicum instructor/task supervisor. Then ensure that the Learning Agreement is signed by you, on-site supervisor (Practicum Instructor or Task Supervisor), and your external supervisor (if applicable). Only digital or wet signatures are accepted. Typed in signatures will *not* be accepted and will impact your grade. Students have access to DocuSign. Learn more [here](#).
5. *Submission:* Submit your Learning Agreement to your Practicum Faculty Liaison via Canvas on the due date outlined in your syllabus. Students and supervisors will need access to this document for the duration of the semester to use for final grading.

Learning Agreement and Evaluation (LAE) Guidelines and Tips:

General Guidelines and Tips:

1. Ensure your learning agreement aligns with your learning goals as a social work student.
2. Include your name at the top of the document.
3. When brainstorming tasks, consider obtaining a sample job description from your practicum instructor/task supervisor and think about skills you want to develop for your future career.
4. Remember that the same activity can be listed in multiple competencies.
5. Treat the learning agreement as a working document that can be updated and edited throughout the semester.
6. Have at least one task for every practice behavior, even if your internship doesn't focus on a particular area.
7. Be specific when describing tasks, such as mentioning the name of a TED Talk if you plan to watch it.
8. Collaborate with your on-site supervisor and the School of Social Work Practicum Faculty Liaison to develop the learning agreement.
9. The learning agreement should demonstrate your knowledge of the placement agency, effective writing skills, and professional objectives related to your education.

Final Submission Guidelines and Tips:

1. Inform your practicum instructor/task supervisor in advance when it's time for midterm and final evaluations.
2. Schedule a meeting with your practicum instructor for grading purposes, well before the learning agreement due date.
3. For the Fall semester, N/A (Not Applicable) can be used if you were unable to complete a specific task, but it won't be accepted for Spring grading.
4. Use the Summary Scoring Worksheet to calculate your scores.

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

5. Ensure both you and your practicum instructor sign the agreement after grading.
6. Submit your learning agreement and evaluation on-time via Canvas.
7. Follow the deadlines provided in your syllabus for document submission.

***Practicum Instructor/ Task Supervisor
Instructions for Grading at the END of the Semester***

The Learning Agreement Evaluation reviews the level of progress and performance achieved during the semester based on the competencies and practice behaviors outlined by the [Council on Social Work Education](#). The student's on-site supervisor (Practicum Instructor or Task Supervisor) is required to complete this form and must be able to observe and assess their student(s) for competency in all practice areas noted by the end of each semester. Students and on-site supervisors are encouraged to meet to review the final evaluation prior to the submission deadline.

The on-site supervisor will do the following:

1. Use the *same* completed Learning Agreement to evaluate students.
2. Provide a final score for each activity in each competency. Feel free to add any additional comments.
3. Determine the overall score for each competency and the Work Ethics table.
4. Complete the Summary Worksheet at the end of the document and mark the student's overall score for the evaluation based on the grading rubric.
5. Indicate Overall Assessment for Student's Practicum Experience and add any related comments.
6. Sign and date in the final grading section. Only digital or wet signatures are accepted. Typed in signatures will *not* be accepted. Students have access to DocuSign if you would prefer that they send it electronically. NOTE: Students in External Supervision should obtain both the Task Supervisor and Practicum Instructor signature.
7. Provide the student with the completed document by the agreed upon date. The student must upload the signed evaluation to Canvas. All evaluations must be submitted by the deadline outlined in the course syllabus. A delay in the submission of this evaluation will impact the student's grade.

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Grading Rubric for Social Work Competencies

5 = Exceptional Competence
This reflects that the student has exhibited performance skills of the highest quality and has practiced <i>well above</i> the expected skill level for the social work student. The student has excelled and uses these skills consistently and effectively.
4 = Above Competence
This reflects that the student has exhibited performance skills <i>above the expected</i> level and has practiced at the expected skill level for a beginning level social work student. Demonstrates effective use of the practice skills most of the time.
3 = Competence
This reflects that the student is performing at an <i>expected</i> level. There are some deficiencies in the student's performance, nor have they performed at the expected level. The student understands the skill and offers some evidence of appropriate use for a beginning level social work student. More practice is required.
2 = Emerging Competence
This reflects that the student is performing with <i>limited insight and/or inconsistent</i> in demonstrating an understanding of the skill for a beginning level social work student.
1 = Not Competent
This reflects that the student is <i>not performing</i> at an acceptable level for a beginning level social work student. The student does not demonstrate an understanding of the skill.

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Agency Overview

Describe your agency's history	
Agency mission and vision statement Agency organizational structure and location(s)	
Description of the community context where the practicum site is located (i.e., urban, rural, demographics of population in the area).	
Description of services and interventions offered by the agency (overall and by the site you are placed if applicable). Provide rationale for intervention based on theory and/or research if applicable.	
Client admission/referral criteria	
Types of services the social work intern will be providing	
References (such as but not limited to agency website, employee manuals, interviews)	

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Learning Agreement

Competency 1: Demonstrate Ethical and Professional Behavior					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Demonstrate professional behavior; appearance; and oral, written, and electronic communication;		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Use technology ethically and appropriately to facilitate practice outcomes; and		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Use supervision and consultation to guide professional judgment and behavior		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 1 Scoring					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Please ADD all of the scores for Competency 1 →	$\frac{\quad}{\text{(total)}}$	Please DIVIDE the total by 4 →	$\frac{\quad}{\text{(total)}} / 4$	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Advocate for human rights at the individual, family, group, organizational, and community system levels; and		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 2 Scoring					
Please ADD all of the scores for Competency 2 →	<u> </u> (total)	Please DIVIDE the total by 2 →	<u> </u> /2 (total)	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Student demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Student demonstrates cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 3 Scoring					
Please ADD all of the scores for Competency 3 →	_____ / (total)	Please DIVIDE the total by 2 →	_____ /2 (total)	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 4: Engage in Practice-informed Research and Research-informed Practice					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Apply research findings to inform and improve practice, policy, and programs; and		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 4 Scoring					
Please ADD all of the scores for Competency 4 →	_____ (total)	Please DIVIDE the total by 2 →	_____/2 (total)	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 5: Engage in Policy Practice					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 5 Scoring					
Please ADD all of the scores for Competency 5 →	<u> </u> (total)	Please DIVIDE the total by 2 →	<u> </u> /2 (total)	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 6 Scoring					
Please ADD all of the scores for Competency 6 →	<u> </u> (total)	Please DIVIDE the total by 2 →	<u> </u> /2 (total)	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 7 Scoring					
Please ADD all of the scores for Competency 7 →	_____ /2 (total)	Please DIVIDE the total by 2 →	_____ /2 (total)	Please write the answer →	Final Score
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 8: Intervene with Individuals, Families, Groups Organizations and Communities					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 8 Scoring					
Please ADD all of the scores for Competency 8 →	<u> </u> (total)	Please DIVIDE the total by 2 →	<u> </u> /2 (total)	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
Select and use culturally responsive methods for evaluation of outcomes		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 9 Scoring					
Please ADD all of the scores for Competency 9 →	_____ / (total)	Please DIVIDE the total by 2 →	_____ /2 (total)	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Downtime Tasks

