



Field/Practicum Manual 2022-2024

**THE INTENT OF FIELD/PRACTICUM
EDUCATION IS TO INTEGRATE THE
THEORETICAL AND CONCEPTUAL
CONTRIBUTION OF THE CLASSROOM
WITH THE PRACTICAL WORLD OF THE
PRACTICE SETTING.**

COUNCIL OF SOCIAL WORK EDUCATION

**Educational Policy &
Accreditation Standards**

**ALL BSW AND MSW FIELD/PRACTICUM
EDUCATION STUDENTS ARE RESPONSIBLE
FOR REVIEWING AND COMPLYING WITH ALL
INFORMATION CONTAINED WITHIN THE ASU
SCHOOL OF SOCIAL WORK
FIELD/PRACTICUM MANUAL**

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INTRODUCTIONS

Message from the Director of ASU's School of Social Work

Welcome to Field/Practicum Education,

I am pleased to welcome you to Field/Practicum Education; you are stepping into the home stretch of your Social Work degree. Arizona State University's School of Social Work strives to provide exceptional practicum experiences for the next generation of social work practitioners.



Your experiences in Field/Practicum will be built from the building blocks of knowledgeable social service professionals who exhibit an expertise in many areas of interest – from child welfare to gerontology to policy and everything in-between.

We have many students currently enrolled in our BSW and MSW programs in Phoenix, Tucson, West, Yuma and Online. As you traverse your internship, you will meet and work with Field/Practicum Instructors and Liaisons committed to the values, ethics and integrity of the social work profession. Absorb these experiences –be proactive, show initiative and an eagerness to learn.

I encourage you to discuss challenges as soon as they arise, your experiences in the Field/Practicum should prepare you for the rewarding but sometimes difficult career in which you are about to embark.

- ❖ Take care of yourself as much as you encourage your clients to take care of themselves.
- ❖ Take advantage of ASU's mental health and wellness resources for students.
- ❖ Utilize the expertise of the Field/Practicum Education Office and team.
- ❖ Remember why you entered the profession.

To our students: We are excited to have you learning with us and we can't wait to see the incredible impact you'll bring to the profession.

Elizabeth Lightfoot, PhD

Director and Distinguished Professor of Social Policy, School of Social Work

Message from the Manager of Field/Practicum Education

Welcome to Field/Practicum Education,

You have reached the point in your education where you will begin working with real people in real situations, applying course content and theory to professional experiences.

It is an exciting time and there are often many considerations and feelings around securing an internship and gaining proficiency in social work practice.



Field/Practicum Education is an experiential learning process that allows students to engage in social work practice in agency settings working directly with individuals, families, groups, organizations and communities.

The Field/Practicum Manual contains valuable information which provides students and our agency partners with our policies and procedures, as well as information about our forms, roles, expectations and responsibilities of everyone involved in the Field/Practicum Education process.

As you embark on this next step in your educational journey, we encourage you to own your educational opportunity:

Use your Learning Contract as a tool to develop a fully engaged learning experience. Know that everyone struggles along the way and that this is a part of the learning process. Use your resources - - reach out to your Field/Practicum Instructor and Liaison for support and guidance throughout your internship.

We encourage you to make the most of your field/practicum experience to attain the skills, knowledge, and the will to make a lasting impact in the world. Social workers are needed now more than ever. The Field/Practicum Team is here to assist as you prepare to enter the profession of social work at a time of tremendous challenge.

Don't forget to reach out to the Field/Practicum Education Office!

We've all taken this journey, felt the struggles and are here to support you in your success.

Cynthia Peters, MSW

Manager of Field/Practicum Education, School of Social Work

Message from the Field/Practicum Education Team

To Students, Liaisons, Field/Practicum Instructors and Partners,

Few professions offer more diverse employment opportunities than social work. Dedicated to enhancing the human capacity to solve complex social problems in the pursuit of creating a more humane and just society, **Social Workers** can be deployed to find creative solutions for complex social problems.

Over the next few years, we will be changing the language from Field to Practicum to better align with more inclusive and equitable ideologies that are tenets of our profession.

Students - As you work towards your degree, try always to remember the reasons you've chosen social work as your professional path. We encourage students to utilize their own resources and support networks as well as take advantage of the connections built throughout your internship. The student database, Sonia, is there to provide information and documentation for internship activities.

Field/Practicum Instructors and Liaisons – Thank you for your mentorship, we encourage you to approach the selection and support of students seeking placements with an open heart and an open mind. Field/Practicum Instructors and Liaisons are charged with exemplifying the social work skills and ethics they’ve garnered throughout their career: that adaptability, flexibility and patience are key skills in becoming a resourceful and empathetic **Social Worker**.

The Field/Practicum Education Team stands by our commitment to support students by answering questions, sharing information, and providing guidance with respect to securing an internship. In return, we expect that same commitment from our students, to continue to adhere to deadlines, respond to requests in a timely manner, and practice professional conduct with all parties. Field/Practicum is where it all comes together. Take great care, stay healthy, stay safe, and stay connected. [Meet Us Here!](#)

The Field/Practicum Education Team



SCHOOL OF SOCIAL WORK HISTORY & MISSION

School of Social Work Land Acknowledgement

The Arizona State University School of Social Work acknowledges with respect, that the physical locations of the Arizona State University School of Social Work are within the ancestral homelands of those American Indian tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O'odham (Pima), Pee Posh (Maricopa), Quechan, and Tohono O'odham peoples.

History

In the fall of 1961, the Arizona Board of Regents authorized the founding for the Graduate School of Social Service Administration, as it was then called, at Arizona State University. The first Dean of the School, Horace Lundberg, was hired in 1962, and in the following year, 5 new faculty members were hired to develop a casework-oriented Masters of Social Work program. The School awarded 14 MSW degrees at its first graduation in 1965.

It was not until 1976 that the newly accredited undergraduate major, the Bachelor of Social Work (BSW), was merged with the MSW program to create the School of Social Work, and the doctoral program followed in 1982. In July of 2006, the School moved from the Tempe campus to its downtown Phoenix location.

To serve the needs of southern Arizona, the School's Tucson campus began in 1972 offering only MSW extension courses. The component became official in 1978. The Tucson BSW program began in 1995 as a pilot program under a Title IV-E partnership between the ASU School of Social Work, Arizona Department of Economic Security, and the ASU College of Extended Education. It became a permanent BSW program in October 1999 and moved in January 2001 to the Community Resource Center campus developed by United Way of Tucson and Southern Arizona and the City of Tucson.

In 2008 the Downtown Social Work program merged with the ASU West Campus' Social Work program to form one School. Our MSW Online Program was launched in the Fall of 2015, followed by the Yuma Campus in 2020.

In 2016, the ASU School of Social Work was awarded an eight-year accreditation period through 2024 by the Council for Social Work Education, the premiere accrediting body for all social work programs. The review was granted without revision, which means the extensive evaluation passed all benchmarks on the initial review.

ASU continues to have a rigorous program with high standards and competencies, which serves our students well.

Mission

The School of Social Work prepares social work practitioners committed to social justice and to serving and empowering individuals, families, and communities. It contributes to the development and dissemination of social work knowledge and skills, and affirms professional values and ethics. The School emphasizes understanding and respect for the unique social, political, and cultural diversity of the Southwest.

WHAT IS FIELD/PRACTICUM EDUCATION?

Mission Statement

The Council of Social Work Education (CSWE) has declared that field education is the signature pedagogy for social work as cited in the 2015 Educational Policy and Accreditation Standards (EPAS) for Baccalaureate and Master's Social Work Programs. The goal of Field Education is to prepare students for competence in social work practice. Students learn and practice theoretical concepts, ethics and principles of which they apply when working in the field with individuals, families, groups, communities, and organizations. Field Education is offered concurrently with academic study and students are expected to complete both internships at a social service agency under the guidance and supervision of an experienced professional social worker called a Field/Practicum Instructor. This vital interaction is designed to reinforce our students' academic study with real life experience. It permits testing theory in practice settings and provides students with field experience that is vital for academic and professional development. Affiliated social service agencies, governmental departments, schools, hospitals, etc. in Arizona, the U.S. and abroad are utilized for field instruction. These agencies provide our students with a wide range of social service settings for Field Education.

Vision Statement

Our Field/Practicum Education Program aims to remain consistent with our institutions mission while providing practicum opportunities for students that reflect the values and priorities of the social work profession.

What is Signature Pedagogy?

“Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.” - CSWE 2015 EPAS

CONTACT INFORMATION & LOCATIONS



Downtown Phoenix Office

Collaboratory on Central at the Westward Ho
618 North Central Avenue, Suite 100
Phoenix, AZ 85004-0689
Phone (602) 543-3124



West Campus Office

College of Public Service and Community Solutions
4701 W. Thunderbird Rd., FAB N 101C
Glendale, AZ 85306
Phone: (602) 543-1609



Tucson Campus Office

Tortolita Building
340 N. Commerce Park Loop, Suite 250
Tucson, Arizona 85745-4286
Phone (520) 884-5507
Fax (520) 884-5949



Yuma Campus

2020 S. Ave. 8 E
Yuma, AZ 85365
Phone 928-314-9573
*Campus with no Field/Practicum Education Office

TERMINOLOGY

The Field/Practicum Education Office is responsible for the identification, affiliation, oversight and approval of all placement sites where students will complete their internship experience. The Field/Practicum Education Office is also responsible for maintaining connections with Field/Practicum Directors/Coordinators regionally and nationally through membership in CSWE and other associations of Directors of Schools of Social Work.

Sonia – A web-based internship placement database used to track student placements and retain historical placement information.

Field/Practicum Education Roles

Manager of Field/Practicum Education - Manages and oversees the Field/Practicum Education Office, and trains Field/Practicum Education Staff, Field/Practicum Instructors, and Field/Practicum Liaisons.

Field/Practicum Education Coordinator - Coordinates the BSW and MSW Field/Practicum Education in Tucson.

Field/Practicum Education Specialist - Serves as the first point of contact for students searching, entering, and completing both internships. Practicum Education Specialists also recruit and vet potential agencies for affiliation and act as Field/Practicum Instructors, Course Instructors and Field/Practicum Liaisons.

Data Analyst - Oversees and maintains the operation of the web-based internship program Sonia for the School of Social Work, and assists students, Field/Practicum Instructors, Liaisons, faculty and staff. Creates, edits and revises graphics, videos, electronic and written materials. Maintains and updates the field/practicum section of the website and integrates tasks and materials in field/practicum courses in Canvas.

Field/Practicum Instructor - A professionally trained social worker who is vetted and trained by the School of Social Work to serve as supervisor and mentor to our students. This person provides weekly supervision and signs off on all internship forms. The Field/Practicum Instructor evaluates the student at mid-semester and the end of each semester.

Off-site Field/Practicum Instructor - An off-site Field/Practicum Instructor is a professionally trained social worker employed by the agency, contracted, or identified by the student. Field/Practicum Instructors employed by the agency but located at a different site than the student and Field/Practicum Instructors contracted by the agency will require a Task Instructor.

Task Instructor - A Task Instructor is an on-site employee, usually a person from another discipline/educational background other than social work, who is assigned to assist the Field/Practicum Instructor with task assignments and training. A Task Instructor is required when the Field/Practicum Instructor is offsite.

Field/Practicum Liaison - A professionally trained social worker either employed in the community or on staff/faculty at ASU School of Social Work and assigned to students after the semester begins. They oversee the field/practicum placement and serve as a bridge between the school, the student, and

Field/Practicum Instructor to ensure that students are involved in high-quality education that is in alignment with the curriculum, and that students meet all the requirements of the placement.

Policies & Protocol Links

[NASW Code of Ethics](#)

[CSWE Educational Policy and Accreditation](#)

[ASU Policy on Discrimination, Harassment, and Retaliation](#)

[ASU Student Code of Conduct](#)

ASU School of Social Work (SSW) Standards of Professional and Ethical Behavior - available in Canvas Field/Practicum Courses.

****All BSW/MSW students are responsible for reviewing and complying with all information contained within the Field/Practicum Education Manual. In addition, students are expected to comply with all Social Work professional expectations, as well as all University and Agency policies and protocols.**

PLACEMENT GUIDELINES

Eligibility

Masters students are required to maintain a **3.0 GPA** to be eligible for placements and graduation.

Bachelors students are required to have a **3.0 GPA** to be eligible for placements.

Students must receive a passing grade = C or better for any pre-requisite and/or co-requisite academic courses and a passing grade = Y for all Field/Practicum Education Courses.

Registration for Courses

For more information on courses and the course catalog click [Here](#).

Generalist Year	Course	Course No.
BSW Professional Program	Field Instruction I (1 st semester)	SWU 412
	Field Instruction II (2 nd semester)	SWU 414

Generalist Year	Course	Course No.
MSW Generalist (GEN)	Field I (1 st semester)	SWG 541
	Field II (2 nd semester)	SWG 542

Specialization Year	Course	Course No.
MSW Advanced Direct Practice (ADP)	Field /ADP I (1 st semester)	SWG 641
	Field /ADP II (2 nd semester)	SWG 642
<i>Specializations for MSW-ADP: (1) Children, Youth & Families (CYF), (2) Health/Behavioral Health with Adults (HBHA), (3) Public Child Welfare (PCW)</i>		
MSW Policy, Administration and Community (PAC)	Field /PAC I (1 st semester)	SWG 643
	Field /PAC II (2 nd semester)	SWG 644
MSW Advanced Generalist (AG)	Advanced Generalist I (1 st semester)	SWG 645
	Advanced Generalist II (2 nd semester)	SWG 646

Hours Requirements

BSW Internship Hours for Graduation:

Two semesters
240 HOURS each semester
480 HOURS in one academic year

MSW Advanced Standing Internship Hours for Graduation:

Two consecutive semesters
240 HOURS each semester
480 HOURS in one academic year

MSW Internship Hours for Graduation (Standard Program and Sync):

Two academic years
Two separate internships
480 HOURS each internship
Totaling **960 HOURS**

****Some placements require additional hours for varying reasons. Be sure to confirm the time expectations when you interview with prospective agencies. If the agency requires additional hours, document all hours completed. Please note that the student will not receive credit for any hours exceeding 240 per semester.**

Documentation of Hours

It is the student's responsibility to complete daily recording and maintenance of hours completed at the internship. To ensure credit for hours in the internship, the student must have documentation of hours on the mandatory Weekly Supervision Forms located in Sonia.

Weekly Supervision Forms

It is the responsibility of the student to complete this required form prior to meeting with the Field/Practicum Instructor for weekly supervision. The form, located in Sonia, is used to track hours and supervision. Learning activities and opportunities are planned for the coming week and student progress on identified learning activities is documented.

Field/Practicum Calendar

Students must refer to and adhere to the due dates listed on the [Field/Practicum Education Calendar](#) for each semester.