Please develop a plan for tasks that can be completed during downtimes when there are less consistent/regular tasks such as researching a certain topic/project, updating files, making progress on standby projections, etc. Tasks outlined in competencies 1-9 should occupy most of the time, with downtime tasks as a back-up option.

Downtime Tasks:

NOTE: Downtime tasks are not explicitly graded as there is no guarantee that students will have time to complete the task, however, the effort put in towards tasks should be considered as it relates to professional commitment and work ethic. If a downtime activity becomes time intensive then students and on-site supervisor should consider moving the task to one of the competencies above.

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Learning Agreement Signatures

Only digital or wet signatures are accepted. Typed in signatures will *not* be accepted. Students have access to DocuSign if you would prefer that they send it electronically. NOTE: Students in External Supervision should obtain both the Task Supervisor and Practicum Instructor signature. For clarification regarding signatures please see the appropriate document: [On-Site Supervision](#) OR [Off-Site Supervision](#).

STUDENT NAME

(Signature/Date)

PRACTICUM INSTRUCTOR

(Signature/Date)

TASK SUPERVISOR (if applicable)

(Signature/Date)

EXTERNAL SUPERVISOR (If applicable)

(Signature/Date)

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Fall 2024 - PRACTICUM FINAL EVALUATION

Grading for the END of the Semester

Final Evaluation-Professional Standards: NOTE: Grading Rubric DIFFERENT

5 = Exceptional 4 = Exceeds Expectations 3 = Met Expectations 2 = Needs Improvement 1 = Unacceptable

Professional Standards Behaviors (For a full description please refer to the Practicum Education Handbook)	Comments	Final Score
Basic Abilities to Acquire Professional Skills: <ul style="list-style-type: none"> ● Communication Skills ● Interpersonal Skills ● Cognitive Skills ● Physical Skills 		
Mental and Emotional Abilities: <ul style="list-style-type: none"> ● Stress Management ● Emotional and Mental Capabilities ● Character ● Organization ● Self-esteem/Internship Self-confidence 		
Professional Performance Skills: <ul style="list-style-type: none"> ● Professional Commitment ● Professional Behavior ● Self-Awareness ● Ethical Obligations 		

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

<ul style="list-style-type: none"> ● Attendance ● Teamwork ● Leadership 		
Scholastic (Internship) Performance: <ul style="list-style-type: none"> ● Meets internship requirements (e.g., hours, expectations) ● Productivity 		
Commitment to to engage in a respectful manner with diverse individuals and communities: <ul style="list-style-type: none"> ● Respect for all ● Promote/advocate for well-being 		
Professional Standards Scoring		
Please ADD all of the scores for the Professional Standards Section →	$\frac{\quad}{\text{(total)}}$	Please DIVIDE the total by 5 →
		$\frac{\quad}{5}$ Please write the answer →
Practicum Instructor/Task Supervisor Comments:		

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

FINAL EVALUATION - Semester Scoring Summary Worksheet

Practicum Instructors or Task Supervisors should use this summary table to find the average score total

Competency	Final Score Total
1: Demonstrate Ethical and Professional Behavior	
2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	
3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	
4: Engage in Practice-informed Research and Research-informed Practice	
5: Engage in Policy Practice	
6: Engage with Individuals, Families, Groups, Organizations, and Communities	
7: Assess Individuals, Families, Groups, Organizations, and Communities	
8: Intervene with Individuals, Families, Groups Organizations and Communities	
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
Professional Standards	

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Summary Worksheet Final Scoring					
Please ADD all of the scores for the Summary Worksheet Section →	<hr style="width: 50px; margin: auto;"/>	Please DIVIDE the total by 10 →	<hr style="width: 50px; margin: auto;"/>	Please write the answer →	
Overall Assessment for Student's Practicum Experience:					

Please check <u>ONE</u> overall assessment below:	
Pass without reservation	
Pass with minor reservations (please explain below)	
Pass with major reservations (please explain below)	
Fail (please explain below)	

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

PRACTICUM FINAL EVALUATION SIGNATURES

Signatures for the END of the Semester

Only digital or wet signatures are accepted. Typed in signatures will *not* be accepted. Students have access to DocuSign if you would prefer that they send it electronically. NOTE: Students in External Supervision should obtain both the Task Supervisor and Practicum Instructor signature. For clarification regarding signatures please see the appropriate document: [On-Site Supervision](#) OR [Off-Site Supervision](#).