Preparation for Practice Training

ASU School of Social Work Field/Practicum Education “Preparation for Practice Training” is a **mandatory** training for social work students to help them prepare for their internship experience. Online students take the training while they are in their SWG 540 class, and campus-based students will take the course on their own after having been enrolled and notified by the Field/Practicum Education Office. There are four modules in the training that consists of videos and other materials. There is a short quiz at the end of each module. **All students must successfully pass the four quizzes with 100% as evidence of training completion and two hours of credit towards their internship hours. It is due one week after the start of the semester.** The goals of Preparation for Practice Training are as follows:

1. To provide students with an orientation to the School of Social Work's Field/Practicum Education.
2. To provide students entering field/practicum a common preparation for beginning practicum that will enable them to better understand and respond to the expectations of the practicum placement agency.
3. To provide students with an orientation to:
 - a. The School of Social Work and its mission within the University and Community.
 - b. The profession of social work.
 - c. The practicum and multicultural practice.
 - d. Safety training

BSW Advancement Process

The advancement process is a collaboration between Academic Services and the Field/Practicum staff to advance students into the BSW professional program that have met established criteria and have gone through a review process. For information regarding advancement criteria, students are to direct inquiries to Academic Services.

BSW/MSW Placement Steps

Before Securing a Placement Student Checklist		BSW Student	MSW On-Ground/Campus-based/Sync Student	MSW Online Student
1	Register for the appropriate Field/Practicum Education Course.	Approval from Academic Services to advance	Register for 541 <i>If advanced standing:</i> Register for 641, 643, or 645	Register for 540
2	Review the <u>School of Social Work Field/Practicum Education</u> Website. Review the Field/Practicum Manual and Other	All Documents can be found <u>here</u>		

	Important Documents.			
3	Receive access and instructions to the Student Placement Database - Sonia.	Review Student Guide to Sonia		
4	Complete initial paperwork assigned by the Field/Practicum Education Office.	Agency information in Sonia	If applicable: Request Affiliation Paperwork	Complete: Initial Internship Form
5	Begin searching for agencies in Sonia and reaching out to agencies. Connect with your assigned Field/Practicum Education Specialist or Co-Instructor for assistance or if you have questions.	Your Field/Practicum Education Specialist will be listed in Sonia		Your co-instructor will be listed in your 540 Canvas course
6	Review pre-placement requirements with your Field/Practicum Specialist or Co-instructor for the agencies in which you are interested.	Determine if a background check or <u>AZ DPS Level One Fingerprint Clearance Card</u> is required.		Determine if a background check, or state or county specific clearance is required.
7	Review and complete any assigned Canvas courses.	Complete: Preparation for Practice		Complete: 540 Canvas Assignments
8	Confirm registration for next semester Field/Practicum Education course.	Register for 411, 414, and 415 for the next semester	Register for 542, 642, 644, or 646 for the next semester.	Register for 541 as scheduled in plan of study.

BSW and MSW Placement Checklist

Securing a Placement Student Checklist		On-Ground/Campus-based/Sync Student	Online Student
1	Confirm you are registered for the correct Field/Practicum Education Course: MSW Generalist: 541 MSW Specialization: 641, 643, 645 *BSW students can register for 412 after securing a placement	Confirm eligibility with Academic Services if you are not registered for an on-ground generalist or specialization Field/Practicum course but are planning to be in a placement.	Confirm eligibility with Academic Services if you are not registered for an online generalist or specialization Field/Practicum course but are planning to be in a placement.
2	Selecting agencies in Sonia: All agencies listed in Sonia should have an active affiliation with the Field/Practicum Education Office and have an MSW available to serve as Field/Practicum instructor.	Students will send an email and professional resume to primary contact of agencies of interest. During outreach to agencies, check in periodically with your Field/Practicum Education Specialist about your progress.	
3	Selecting community agencies not in Sonia: If an agency is not in Sonia, they have the potential of becoming an Affiliate with ASU. New Affiliate Agencies will need to enter into an Agreement/Contract with ASU to host student interns.	Request affiliation paperwork from your Field/Practicum Specialist. Prepare for a minimum of 8 weeks for processing.	
4	If offered an interview from an agency: Check the agency's profile page in Sonia to find the agency's website. Research the agency and bring your best professional self to the interview.	We encourage you to have your resume reviewed and receive helpful tips on interviewing by <u>Career and Professional Development Services</u>.	
5	During the interview: This is the time to discuss expectations, schedules, pre-placement requirements, supervision, locations and available learning opportunities.	We advise you to review the appropriate learning contract before the interview and discuss the learning contract with your interviewer.	

	*Consider bringing the Internship Confirmation Form. Dress professionally and be on time!	
6	After the Interview: Consider sending a thank you letter or email to the interviewer at the agency.	Follow up with your Field/Practicum Specialist on how the interview went and if you have been offered the internship.
7	Once you have been offered an internship: Fill out an Internship Confirmation Form and return it to the Field/Practicum Education Office.	Confirm that all parties have signed the form, including yourself as the student, your Field/Practicum Instructor and the Task Instructor (if applicable).
8	To be Confirmed for a Placement: Students, Field/Practicum Instructors, and Task Instructors will receive an email that confirms the placement from the Field/Practicum Education Specialist. <i>(Steps 2-8 are not necessary for the second semester of the placement.)</i>	This email will go to your ASU email address. You can check Sonia to see if your placement has been confirmed. The Field/Practicum Instructor's access to Sonia will be provided in a separate email sent directly to the Field/Practicum Instructor. Task Instructors will not have access to Sonia.

Matching an Internship to the Specialization Year

In the second internship, **Downtown** students must match their internship to their chosen Specialization of either Advanced Direct Practice (ADP) or Policy, Administration and Community Practice (PAC). Policy, Administration and Community Practice (PAC) specialization requires you to complete a collection of materials documenting your activity and productivity in the practicum placement, together with a critical synthesizing essay. PAC Portfolio details [Here](#). ADP Capstone details [Here](#).

Tucson Campus students must match their internship to the Advanced Direct Practice (ADP) specialization. This requires you to choose an agency that provides direct service to specified populations depending on the specialization chosen. ADP Specialization details [Here](#).

Online or West Campus MSW students must have an Advanced Generalist (AG) specialization. This specialization combines the micro skills of advanced direct practice (casework or counseling), mezzo skills of interventions with organizations and communities, and the macro skills of policy, administration, and community organization. Micro, mezzo, macro details [Here](#).

The **Yuma Campus** is available to MSW Advanced Standing students with an Advanced Generalist specialization. The program is an intensive, community-based program for hybrid students that combines the micro skills of advanced direct practice (casework or counseling) mezzo skills of interventions with organizations and communities, and the macro skills of policy, administration, and community organization. Micro, mezzo, macro details [Here](#).

Student Responsibilities & Expectations

- ☐ Be familiar and comply with policies and procedures outlined in the Field/Practicum Manual.
- ☐ Adhere to the NASW Code of Ethics and behave in accordance with professional values.
- ☐ Comply with all School of Social Work and Field/Practicum Education policies and protocols
- ☐ Submit an [Internship Confirmation Form](#) and be confirmed for an internship before beginning placement
- ☐ Complete the Preparation for Practice Training.
- ☐ Understand risks of practicum/internship participation including: driving protocol, home visits, unpredictable behavior of clients, and exposure to infectious diseases
- ☐ Disclose any prior or current relationship/affiliation with the agency or Field/Practicum Instructor with the Field/Practicum Office.
- ☐ Follow all rules, regulations, and procedures of the agency.
- ☐ Address expectations with the Field/Practicum Instructor: attendance, absences, tardiness, dress code, issues and policies.
- ☐ Arrange to make up any time lost due to illness, family crisis, planned absences, or other barriers.
- ☐ Complete two consecutive semesters with one agency, unless otherwise approved. If there are issues that arise which will affect continued placement, notify the Field/Practicum Instructor and contact the Field/Practicum Liaison and Field/Practicum Specialist immediately.
- ☐ Do not terminate the internship without first notifying the Field/Practicum Instructor, Liaison, and Specialist.
- ☐ Understand that all Sonia forms are required and are to be completed in a timely manner.
- ☐ Cooperate with the Field/Practicum Liaison via email and phone coordination, site visit/meeting schedule, and grading expectations
- ☐ Fulfill commitments made to the agency which are in alignment with the learning contract.
- ☐ Complete required hours and adhere to the schedule determined at the beginning of the semester
- ☐ Adhere to HIPAA/Confidentiality Guidelines as the agency requires.
- ☐ Demonstrate mature and professional behavior including flexibility with unexpected changes.
- ☐ Strive to provide effective and evidence-based services to clients.
- ☐ Prepare for meetings and client contacts.
- ☐ Effectively prepare for and use supervision, and bring relevant questions to the agency Field/Practicum Instructor.
- ☐ Actively engage with the Field/Practicum Instructor in the development of the learning contract.
- ☐ Be open to feedback provided by the Field/Practicum Instructor and Liaison. Incorporate feedback into practice.
- ☐ Effectively document all activities and hours during the internship, as well as follow documentation protocol of the agency.

- Adhere to the Social Media Guidelines as outlined in Preparation for Practice Training and agency requirements.

Tips for Finding an Internship

When searching for an internship there are many factors to consider such as the following:

- the location, evening and/or weekends if applicable, hours of operation, etc.
- the level of opportunities the agency provides must match the student's academic level.
- the type of learning activities available such as case management, counseling, prevention, micro, mezzo, macro
- the availability and qualifications of the Field/Practicum Instructor
- any special requirements/considerations
- pre-placement requirements, such as the type of background clearance required, immunizations, drug testing, etc. and length of time needed to complete these ahead of the internship
- populations served (ages, cultures, focus area)
- the type of service delivery (in-office, off-site, individual, group, family, etc.)
- the type of agency such as government, for-profit, non-profit
- personal interests and future goals
- personal experience, strengths and triggers

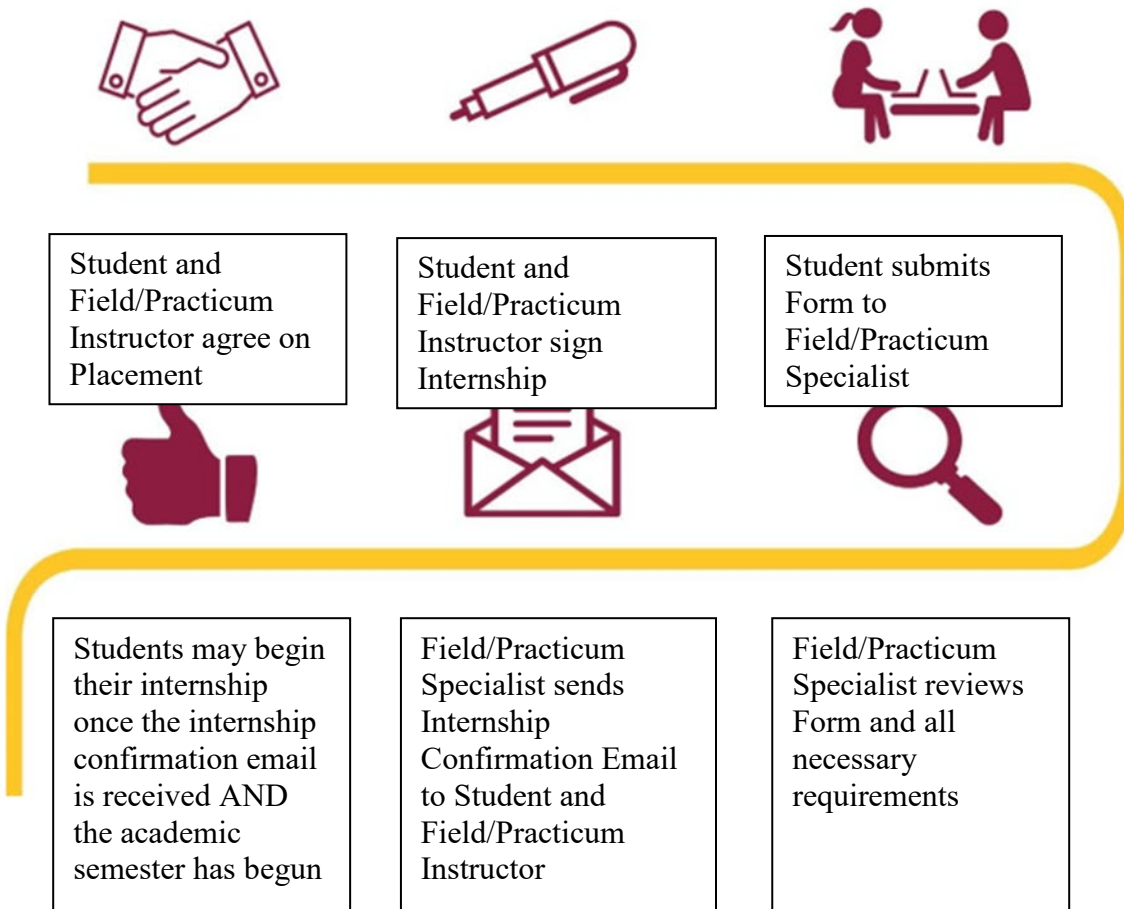
Confirmation and Approval of the Placement

Students are encouraged to seek advice from the Field/Practicum Specialist by phone, email, or appointment. When the student, agency, and Field/Practicum Instructor have **mutually agreed on the placement**, they must **both sign the Internship Confirmation Form and email it to the assigned Field/Practicum Specialist**.

The Field/Practicum Specialist will **review the Internship Confirmation Form and all necessary requirements**. Once documentation is verified, an **email** confirming the placement will be sent to the student and Field/Practicum Instructor. Submitting documentation does not guarantee approval. Once the placement is approved, it is entered on the Student Detail Page in Sonia.

STUDENTS MAY NOT BEGIN THEIR INTERNSHIP PRIOR TO THE SEMESTER START DATES AND MUST HAVE RECEIVED AN INTERNSHIP CONFIRMATION EMAIL FROM THE FIELD/PRACTICUM EDUCATION OFFICE. STUDENTS ARE NOT COVERED BY PROFESSIONAL LIABILITY INSURANCE UNTIL THE FIRST DAY OF THE UNIVERSITY SEMESTER.

Internships start the **first week of the University semester** ([Field/Practicum Education Calendar](#)).



Agency Affiliation/Student Placement Agreement

In order for students to be placed at an agency, an Affiliation Agreement / Student Placement Agreement (SPA) must be on file with the Field/Practicum Education Office. Agencies in the Sonia system have a SPA in place. New agencies will need to be vetted by the field/practicum team to ensure they have the appropriate learning opportunities for the program and academic level of the student. New agency affiliation paperwork is available on the Field/Practicum Education website and canvas modules. Standard SPAs, a non-modified agreement with the School of Social Work, typically take four to eight weeks to process.

If the agency uses their own agreement (Non-Standard SPA), this process takes additional time to complete and must go through University level reviews. We encourage students seeking internships with agencies requiring non-standard agreements to begin the process one year in advance.

Orientation Hours

If an agency requires students to attend orientation/training prior to the semester start date, **up to ten hours** can be counted toward the internship, **with the approval of the Field/Practicum Instructor and the Field/Practicum Education Office**. If an agency requests a student to begin their internship before the semester start date, the student must be considered a volunteer and be covered by the agency's professional

liability insurance. Students are not permitted to miss scheduled class times to participate in orientation activities.

Absences (Holidays, Weather, Illness, Religious Observances)

Holidays

Students obtain credit for holidays that are observed by *both* ASU and the agency. However, students are required to make up the internship time from any *other* holidays that are observed by the agency that occur on internship days. Fall and Spring Break are *not* considered holidays. Students can review ASU holidays here:

[Field/Practicum Education Calendar](#)

Religious Observances

Students may observe religious holidays, but these are treated as absences to be made up.