Student Signature/Date: _____

Practicum Instructor Signature/Date: _____

Task Supervisor Signature/Date: _____

External Supervisor Signature/Date: _____

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent



Fall 2024 - PRACTICUM LEARNING AGREEMENT & EVALUATION

~~ Specialized Year ~~

Last Updated: May 2024

Student Name:	
Agency Name:	
Practicum Instructor/Task Supervisor Name:	
Task Supervisor Name:	
External Supervisor Name (if applicable):	

Overview

The learning agreement serves as a formal document and agreement between the student, practicum instructor or task supervisor, and the practicum office. It highlights the essential skills that the student needs to acquire during their placement, enabling the integration of course materials into the placement and facilitating their socialization into generalist social work. As skills are expected to grow and develop, a new learning agreement is completed each semester to ensure continued progress. The learning agreement will assess you in the following 10 areas:



Steps to Completing the Practicum Learning Agreement

1. *Review:* Review each competency and practice behavior. Click [HERE](#) for additional resources:
 1. Competency-Based Education
 2. 4 dimensions
2. *Meet:* Schedule a time to meet with your on-site supervisor (Practicum Instructor or Task Supervisor) to discuss the agency overview and how the competency and practice behaviors will be addressed. NOTE: If you are in External Supervision, in addition to meeting with your Task Supervisor also use group supervision time to discuss your learning agreement.
3. *Complete:* After discussion(s) with your on-site supervisor (and external supervisor, if applicable), complete the *Agency Overview* and competency tables:
 1. Practice Behaviors: Read each practice behavior.
 2. Learning Activities/Products: Identify a minimum of at least one activity that will demonstrate your level of performance for each behavior. Tasks should be focused on the further development of your knowledge, values, skills, and cognitive and affective processes as a professional social worker.
 3. Dimensions: Identify how the practice behavior will be assessed through one or more of the following:
 1. **Knowledge:** Students are able to incorporate their academic learning and prior experience into their practice.
 2. **Values:** Students are expected to demonstrate practice that is in accordance with the values outlined by the social work profession.
 3. **Skills:** Students are able to demonstrate social work skills and professional behaviors.
 4. **Cognitive and Affective Processes:** Students are able to apply critical thinking, affective reactions, and exercise of judgment.
 4. Methods of Evaluation: Select which method your practicum instructor/task supervisor will use to assess your learning. Ensure that your tasks and method will allow you to demonstrate and show evidence of competency as a social worker student.
 5. Target Date: The Learning Agreement should have clear timelines noted to expose you to each practice area and should be updated and reviewed as part of the supervisory process with objectives clearly outlined for *this semester*.
 6. Final Score: Leave this section blank. At the end of the semester the practicum instructor/task supervisor will complete this section.

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

4. *Review and Signatures:* Review your completed learning agreement again with your practicum instructor/task supervisor. Then ensure that the Learning Agreement is signed by you, on-site supervisor (Practicum Instructor or Task Supervisor), and your external supervisor (if applicable). Only digital or wet signatures are accepted. Typed in signatures will *not* be accepted and will impact your grade. Students have access to DocuSign. Learn more [here](#).
5. *Submission:* Submit your Learning Agreement to your Practicum Faculty Liaison via Canvas on the due date outlined in your syllabus. Students and supervisors will need access to this document for the duration of the semester to use for final grading.

Learning Agreement and Evaluation (LAE) Guidelines and Tips:

General Guidelines and Tips:

1. Ensure your learning agreement aligns with your learning goals as a social work student.
2. Include your name at the top of the document.
3. When brainstorming tasks, consider obtaining a sample job description from your practicum instructor/task supervisor and think about skills you want to develop for your future career.
4. Remember that the same activity can be listed in multiple competencies.
5. Treat the learning agreement as a working document that can be updated and edited throughout the semester.
6. Have at least one task for every practice behavior, even if your internship doesn't focus on a particular area.
7. Be specific when describing tasks, such as mentioning the name of a TED Talk if you plan to watch it.
8. Collaborate with your on-site supervisor and the School of Social Work Practicum Faculty Liaison to develop the learning agreement.
9. The learning agreement should demonstrate your knowledge of the placement agency, effective writing skills, and professional objectives related to your education.

Final Submission Guidelines and Tips:

1. Inform your practicum instructor/task supervisor in advance when it's time for midterm and final evaluations.
2. Schedule a meeting with your practicum instructor for grading purposes, well before the learning agreement due date.
3. For the Fall semester, N/A (Not Applicable) can be used if you were unable to complete a specific task, but it won't be accepted for Spring grading.
4. Use the Summary Scoring Worksheet to calculate your scores.

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

5. Ensure both you and your practicum instructor sign the agreement after grading.
6. Submit your learning agreement and evaluation on-time via Canvas.
7. Follow the deadlines provided in your syllabus for document submission.

Practicum Instructor/ Task Supervisor
Instructions for Grading at the END of the Semester

The Learning Agreement Evaluation reviews the level of progress and performance achieved during the semester based on the competencies and practice behaviors outlined by the [Council on Social Work Education](#). The student's on-site supervisor (Practicum Instructor or Task Supervisor) is required to complete this form and must be able to observe and assess their student(s) for competency in all practice areas noted by the end of each semester. Students and on-site supervisors are encouraged to meet to review the final evaluation prior to the submission deadline.

The on-site supervisor will do the following:

1. Use the *same* completed Learning Agreement to evaluate students.
2. Provide a final score for each activity in each competency. Feel free to add any additional comments.
3. Determine the overall score for each competency and the Work Ethics table.
4. Complete the Summary Worksheet at the end of the document and mark the student's overall score for the evaluation based on the grading rubric.
5. Indicate Overall Assessment for Student's Practicum Experience and add any related comments.
6. Sign and date in the final grading section. Only digital or wet signatures are accepted. Typed in signatures will *not* be accepted. Students have access to DocuSign if you would prefer that they send it electronically. NOTE: Students in External Supervision should obtain both the Task Supervisor and Practicum Instructor signature.
7. Provide the student with the completed document by the agreed upon date. The student must upload the signed evaluation to Canvas. All evaluations must be submitted by the deadline outlined in the course syllabus. A delay in the submission of this evaluation will impact the student's grade.

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Grading Rubric for Social Work Competencies

5 = Exceptional Competence
This reflects that the student has exhibited performance skills of the highest quality and has practiced <i>well above</i> the expected skill level for the social work student. The student has excelled and uses these skills consistently and effectively.
4 = Above Competence
This reflects that the student has exhibited performance skills <i>above the expected</i> level and has practiced at the expected skill level for a beginning level social work student. Demonstrates effective use of the practice skills most of the time.
3 = Competence
This reflects that the student is performing at an <i>expected</i> level. There are some deficiencies in the student's performance, nor have they performed at the expected level. The student understands the skill and offers some evidence of appropriate use for a beginning level social work student. More practice is required.
2 = Emerging Competence
This reflects that the student is performing with <i>limited insight and/or inconsistent</i> in demonstrating an understanding of the skill for a beginning level social work student.
1 = Not Competent
This reflects that the student is <i>not performing</i> at an acceptable level for a beginning level social work student. The student does not demonstrate an understanding of the skill.