Jury Duty

Students will be granted time from their placement when summoned for jury duty. It is the student's responsibility to report jury duty to the Field/Practicum Instructor and make up the missed time.

Interruption of Practicum due to National or Local Events

In the event of an interruption of the student's internship due to national or local events such as: weather conditions, communicable diseases, natural disasters, civil unrest, acts of violence, or work stoppage, resulting in limited but not permanent closure of a placement site, the student will immediately notify the Field/Practicum Liaison. The student may receive credit for regularly scheduled hours up to 16 hours. If the student is sent home, the student will receive credit for the remaining scheduled hours for that day.

Illness

It is the student's responsibility to make-up for missed time by the end of the semester, or at some other period by special arrangement with the Field/Practicum Instructor. Students may be eligible to request a **Compassionate Withdrawal** in special circumstances. Students should contact their Field/Practicum Education Specialist and their Academic Advisor to discuss.

CONSIDERATIONS

Stipend Opportunities

AmeriCorps

AmeriCorps is a Federal program dedicated towards serving and strengthening marginalized communities to build leaders through team-based national and community service. Survivor Link, an AmeriCorps Program, is a partnership with the ASU School of Social Work and is housed in the ASU Office Of Gender Based Violence and aims to build networks of support by placing domestic violence (DV) advocates across the state of Arizona. Through our diverse set of AmeriCorps Healthy Futures, Public Health and VISTA service opportunities, Survivor Link can build capacity to promote healthy relationships and reduce gender-based violence in our

community and across the nation. The Survivor Link Team consists of ASU educators, students, faculty members, and community volunteers who work under the guidance of the AmeriCorps mission, as well as over 90 partner agencies across AZ and partner universities throughout the nation.

AmeriCorps is a great way for student interns to help build a community, network, and set your resume apart from the rest. Student interns can earn extra financial benefits through a living allowance (taxes apply) and the Segal Education Award for completing a minimum of 300 service hours at your required internship site, with a few extra steps. These benefits can be used towards future schooling or past student loans! Members receive a unique training opportunity with expert knowledge about domestic violence, survivor-centered advocacy, trauma-informed care, privileged communication and promoting healthy relationship education. Upon completion of our Healthy Futures Program, members will be verified as victim advocates in the state of Arizona.

For more information about eligibility and requirements, contact Survivorlink@asu.edu and visit our website <https://socialwork.asu.edu/gender-violence/survivor-link/ameri-corps>.

Health Resources and Services Administration Grant (HRSA)

The HRSA Grant is offered in collaboration with the College of Health Solutions and provides a \$10,000 stipend for students completing their internships at select Behavioral Health Agencies as designated in Sonia. Only MSW Specialization year students are eligible for a HRSA Grant stipend. Students must complete a series of modules over the two semesters to fulfill the requirements of their participation in the program. Students are also requested to disclose their place of employment upon graduation from the program.

CWEP Title IV-E, Child Welfare Education Project

This program began in 1988 and is funded by the Child Welfare Practicum Education and Student Support Program, a Title IV-E grant. It is a collaborative effort of the Arizona State University School of Social Work and the Arizona Department of Child Safety. The program provides financial support, specialized curriculum, and best practice Field/Practicum experience to MSW students.

The mission of the program is to prepare social work students to empower families and promote the safety, permanency, and well-being of the children involved in Arizona's public child welfare system. Students who are accepted into the program receive their in-state tuition, mandatory fees, and a stipend paid through the Title IV-E, Child Welfare Practicum Education and Student Support Project. For more information, follow the link [Here](#).

The Office of American Indian Projects (OAIP)

The Office was founded in 1977, based on the advocacy of the Inter-Tribal Council of Arizona, the Indian Health Services, the Navajo Nation, the Phoenix Indian Center, and the Salt River Pima- Maricopa Indian Community. The purpose of OAIP is to develop the capacity of American Indian communities and programs. The vision of the project is to develop strengths in both individuals and systems within the social work arenas of American Indian communities, in conjunction with the emerging federal mandate for tribes to assume responsibility for the delivery of social services to American Indian people.

The mission of OAIP includes the development of a site where American Indian research and grant projects can be coordinated and monitored to ensure a focus that is beneficial to the tribes and one that reinforces a government-to-government approach. The mission also includes recruiting American Indian social work students and faculty, mentoring students, and providing American Indian people with a friendly reception. OAIP applies for and receives grants which enable students to intern in our American Indian communities and receive stipends for their work. For more information, follow the link [Here](#).

Additional Stipends Available

Affiliated agencies which have stipends available will have this noted on their agency detail page in the Sonia system. The stipend will also be listed in the Internship Description or in the descriptors field found in the filters bar. The amount will either be listed in the details section and/or discussed at the time of the interview. Stipends are not guaranteed for any given academic year. Students should seek verification of stipend availability from either the Field/Practicum Specialist, Field/Practicum Instructor, or the agency.

Request to Utilize Employment for Field/Practicum (Work Variance)

The policy of the School of Social Work is that an employment setting may be used as a Field/Practicum placement if all the regular School requirements are met as well as the Council on Social Work Education's (CSWE) requirements. According to the CSWE Policy and Accreditation Standards,

*“...Field Education program develops policies regarding Field placements in an organization in which the student is also employed. To ensure the role of the student is as a learner, **student assignments and Field Education supervision are not the same as those of student employment**”.*

The Work Variance Request should **clearly demonstrate that the Field/Practicum component differs from the student's employment**. Students must document the distinctions, including separate supervision, responsibilities, and appropriate learning experiences.

****If it is found the student is an employee of the agency but did not submit a Work Variance Request to the Field/Practicum Specialist, the internship will be considered invalid.**

Students review and complete the [Work Variance Request Form](#) to apply for a work variance. By submitting this form and supporting documents, the student acknowledges their awareness that only one work variance can be approved during their social work program.

The Work Variance Request must include the following materials:

- 1) The “Request to Utilize Employment for Field/Practicum Education” Form (Work Variance Form).
- 2) A formal letter describing the internship learning activities that are different from the student's employment and following prompts listed on second page of request form.
- 3) A current job description and current resume (6 months of employment required).
- 4) The resume of the professionally trained social worker who will serve as the Field/Practicum Instructor. Please note: The Field/Practicum Instructor must be different than the current supervisor.

- 5) A letter of support from the current supervisor or agency director ensuring that the Field/Practicum Education requirements will be met on agency letterhead.
- 6) Complete schedule information on the second page of request form detailing both your work and proposed internship schedule.
- 7) Completed Internship Confirmation Form

Audit: The Field/Practicum Education Office will conduct a minimum of two random audits per internship semester to assure that the integrity of the internship is maintained. Students are required to maintain weekly attendance and supervision records in Sonia.

***If the agency is not currently affiliated with the School of Social Work, agency affiliation material must also be included. All documentation must be submitted at the same time in order to be accepted by the Field/Practicum Education Office. The proposal must be submitted at least eight (8) weeks prior to the semester for which the request is being made.**

Employment Offered During Internship

Students are required to report to the Field/Practicum Specialist any change in internship or employment status at the agency. Due to the dual relationship of employment while a student is in internship, a student is not able to accept an employment offer at the internship agency until the internship ends. If a student accepts an offer of employment while in an internship, the placement will be discontinued resulting in the student needing to locate an alternative placement. The number of hours the student will need to complete, their plan of study, and graduation date may all be impacted. If the agency is able to defer the employment offer or start date until the internship is completed, the student is free to accept.

Repeating Placements

Students **may not** be placed in the same agency/organization for their second internship. This applies to BSW graduates entering the MSW Generalist internship or the MSW Specialization internship as an Advanced Standing student. This also applies to MSW Generalist year students entering their MSW Specialization year. Two separate and distinct internships expose students to new social service delivery systems and different supervision. It is an enriched learning experience that increases the students' readiness for the profession. Students seeking an exception must contact their assigned Field/Practicum Specialist to determine eligibility and next steps.

Repeating Field/Practicum Instructor

Students **may not** use the same Field/Practicum Instructor for their second internship. If there is a compelling reason why a student needs to utilize the same instructor, the student will contact their Field/Practicum Specialist.

RESTRICTIONS

Change in Placement

When a student seeks to change a placement assignment, the first step is for the student to contact their Field/Practicum Instructor and Liaison first, following resolution protocol. Then the student **must request** approval from their Field/Practicum Education Specialist. If the change is approved, the student must appropriately terminate with their clients and the agency and notify their Field/Practicum Liaison. When the student is confirmed at another placement, they will submit a new Internship Confirmation Form. Up to 40 hours may be carried over to the next placement agency. The Field/Practicum Education Specialist sends a confirmation email to the student, Field/Practicum Instructor, and Liaison. A new learning contract and additional forms as needed will be loaded in the student's Sonia account.

Requesting a One Semester Placement (Block)

Internships are designed to be completed during two consecutive semesters in one agency placement. A block placement is defined as two Field/Practicum courses (480 hours) completed in one semester. It is a full-time internship: approximately 40 hours per week over one semester (12 weeks in the summer semester or 15 weeks in Fall or Spring). MSW Generalist students who are interested in considering a block internship must petition for an **MSW Curriculum Variance**. (BSW students are prohibited from completing block internships).

The process begins with the student requesting an MSW Curriculum Variance from their assigned Academic Advisor. When making this request, students must identify an internship that would accept a block internship. **Students are encouraged to already have secured a placement and have communicated this with their Field/Practicum Specialist.**

All block placements need to be approved by Academic Services, then petition is emailed to the student for signature, followed by signature approval from the Manager of Field/Practicum Education and the MSW Program Coordinator.

****Block Placements are not available to Specialization year students.**

Professional Liability Insurance

Arizona State University, by action of the Board of Regents, covers all students who are properly placed and supervised under its self-insurance program for purposes of professional liability. Professional liability insurance protects against claims arising from a student's acts, errors or omissions in rendering services of a professional nature. It **does not** provide any coverage for a student's automobile or any health/medical coverage if a student becomes ill or sustains an injury while performing internship-related activities. Agencies may request a copy of the Certificate of Insurance (COI) for their records.

Home Visit Policy

For safety and liability reasons, the agency must provide an agency representative to accompany the student **at all times** during client interactions in the client's primary residence.

Students enrolled in the Child Welfare Education Program and/or approved Work Variance Requests with demonstrated training and skill are exempt from this policy. These activities must be noted on the student's Learning Contract and safety concerns when conducting home visits should be discussed in weekly supervision.

Transportation Policy

Student Commute

Students are responsible for their own transportation and cost to and from the agency. However, unless prevented by law or agency policy, it is expected that the agency assumes responsibility for any expenses for all agency delegated activities that include internship travel. The School of Social Work does not reimburse students for practicum travel or mileage expenses. Students cannot count their commute to and from the agency as internship hours.

Transporting Clients

Students are not allowed to use their own vehicles to transport clients. Student interns may ride with an agency employee in a company vehicle if transporting clients as part of the service delivery. These activities must be noted on the student's Learning Contract.

Accumulating Hours

Students are expected to complete a maximum of 240 hours each semester. Hours accumulated once 240 hours has been reached, will not apply to the next semester's hours.

Students may continue to work at their agency over the spring and/or winter break and accumulate up to 40 hours. All hours must be added to the next semester.

To be eligible to accumulate hours over a break, students must:

- ☐ be enrolled in the next sequential practicum course.
- ☐ have completed 240 hours and all required forms have been approved.
- ☐ ensure there will be proper supervision.
- ☐ have been approved by the Field/Practicum Instructor and Liaison.

Internship hours cannot "roll over," "bank" or use hours between one completed internship to the next internship. This includes if a student resigns or is terminated from an internship and is confirmed at a completely different internship agency.

PRE-PLACEMENT REQUIREMENTS

Most agencies have pre-placement requirements, which must be completed prior to the internship start date. To determine what they are, check the agency's internship information and description in Sonia. It is imperative

that you inquire at the time of the interview what is required and the typical length of time for completion. For example, some background checks can take months to complete.

***ALL COSTS INCURRED ARE THE RESPONSIBILITY OF THE STUDENT.**

Fingerprint Clearance

(Fingerprint Clearance is only applicable if the agency requires it.)

Arizona (In-State) Students

Many Arizona internship placements require a “Level 1” fingerprint clearance card. Students should apply for this Level 1 Card as soon as possible since it may take 6-8 weeks for processing. Students can determine if their agency requires a fingerprint card by viewing pre-placement requirements or inquiring during outreach and interviews. Students anticipating placement in a school setting may be required to obtain an **Identity Verified Prints (IVP)** clearance card. Visit <http://www.azdps.gov/services/fingerprint/>.

Online (Out of State) Students

Check with your prospective agency regarding fingerprinting requirements.

Additional Background Checks

Other pre-placement requirements may be required by the Agency. Check with your prospective agency for specifics.

Medical Requirements

Each medical facility has different requirements, but they typically include immunizations, TB skin test, current and updated immunizations (includes COVID-19 vaccination), a health examination, drug screening, Health and Safety training modules, CPR/First Aid certification, HIPAA training, proof of health insurance, and criminal background clearance. These typically take 2 to 3 months to complete before the internship start date.

My Clinical Exchange (mCE)

Some hospitals in Arizona use a web-based automated system called My Clinical Exchange (mCE) to operate, administer, and manage their students’ Clinical Placements. This provides an effective and efficient way for students to complete regulatory learning modules and agency specific orientation content. All students with confirmed medical social work internships that use these systems must enroll and pay the monetary fee in order to complete the modules, and other requirements.

How do I enroll in mCE?

In order to enroll in mCE, students who have been confirmed for placement at a medical institution which requires the use of this platform, should reach out to the Field/Practicum Medical Specialist for instructions at sswfield@asu.edu.

Medical Sites that do not utilize mCE

Some medical facilities and the SSW may utilize CastleBranch – CB Bridges system to collect the required documents. All students with confirmed medical social work internships that use this platform must enroll and pay the monetary fee in order to complete the modules, and other requirements.

Students who have been confirmed for a medical placement at a medical institution which does not require the use of these platforms may check the internship description of the agency's profile or contact their Field/Practicum Education Specialist or the Medical Placement Specialist to inquire about any pre-placement requirements.

FORMS & EVALUATIONS

Forms & Evaluations

Students *are required* to submit an [Internship Confirmation Form](#) before beginning their first day of all internships. The Internship Confirmation Form must be submitted to the assigned Field/Practicum Education Specialist. Students must be approved and confirmed by the Specialist prior to the start of the internship/placement.

The Internship Confirmation Form requires the signatures of both the student and the Field/Practicum Instructor, and may require the signature of a Task Instructor if one is listed. **A student cannot begin their internship hours until this form is received by the Specialist and a confirmation email is sent to the student and their Field/Practicum Instructor, indicating approval of placement by the Specialist.**

The Field/Practicum Education Office utilizes a web-based internship placement database called Sonia to track student placements and retain historical placement information.