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Agency Overview (Only complete if there are updates from last semester)

Describe your agency's history	
Agency mission and vision statement Agency organizational structure and location(s)	
Description of the community context where the practicum site is located (i.e., urban, rural, demographics of population in the area).	
Description of services and interventions offered by the agency (overall and by the site you are placed if applicable). Provide rationale for intervention based on theory and/or research if applicable.	
Client admission/referral criteria	
Types of services the social work intern will be providing	
References (such as but not limited to agency website, employee manuals, interviews)	

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Learning Agreement

Competency 1: Demonstrate Ethical and Professional Behavior					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
engage in self-reflection and supervision to promote ethical, anti-racist, and anti-oppressive social work practice		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
apply ethical frameworks to guide practice decision-making at all levels of practice		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
stay current with emerging best practices across individual, family, group, organizational, and community systems.		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 1 Scoring					
Please ADD all of the scores for Competency 1 →	_____ /3 (total)	Please DIVIDE the total by 3 →	_____ /3 (total)	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
evaluate service systems from an anti-racist and anti-oppressive perspective to ensure the equitable distribution of social resources and protection of human rights at the individual, family, group, organization, and community level		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
advocate with and on behalf of clients and constituencies for service systems to promote social, racial, economic, and environmental justice		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 2 Scoring					
Please ADD all of the scores for Competency 2 →	_____ (total)	Please DIVIDE the total by 2 →	_____/2 (total)	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
integrate anti-oppressive and anti-racist perspectives into their advanced practice with individuals, families, groups, organizations, and communities		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
continue efforts of culturally-responsive practices through personal reflection and self-regulation.		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 3 Scoring					
Please ADD all of the scores for Competency 3 →	_____ / (total)	Please DIVIDE the total by 2 →	_____ /2 (total)	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 4: Engage in Practice-informed Research and Research-informed Practice					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
critically appraise research inquiries, methods, results, and best practices from a culturally-informed, anti-racist, and anti-oppressive perspective		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
integrate the appraisal of research to inform culturally-informed, anti-racist, and anti-oppressive practices		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 4 Scoring					
Please ADD all of the scores for Competency 4 →	_____ (total)	Please DIVIDE the total by 2 →	_____ /2 (total)	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 5: Engage in Policy Practice					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
apply anti-racist and anti-oppressive advocacy strategies to policy practice		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
analyze social policies, their implementation, and purposed outcomes through an anti-racist and anti-oppressive perspective		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 5 Scoring					
Please ADD all of the scores for Competency 5 →	_____ (total)	Please DIVIDE the total by 2 →	_____ /2 (total)	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
apply evidence-based, culturally responsive strategies to guide engagement with individuals, families, groups, organizations, and communities		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
utilize empathy, self-awareness, and cultural humility to facilitate engagement across practice settings		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 6 Scoring					
Please ADD all of the scores for Competency 6 →	_____ /2 (total)	Please DIVIDE the total by 2 →	_____ /2 (total)	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
apply social work theories, cultural humility, and interprofessional conceptual frameworks to assessment of individuals, families, groups, organizations and communities		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
utilize evidence-based and culturally informed frameworks to assess strengths, challenges, and needs identified by individuals, families, groups, organizations and communities		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 7 Scoring					
Please ADD all of the scores for Competency 7 →	_____ / (total)	Please DIVIDE the total by 2 →	_____ /2 (total)	Please write the answer →	Final Score
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 8: Intervene with Individuals, Families, Groups Organizations and Communities					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
integrate anti-racist and anti-oppressive perspectives to engage with clients and constituencies in the development of culturally responsive intervention strategies with individuals, families, groups, organizations, and communities		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
participate in interprofessional collaboration to develop holistic, evidence-informed, culturally responsive intervention strategies and goals		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 8 Scoring					
Please ADD all of the scores for Competency 8 →	_____ /2 (total)	Please DIVIDE the total by 2 →	_____ /2 (total)	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities					
Practice Behaviors	Learning Activities/Products:	Dimension(s)	Method(s) of Evaluation	Target Date	Final Score
collaborate with client systems and constituencies to design and implement culturally-informed, anti-racist, and anti-oppressive approaches to evaluation with individuals, groups, families, organizations, and communities		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
utilize practice, program, and policy evaluation findings to inform culturally-responsive, client and constituency-centered approaches at all levels of practice		Knowledge Values Skills CAP	Observation Discussion Team Meeting Documentation Review Other:		
Competency 9 Scoring					
Please ADD all of the scores for Competency 9 →	_____ (total)	Please DIVIDE the total by 2 →	_____/2 (total)	Please write the answer →	
Practicum Instructor/Task Supervisor Comments:					

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Downtime Tasks

Please develop a plan for tasks that can be completed during downtimes when there are less consistent/regular tasks such as researching a certain topic/project, updating files, making progress on standby projections, etc. Tasks outlined in competencies 1-9 should occupy most of the time, with downtime tasks as a back-up option.

Downtime Tasks:

NOTE: Downtime tasks are not explicitly graded as there is no guarantee that students will have time to complete the task, however, the effort put in towards tasks should be considered as it relates to professional commitment and work ethic. If a downtime activity becomes time intensive then students and on-site supervisor should consider moving the task to one of the competencies above.