[Sonia](#) - allows students to research and identify internship opportunities with affiliated agencies and allows agencies to update their profiles. It also allows students and Field/Practicum Instructors to review and submit weekly supervision forms, and Field/Practicum Liaisons to review and submit Learning Contracts used in grade submission. User information is password-protected and the only individuals who may view student information after a student has been confirmed for an internship are the ASU Field/Practicum Staff, the Field/Practicum Instructor and the Liaison. <https://watts-internship.asu.edu/>

[The Student Guide for Sonia](#) - details how students can access and navigate their profile, view active agencies, review forms during placement and find the contact information for their assigned Specialist.

Each semester, agencies and Field/Practicum Instructors inform the Field/Practicum Education Office of the number of interns they are interested in hosting and at which academic levels based on the learning activities and Field/Practicum Instructor credentials.

[The Field/Practicum Instructor Guide for Sonia](#) - details how Field/Practicum Instructors can access and navigate their profile, view and update their agency information, review student forms and find the contact information for their assigned Liaison. Should you have questions or difficulties with the Sonia System, please contact the Field/Practicum Education Office at SSWfield@asu.edu.

The forms listed below **must be electronically completed and signed in the Sonia System** by the student, Field/Practicum Instructor and Liaison for students to receive a final grade.

Learning Contract & End of Semester Evaluation - the Council on Social Work Education requires that students develop competencies in various skills and abilities as part of the preparation for new social workers. Learning contracts provide structure to assist in attaining competency in the profession. The learning contract guides the internship experience and provides a framework for the student's learning. At the end of each semester the Field/Practicum Instructor evaluates the student's performance within the context of the student's stated evaluation criteria found in the learning contract.

The evaluation keeps the School of Social Work informed about the student's ability to perform the professional practice behaviors. The Liaison meets with the student and Field/Practicum Instructor for review of the evaluation and awards the grade of "Y" for **Pass/Satisfactory**, "I" for **Incomplete**, or "E" for **Fail**, as recommended by the Field/Practicum Instructor. Liaisons report student grades to the Practicum Education Office. Grades are then entered and posted for students to view in their Grade Report.

Mid-Semester Performance Reports – the Mid-Semester Report is completed by the Field/Practicum Instructor at the mid-point of both semesters to evaluate the learning activities and the completion of hours as well as professional work habits. It is discussed with the student and signed by all parties.

Corrective Action/Student Success Plans – required only if a placement is jeopardized due to student behavior. The Liaison will facilitate the process of developing a corrective action plan in conjunction with the Field/Practicum Instructor. The plan is to include specific behavioral expectations the student must meet if the internship placement is to be continued. A timetable, not to exceed 30 days, will be specified during which time the student must meet the performance expectations.

All forms are located in Sonia. Samples and pdf forms can be found [here](#).

SPECIAL CIRCUMSTANCES

Request for Grade of Incomplete

If students are not able to complete the internship hours by the end of the semester, they must fill out a **Request for a Grade of Incomplete** prior to the end of the semester.

The grade of "I" (Incomplete) must be requested by the student, who is doing otherwise acceptable work and, who is unable to complete a course because of unforeseen circumstances beyond the student's control. Unfinished work must be completed with the same Field/Practicum Instructor except under extenuating circumstances. If the student receives an Incomplete, they will not be allowed to register for the next practicum course until the Incomplete has been changed to a passing grade. If the student is already registered for the next course and takes an Incomplete, they will be administratively dropped from the course and may have consequences impacting their program of study, financial arrangements, and graduation date. The student has one calendar year from the date the mark of "I" is recorded to complete the course.

The **Request for a Grade of Incomplete** form is available in Sonia. Please contact the Field/Practicum Specialist if you have questions or need additional assistance.

Completing Internship Early

If the student is requesting to complete the internship **more than two weeks ahead of schedule**, the student **must obtain approval from the Practicum Education Office at mid-semester**.

Dual Relationships at Placement

Arizona State University discourages and, in most situations, will not approve placements where students have previously received services as a client, have been employed, or where family members or friends are employed or are receiving services with their proposed internship agency.

Should there be a question about the existence of a dual relationship, the student has the responsibility to inform the Specialist to determine if the placement can be approved. These recommendations exist to protect students, agency employees, and clients from conflicts that may arise due to dual relationships. The consequences of non-disclosure may include forfeiting the internship and/or disciplinary action.

Change or Loss of Field/Practicum Instructor

When the Field/Practicum Education Office is notified of a change in a Field/Practicum Instructor either by the student, Field/Practicum Instructor, or Liaison, the other parties will also be notified. If the proposed Field/Practicum Instructor has not previously been vetted and approved, the Practicum Education Office will notify them of the protocol for certification. If they are certified, the student will submit a new confirmation form with the new Field/Practicum Instructor's signature.

The Specialist will send a confirmation email to the student, Field/Practicum Instructor and Liaison. The Specialist will also change the Field/Practicum Instructor assignment in Sonia on the student detail page and document in Sonia.

When the Field/Practicum Education Specialist is notified of the loss, resignation, or termination of a Field/Practicum Instructor either by the student, Field/Practicum Instructor, or Liaison, they will contact the Student Agreement representative at the agency to ascertain what the agency's plan is to provide a new Instructor for the student. If the agency does not have the capacity to replace with either an on-site or off-site Field/Practicum Instructor, the student will be removed from the internship and the agency will become inactive.

Illness or Incidents Preventing Hours in Field/Practicum

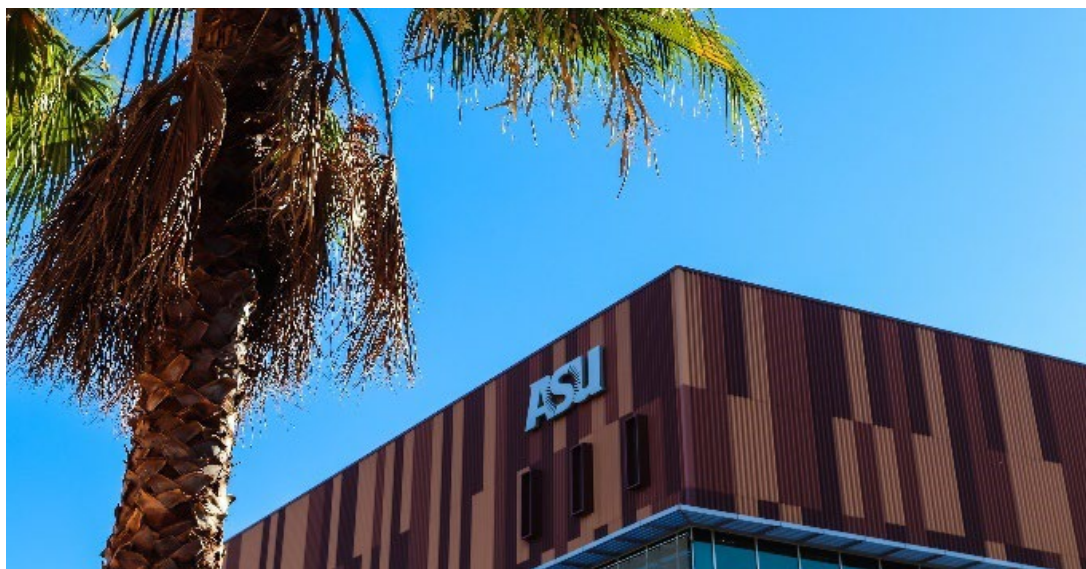
The student should notify the Field/Practicum Instructor, Liaison and the Field/Practicum Education Specialist to determine next steps based on the particular situation and length of absence. The student may be referred to the School of Social Work's Academic Services department to consider a medical withdrawal from the course if the hours are unable to be made up during the semester or with an incomplete grade.