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Learning Agreement Signatures

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STUDENT NAME

(Signature/Date)

PRACTICUM INSTRUCTOR

(Signature/Date)

TASK SUPERVISOR (if applicable)

(Signature/Date)

EXTERNAL SUPERVISOR (If applicable)

(Signature/Date)

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Spring 2024 - PRACTICUM FINAL EVALUATION

Grading for the END of the Semester

Final Evaluation-Professional Standards: NOTE: Grading Rubric DIFFERENT

5 = Exceptional 4 = Exceeds Expectations 3 = Met Expectations 2 = Needs Improvement 1 = Unacceptable

Professional Standards Behaviors (For a full description please refer to the Practicum Education Handbook)	Comments	Final Score
Basic Abilities to Acquire Professional Skills: <ul style="list-style-type: none"> ● Communication Skills ● Interpersonal Skills ● Cognitive Skills ● Physical Skills 		
Mental and Emotional Abilities: <ul style="list-style-type: none"> ● Stress Management ● Emotional and Mental Capabilities ● Character ● Organization ● Self-esteem/Internship Self-confidence 		
Professional Performance Skills: <ul style="list-style-type: none"> ● Professional Commitment ● Professional Behavior ● Self-Awareness ● Ethical Obligations 		

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

<ul style="list-style-type: none"> ● Attendance ● Teamwork ● Leadership 								
<p>Scholastic (Internship) Performance:</p> <ul style="list-style-type: none"> ● Meets internship requirements (e.g., hours, expectations) ● Productivity 								
<p>Commitment to to engage in a respectful manner with diverse individuals and communities:</p> <ul style="list-style-type: none"> ● Respect for all ● Promote/advocate for well-being 								
Professional Standards Scoring								
<p>Please ADD all of the scores for the Professional Standards Section →</p>	<hr style="width: 50px; margin: auto;"/> <p>(total)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">Please DIVIDE the total by 5 →</td> <td style="width: 10%; text-align: center; padding: 5px;"><hr style="width: 50%; margin: auto;"/> /5</td> <td style="width: 60%; padding: 5px;">Please write the answer →</td> </tr> <tr> <td></td> <td style="text-align: center; padding: 5px;">(total)</td> <td></td> </tr> </table>	Please DIVIDE the total by 5 →	<hr style="width: 50%; margin: auto;"/> /5	Please write the answer →		(total)	
Please DIVIDE the total by 5 →	<hr style="width: 50%; margin: auto;"/> /5	Please write the answer →						
	(total)							
<p>Practicum Instructor/Task Supervisor Comments:</p>								

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

FINAL EVALUATION - Semester Scoring Summary Worksheet

Practicum Instructors or Task Supervisors should use this summary table to find the average score total

Competency	Final Score Total
1: Demonstrate Ethical and Professional Behavior	
2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	
3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	
4: Engage in Practice-informed Research and Research-informed Practice	
5: Engage in Policy Practice	
6: Engage with Individuals, Families, Groups, Organizations, and Communities	
7: Assess Individuals, Families, Groups, Organizations, and Communities	
8: Intervene with Individuals, Families, Groups Organizations and Communities	
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
Professional Standards	

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

Summary Worksheet Final Scoring					
Please ADD all of the scores for the Summary Worksheet Section →	<hr style="width: 50px; margin: auto;"/>	Please DIVIDE the total by 10 →	<hr style="width: 50px; margin: auto;"/>	Please write the answer →	
Overall Assessment for Student's Practicum Experience:					

Please check <u>ONE</u> overall assessment below:	
Pass without reservation	
Pass with minor reservations (please explain below)	
Pass with major reservations (please explain below)	
Fail (please explain below)	

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent

PRACTICUM FINAL EVALUATION SIGNATURES

Signatures for the END of the Semester

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Student Signature/Date: _____

Practicum Instructor Signature/Date: _____

Task Supervisor Signature/Date: _____

External Supervisor Signature/Date: _____

Grading Rubric: 5 = Exceptional Competence 4 = Above Competence 3 = Competence 2 = Emerging Competence 1 = Not Competent



**COLLEGE OF HEALTH
AND HUMAN SERVICES**
SCHOOL OF SOCIAL WORK

Agency Safety & Communication Planning Document

The purpose of this document is for students to process and document an intentional plan for safety during your internship experience. This document should involve input from the student's practicum instructor/task supervisor and should be reflective of up-to-date agency protocols.

Student Name: _____

Agency Name: _____

Agency Address: _____

Agency Phone Number: _____

Practicum Faculty Liaison (PFL) Name: _____

PFL email: _____

PFL number: _____

Practicum Instructor (PI)/Task Supervisor (TS) Name: _____

PI/TS email: _____

PI/TS number: _____

Practicum Instructor/Task Supervisor Name (if applicable): _____

PI/TS email: _____

PI/TS number: _____

Type of Placement:

- In-person
- Hybrid
- Fully Virtual

Days and hours in practicum placement:

Scheduled date and time for weekly supervision:

Student's Communication and Learning Plan:

1. **Communication Plan:** Please write a plan for communication. How will the student communicate with the practicum instructor? Other staff? How will the student gain access to any online platforms, if applicable? What are some things that need to be considered regarding technology and confidentiality? How will the student and Practicum Instructor/Task Supervisor communicate with the Practicum Faculty Liaison.
2. **Remote Learning Plan:** In the event that the agency has to move to all remote work, please consider possible virtual learning opportunities for students. Possible examples include creating resources and materials, updating policies, telehealth work, data entry, creating voter information materials for clients.
3. **Documentation:** Please write the plan for signing documentation such timesheets and learning agreements. Include the timeline for submitting items to the Practicum instructor/task supervisor and how these will be submitted to them. Only live/wet or electronically signed documents will be accepted. No typed signatures will be accepted.

Student and School Emergency Contact Information

Intern Name: _____

Primary Phone Number: _____

Email: _____

Personal Emergency Contact (name, email and number):

Is there any information the agency should know if they need to contact your emergency contact?

Practicum Faculty Liaison (PFL): _____

PFL email: _____

PFL phone number: _____

Practicum Office Primary Contacts

Name	Phone Number	Email
BSW Practicum Assistant Director Frances Ferrante-Fusilli	704-687-8616	Email: fferrant@charlotte.edu
MSW Practicum Director Jacquelyn Garcia	704-687-7930	Email: jgarci43@charlotte.edu
Practicum Coordinator Sherronda Banks	704-687-9492	Email: sbanks18@charlotte.edu
Practicum Support Staff Mrs. Cheryl Whitley	704-687-7924	Email: cwhitl31@charlotte.edu
Practicum Support Staff Mrs. Cali Wickert	704-697-7939	Email: cwickert@charlotte.edu

Intern Orientation Checklist

Practicum Instructors/Task Supervisors and students can use the checklist below as a guide for onboarding:

	Agency Overview
	Review agency vision and mission
	Tour of agency (if applicable)
	Introductions to colleagues, staff, and administration
	Review of organizational structure
	Review the role of the agency in relation to the community and it's resources
	Agency Policies and Procedures
	Review office procedures, supplies, and provisions
	Review internal communication, department meeting scheduling
	Review Safety/Emergency Protocols (e.g., fire, lockdown, evacuation)
	Review Agency infectious disease policies and protocols
	Review intern schedule, lunch and breaks
	Review agency policies (e.g., harassment, discrimination, HIPAA, Confidentiality, etc.)
	Practicum Instructor and Student Responsibilities and Expectations
	Reviewed expectations for supervision and schedule
	Reviewed a plan for development and submission of Practicum documentations

Signatures

Student Signature: _____ Date: _____

Practicum Instructor: _____ Date: _____

Task Supervisor (if applicable): _____ Date: _____

Please ensure that your Practicum Instructor/Task Supervisor has a copy of this document for future reference.

APPENDIX Q

Practicum Incident Report

Person submitting report:

Date of incident:

Date of report:

Persons involved in the incident:

Description of incident (what led up to the situation and what occurred during the incident)

Nature and description of the injury, if applicable:

Action taken:

Student Signature: _____ Date: _____

Practicum Instructor signature: _____ Date: _____

Practicum Liaison signature: _____ Date: _____

Original form should be submitted to the Office of Practicum Education, UNC Charlotte School of Social Work within twenty-four (24) hours of incident.

APPENDIX R



Practicum Action Plan

Date	
Student Name	
Agency Name	
Practicum Instructor/Task Supervisor	
External Supervisor	
Practicum Faculty Liaison	
SSW Standards Concerns	<p><i>Basic Abilities Necessary to Acquire Professional Skills:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Communication Skills<ul style="list-style-type: none"><input type="checkbox"/> Written<input type="checkbox"/> Comprehension<input type="checkbox"/> Expressive<input type="checkbox"/> Interpersonal Skills<input type="checkbox"/> Cognitive Skills<input type="checkbox"/> Physical Skills <p><i>Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Stress Management<input type="checkbox"/> Emotional and Mental Capacities <p><i>Professional Performance Skills Necessary for Work with Clients and Professional Practice:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Professional Commitment<input type="checkbox"/> Professional Behavior<input type="checkbox"/> Self Awareness<input type="checkbox"/> Ethical Obligations<input type="checkbox"/> Scholastic Performance<input type="checkbox"/> Commitment to Diversity, Social Justice, and Human Rights Standards

Plan for Practicum	
Plan for Seminar	
Student Request/Needs	



Acknowledgment and Signatures

<p>Student Signature:</p> <p>Any deviations from the outlined points above will result in a grade reduction or failing grade unless otherwise noted by the Practicum Office.</p> <p>By signing this I, _____, am stating that I have read and understand this action plan. I understand that I must show appropriate progress and success in the above areas in order to successfully move forward toward the completion of this placement/seminar.</p>
Required Signatures
Student Signature & Date:
Practicum Faculty Liaison Signature & Date:
Additional Signatures
Practicum Instructor Signature & Date:
Task Supervisor Signature & Date:
Student's SSW Advisor Signature & Date:
Practicum Education Director/Assistant Director/Coordinator Signature:
Date:

APPENDIX S



REQUEST TO CHANGE SOCIAL WORK PRACTICUM PLACEMENT

Student Name: _____

Date of Request: _____

Student Status: BSW MSW Generalist MSW Specialist

Name of Placement: _____

Name of Practicum Instructor: _____

Name of Task Supervisor: _____

Reason for requested change:

Limited Learning Opportunities

Inappropriate Use of Student

Supervision Difficulties

Supervisor not Available

Other

Please provide details about the reason for the request and what you have done with your faculty liaison to attempt to resolve the issues (*if more space is needed, please attach additional documentation*):

Step One Documentation is Attached: YES NO

Step Two Documentation is Attached: YES NO

Student's Signature _____ Date _____

Practicum Liaison, please provide evidence for why you are advocating for placement change:

Practicum Liaison's Signature _____ Date _____

Approved or Denied (To be completed by Practicum Education Director or Practicum Education Coordinator):

UNC Charlotte School of Social Work Practicum Education Survey 2023-2024

Please answer all questions below based on your CURRENT placement and seminar course. The Practicum Office utilizes responses from this survey to make adjustments and decisions about the practicum process and our practicum partnerships.

Below are brief overviews of the various positions connected to practicum education:

Practicum Office- Jackie Garcia, Frances Ferrante-Fusilli, Sherronda Banks, Cali Wickert

Practicum Liaison - Professor for practicum seminar

Practicum Instructor - BSW/MSW supervisor at practicum placement

Task Supervisor- supervisor at practicum placement that is not the primary practicum supervisor/practicum instructor

* Indicates required question

1. What is your classification? *

Mark only one oval.

- BSW
- MSW 1-year Advanced Standing
- MSW 2-year Online Advanced Standing
- MSW 2yr On Campus Generalist (1st year of practicum)
- MSW 2yr On Campus Specialist (2nd year of practicum)
- MSW 3yr Online Generalist (1st year of practicum)
- MSW 3yr Online Specialist (2nd year of practicum)

2. Did your placement offer compensation? *

Mark only one oval.

- No, it was unpaid *Skip to question 6*
- Yes, it offered a stipend, hourly wage, and/or scholarship *Skip to question 6*
- Yes, it was an Employment-Based placement *Skip to question 3*

Employment-Based

3. What type of employment-based work did you complete? *

Mark only one oval.

- Same (student keeps their current role at their job and count work hours towards 100% of practicum hours.)
- Combo (student counts some current work tasks to count as practicum hours and also work in a different department/role for practicum hours.)
- Different (student completes 100% of their practicum hours in a different department/role doing different tasks than their current job to earn practicum hours.)

4. Did you find this type of placement to be beneficial to your learning experience? *

Mark only one oval.

- Yes
- Somewhat
- No

5. Is there anything you would like to tell us about your experience in an employment-based placement?

Student Practicum Evaluation

6. Name of Agency: *

7. How did you complete your practicum placement hours? *

Mark only one oval.

- 100% in-person
- Mostly in-person with some opportunities for virtual hours
- About 50% in-person and 50% virtual
- Mostly virtual with some opportunities for in-person hours
- 100% virtual

8. Rate Placement: 0 - 10: *

Mark only one oval.

0 1 2 3 4 5 6 7 8 9 10

not : loved it!

9. Would you recommend this placement? *

Mark only one oval.

- Yes
- No

10. Practicum Instructor/Task Supervisor Name: *

11. Rate Practicum Instructor/Task Supervisor: *

Mark only one oval.

0 1 2 3 4 5 6 7 8 9 10

not : loved it!

12. Would you recommend this Practicum Instructor/Task Supervisor? *

Mark only one oval.

Yes

No

13. Did you feel you had adequate access to your practicum instructor/task supervisor? *

Mark only one circle.

Mark only one oval.

Yes, I had constant access to my practicum instructor.

Somewhat, but not as much as I would have liked.

No, my practicum instructor was mostly inaccessible.

14. What type of student would this be a good placement for? *

15. List your top three qualities in an effective practicum instructor/task supervisor. *

Practicum Placement Process

16. On a scale of 1-5, please rate the practicum application and pre-placement process. *

Mark only one oval.

1 2 3 4 5

Rela Very difficult

17. Explain your response

18. If the School of Social Work offered summer practicum placements (e.g., 40 hours * per week/international placements), would you have been interested?

Mark only one oval.

Yes

No

19. How many days in placement do you feel are needed in order to help you develop your social work skills? *

Mark only one oval.

- Two full days (16 hours weekly) each semester
- Three full days (24 hours weekly) each semester
- Two full days in the fall (16 hours weekly) and three full days in the spring (24 hours weekly)?
- Other

20. If you selected "other", please explain.

21. Do you work full time or part time? *

Mark only one oval.

- Full time (35-40 hours per week)
- Part time (10-20 hours per week)
- No, I do not work.

22. What are common issues you've experienced in practicum? *

23. Did you feel you've had support from your practicum instructor, task supervisor, practicum liaison, or Practicum Office? Explain. *

Four horizontal lines for text entry.

24. On a scale from 1-5, how effectively did you feel your time was used in your placement? *

Mark only one circle.

Mark only one oval.

1 2 3 4 5

I feel I feel ~~that~~ my time was wasted in my placement.

25. Please explain your response to the question above.

Four horizontal lines for text entry.

26. What type of supervision did you receive? *

Check all that apply.

- Group
- Individual
- External group supervision

27. On a scale of 1-5, how comfortable did you feel addressing issues during supervision? *

Mark only one circle.

Mark only one oval.

1 2 3 4 5

Not Very comfortable

28. Did you experience any benefits from supervision? Why or why not? *

29. Did you feel that the semester visits by your Practicum Liaison to your practicum placement were helpful? *

Mark only one circle.

Mark only one oval.

- Yes
- Somewhat
- No

30. Please explain your response to the question above.

31. On a scale from 1-5, how comfortable did you feel with addressing issues during site visits? *

Mark only one circle.

Mark only one oval.

1 2 3 4 5

Not Very comfortable

Practicum Seminar

32. What practicum seminar structure do you believe is the most effective for your learning experience? *

Mark only one circle.

Mark only one oval.

- Every week for the first month and then monthly
- Every week for the first month and then bi-weekly
- Weekly
- No class
- Monthly
- Bi-Weekly (every other week)
- Other

33. Why do you believe the practicum course structure you selected above would be beneficial? *

34. Do you have a preference for the time of day for practicum seminar? *

Mark only one oval.

- Morning
- Afternoon
- Evening

35. Rate the workload of your practicum seminar class. *

Mark only one circle.

Mark only one oval.

- Not enough/Not what I expected
- Too much/More than what I expected
- Enough for what I am learning/What I expected

36. How would you like to use your time in seminar? *

Check all that apply.

Check all that apply.

- Lecture
- Small groups
- Simulation
- Reflection and discussion
- Virtual classes/activities
- Trainings
- Guest speakers
- Other

37. Are there certain topics you would like to see covered during practicum seminar? *

38. What areas of seminar would you like to see improved? *

39. Was the NASW Code of Ethics incorporated into seminar enough for you to feel competent? *

Mark only one circle.

Mark only one oval.

- Yes
- No

40. Were you able to incorporate techniques learned in seminar into your practicum placement? *

Mark only one circle.

Mark only one oval.

Yes

No

41. How open would you be to paying practicum seminar course fees that would take care of compliance (e.g., drug test, criminal background), and practicum events? *

Mark only one oval.

1 2 3 4 5

Not Very open

42. If you have any additional concerns regarding previous or current placements, please comment below.

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Practicum Instructor and Task Supervisor Evaluation of UNC Charlotte Practicum Office (2024)

Thank you for working with our students this year! We value our partnership with you and your feedback. Please take a few minutes to complete our annual evaluation. THANK YOU!

* Indicates required question

1. Email *

2. Practicum Instructor/Task Supervisor Completing the Evaluation *

3. Practicum Instructor's/Task Supervisor's Agency *

4. Provide the Name(s) of Your Student(s): *

5. Student's Program *

If you supervised multiple students, please choose all that apply

Check all that apply.

- BSW Student
- Generalist MSW Student
- Specialist Year/Advanced Standing MSW Student

6. How did your student attend practicum: *

Mark only one oval.

- In-person
- Hybrid
- Fully Online
- Other: _____

Evaluation of Practicum Faculty Liaison

Practicum Faculty Liaison are the student's practicum professors and your direct connection to the Practicum Office. They are also the person who conduct site visits.

Please rate each item by selecting the number corresponding to your answer (please note that this information will be shared with your Practicum Faculty Liaison):

If you supervised multiple UNC Charlotte BSW/MSW students, they may have had different Faculty Liaisons. We have created sections below for you to provide feedback for each student's Faculty Liaison.

Practicum Faculty Liaison 1

7. Practicum Faculty Liaison Name

Practicum Faculty Liaison are the student's practicum professors and your direct connection to the Practicum Office during the student's placement. They are also the person who conduct site visits.

Mark only one oval.

- Dejah Alston/Ticola Ross
- Sherronda Banks
- Frances Ferrante-Fusilli
- Jacquelyn Garcia
- Tanikka Greene-Akrie
- Brittany Hammonds
- Terri Matthews
- Lynn Puma
- Angie Sepulveda
- Carrie Trammell
- Shante' Vines
- Unsure

8. Please provide a rating for the Practicum Faculty Liaison in each of the following areas:

Mark only one oval per row.

	1 - Unsatisfactory	2 - Marginal	3 - Adequate	4 - Good	5 - Excellent	N/A - Not Applicable
Liaison's Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liaison's Responsiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liaison's knowledge of school policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liaison's ability to assist you with learning agreement or evaluation issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please note any strengths of Practicum Faculty Liaison:

10. Please note any areas of growth for your Practicum Faculty Liaison:

Practicum Faculty Liaison 2

Please only complete this section if you supervised multiple students who had different Practicum Faculty Liaisons

11. Practicum Faculty Liaison Name

Practicum Faculty Liaison are the student's practicum professors and your direct connection to the Practicum Office during the student's placement. They are also the person who conduct site visits.

Mark only one oval.

- Dejah Alston/Ticola Ross
- Sherronda Banks
- Frances Ferrante-Fusilli
- Jacquelyn Garcia
- Tanikka Greene-Akrie
- Brittany Hammonds
- Terri Matthews
- Lynn Puma
- Angie Sepulveda
- Carrie Trammell
- Shante' Vines
- Unsure

12. Please provide a rating for the Practicum Faculty Liaison in each of the following areas:

Mark only one oval per row.

	1 - Unsatisfactory	2 - Marginal	3 - Adequate	4 - Good	5 - Excellent	N/A - Not Applicable
Liaison's Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liaison's Responsiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liaison's knowledge of school policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liaison's ability to assist you with learning agreement or evaluation issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please note any strengths of Practicum Faculty Liaison:

14. Please note any areas of growth for your Practicum Faculty Liaison:

Practicum Faculty Liaison 3

Please only complete this section if you supervised multiple students who had different Practicum Faculty Liaisons

15. Practicum Faculty Liaison Name

Practicum Faculty Liaison are the student's practicum professors and your direct connection to the Practicum Office during the student's placement. They are also the person who conduct site visits.

Mark only one oval.

- Dejah Alston/Ticola Ross
- Sherronda Banks
- Frances Ferrante-Fusilli
- Jacquelyn Garcia
- Tanikka Greene-Akrie
- Brittany Hammonds
- Terri Matthews
- Lynn Puma
- Angie Sepulveda
- Carrie Trammell
- Shante' Vines
- Unsure

16. Please provide a rating for the Practicum Faculty Liaison in each of the following areas:

Mark only one oval per row.

	1 - Unsatisfactory	2 - Marginal	3 - Adequate	4 - Good	5 - Excellent	N/A - Not Applicable
Liaison's Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liaison's Responsiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liaison's knowledge of school policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liaison's ability to assist you with learning agreement or evaluation issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Please note any strengths of Practicum Faculty Liaison:

18. Please note any areas of growth for your Practicum Faculty Liaison:

Practicum Faculty Liaison 4

Please only complete this section if you supervised multiple students who had different Practicum Faculty Liaisons

19. Practicum Faculty Liaison Name

Practicum Faculty Liaison are the student's practicum professors and your direct connection to the Practicum Office during the student's placement. They are also the person who conduct site visits.

Mark only one oval.

- Dejah Alston/Ticola Ross
- Sherronda Banks
- Frances Ferrante-Fusilli
- Jacquelyn Garcia
- Tanikka Greene-Akrie
- Brittany Hammonds
- Terri Matthews
- Lynn Puma
- Angie Sepulveda
- Carrie Trammell
- Shante' Vines
- Unsure

20. Please provide a rating for the Practicum Faculty Liaison in each of the following areas:

Mark only one oval per row.

	1 - Unsatisfactory	2 - Marginal	3 - Adequate	4 - Good	5 - Excellent	N/A - Not Applicable
Liaison's Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liaison's Responsiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liaison's knowledge of school policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liaison's ability to assist you with learning agreement or evaluation issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Please note any strengths of Practicum Faculty Liaison:

22. Please note any areas of growth for your Practicum Faculty Liaison:

Issues in Practicum

Please use the section below to outline any issues related to students, Practicum Faculty Liaisons, and/or Practicum Office

23. Did you experience any issues this year?

Mark only one oval.

Yes

No

24. Briefly describe any concerns or problems, if applicable.

Evaluation of the Practicum Office

Please rate each item by selecting the number corresponding to your answer (please note that this feedback will be shared with the Practicum Office):

25. Communication

Mark only one oval.

1 = Unsatisfactory

2 = Marginal

3 = Adequate

4 = Good

5 = Excellent

26. Practicum Materials (e.g., calendars, handbook, etc.)

Mark only one oval.

- 1 = Unsatisfactory
- 2 = Marginal
- 3 = Adequate
- 4 = Good
- 5 = Excellent

27. Overall support for you in your role as a practicum instructor/task supervisor

Mark only one oval.

- 1 = Unsatisfactory
- 2 = Marginal
- 3 = Adequate
- 4 = Good
- 5 = Excellent

28. Please describe areas in which the Practicum Office has been most helpful to you

29. Please note areas for improvement in the Practicum Office and please provide concrete suggestions

Paid Student Placements

Please respond to the following questions regarding paid placements.

30. Does your agency offer paid placements (e.g., stipends, scholarship, hourly wages) to students/interns? *

Mark only one oval.

- Yes
- Sometimes
- No

31. Are there any barriers to your agency paying students? *

32. Is there anything else you would like to share with the Practicum Office?

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APPENDIX V



NASW CODE OF ETHICS

For the most updated version, please visit....

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

APPENDIX W

CSWE Educational Policy and Accreditation Standards

For the most updated version, please visit....

<https://www.cswe.org/accreditation/standards/2022-epas/>