Incidents Which Impact Student Safety

Students, Field/Practicum Instructors and/or Liaisons should document any incident which impacts the safety of a student while at placement and immediately report the incident to the assigned Field/Practicum Education Specialist. The Field/Practicum Education Specialist will investigate and complete an incident report which is used to document the situation and steps to be taken to ensure student safety.

Incidents Which Impact Student Mental Health

Students, Liaisons, or Field/Practicum Instructors should document any incident which impacts the mental health of the student while in the practicum. Processing of trauma should be conducted in weekly supervisions with the Field/Practicum Instructor. Students may access therapeutic services [on-campus](#) or [online](#).



DEGREE PROGRAMS & PROFESSIONAL LEARNING

The School of Social Work at Arizona State University is committed to the preparation of professional social work practitioners who take pride in their practice, who place the highest value on excellence and who are willing to devote their careers to finding the most effective methods to understanding and serving those most in need. The School of Social Work prepares professional social workers who are committed to empowering individuals, families and communities. The school is fully accredited by the [Council on Social Work Education \(CSWE\)](#).

The Bachelor of Social Work (BSW) Program

The BSW program is offered at the Downtown Phoenix, West and Tucson campuses.

The BSW level practitioner is seen as a generalist with certain areas of special expertise. The curriculum focuses on such roles as advocacy, referral, casework, and problem-solving functions. In addition, a major component of the program is to prepare graduates for case management positions. These are skills that are handled competently and professionally by BSW graduates.

The principal objective of the BSW Program is to prepare students for beginning-level generalist practice in social work. Consistent with our mission, the program is also designed to prepare students for culturally sensitive practice, with special emphasis on populations of the Southwest. It also provides preparation for graduate education in social work.

Students locate Field/Practicum placements in a breadth of agency settings such as in public health, the Indian communities, child protective services, behavioral health agencies serving children and adults, services for older adults, shelters for the homeless or victims of domestic violence, faith-based organizations, schools, government departments, hospitals, and more.

BSW students may apply for the **Advanced Standing Program** which is an intensive one-calendar-year program for qualified MSW students. Classes begin in May with Bridge Courses in the summer and then Advanced Standing students complete one internship placement in the Fall/Spring during their specialization year.

The BSW Program demonstrates a strong commitment to its mission through the following seven goals:

1. Preparing competent and effective practitioners who can apply professional and critical thinking skills using an ecological, person-in-environment and strengths perspective framework; contribute to individual group, family, and community empowerment; and work with and within agencies and state, federal, and tribal governments.
2. Preparing professionals who affirm social work values and ethics.
3. Preparing professionals who understand the forms and mechanisms of oppression and discrimination that lead to poverty, racism, nativism, sexism, heterosexism, classism, ableism, ageism, and religious oppression, and who therefore advocate for social, economic, and cultural justice.

4. Preparing professionals who understand and respect social and cultural diversity at the local, national, and international levels.
5. Preparing professionals who are committed to serving American Indian, Latino/a, African American, Asian American and other minority communities who are oppressed.
6. Contributing to the development of social work knowledge by promoting student and faculty research in general, and, more particularly, research relevant to the social problems most prevalent in Arizona and the Southwest, and related to national and international communities.
7. Serving Arizona citizens by disseminating professional knowledge through cooperative partnerships with schools, neighborhoods, communities, social service agencies, and their constituencies.

The Syllabi for the BSW Field/Practicum Courses, **SWU 412 and SWU 414** are available in the **Canvas Learning Management System**.

BSW Program Objectives

- OBJECTIVE 1: Apply critical thinking skills within the context of professional social work practice.
- OBJECTIVE 2: Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
- OBJECTIVE 3: Practice without discrimination and with respect, knowledge and skills related to the client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- OBJECTIVE 4: Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice and a more humane society.
- OBJECTIVE 5: Understand and interpret the history of the social work profession and its contemporary structures and issues.
- OBJECTIVE 6: Apply the knowledge and skills of generalist social work practice with systems of all sizes.
- OBJECTIVE 7: Use theoretical frameworks supported by empirical evidence to understand an individual's development and behavior across the lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities.
- OBJECTIVE 8: Analyze, formulate and influence social policies.
- OBJECTIVE 9: Evaluate research studies, apply research findings to practice and evaluate one's own practice interventions.
- OBJECTIVE 10: Use communication skills differentially across client populations, colleagues and communities.
- OBJECTIVE 11: Use supervision and consultation appropriate to social work practice.

OBJECTIVE 12: Function within the structure of organizations and service delivery systems and seek necessary organizational change to enhance human well-being.

OBJECTIVE 13: Understand and be aware of the responsibility to continue professional growth and development.

Culminating Project: BSW Capstone

SWU 415- Integrative Field/Practicum Seminar. BSW students complete a Capstone project, which includes three components:

1. a case scenario proposal
2. a videotaped demonstration of clinical skills, and
3. a self-evaluation worksheet demonstrating clinical knowledge.



The Master of Social Work (MSW) Program

The MSW Program is offered at the Downtown Phoenix, Tucson, and Yuma campuses, and in the MSW Online Program.

The MSW program prepares social workers for advanced direct practice (ADP), policy, administration, and community practice (PAC), or Advanced Generalist (AG). The local program is designed to prepare social workers capable of responding effectively to the needs of special populations in the Southwest. The Master of Social Work Degree Program is accredited by the Council on Social Work Education (CSWE).

The School is committed to the University's mission to be competitive with the best public research universities in the country. Faculty members have active research agendas that include a wide variety of topics including work with children, drug and alcohol abusers, the developmentally disabled, human services administration and planning and many other areas. Practice methods have a heavy research- oriented or empirical focus at the clinical and community levels of intervention.

MSW Generalist (GEN)

The **first year** of the graduate program is one of generalist practice and is the same for all graduate students. The generalist curriculum is organized around a framework whereby social work research (1) generates knowledge, which then is utilized to (2) formulate policy, and (3) directly influences the advancement of social work practice. The mission and goals of the School of Social Work are integrated within our professional program objectives, CSWE standards and the MSW Generalist curriculum.

The primary goal of the graduate program's professional generalist curriculum is to provide students with the knowledge necessary for implementing advanced approaches to practice. This includes basic courses in human behavior, generalist practice principles, organizational and community change, social policy and research sequenced in such a way to build a generalist perspective for students without a BSW degree. The professional generalist at the MSW level also prepares students for advanced study. It lays the foundation for practice in a variety of practice settings, under direct supervision, with varying sizes and types of systems using a generalist perspective anchored in an ecological strengths framework. It facilitates the development of a knowledge base and basic skills in the evaluation of social work practice. It further facilitates the development of analytical skills to evaluate social policies and services that affect clients.

The Syllabi for the **MSW GEN Field/Practicum Courses, SWG 541 and SWG 542** are available in the **Canvas Learning Management System**. Online students will take **SWG 540** in advance of Practicum education.

OBJECTIVES

- OBJECTIVE 1: Apply critical thinking skills within an ecological and strengths perspective framework, including synthesizing and applying appropriate theories and knowledge of practice interventions.
- OBJECTIVE 2: Practice within the values base of the profession and its ethical standards and principles. To practice with respect for the positive value of diversity (locally as it relates to the populations of the Southwest.).
- OBJECTIVE 3: Practice without discrimination and with respect, knowledge and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
- OBJECTIVE 4: Understand the forms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
- OBJECTIVE 5: Understand and interpret the history of the social work profession and social welfare in the United States and its contemporary structures and issues.
- OBJECTIVE 6: Apply the knowledge and skills of a generalist social work perspective to social work practice with systems of all sizes.

- OBJECTIVE 7: Critically analyze and apply knowledge of theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and the interactions among individuals, families, groups, organizations and communities.
- OBJECTIVE 8: Analyze the impact of social policies on client systems, workers and agencies and demonstrate skills for influencing policy formulation and change.
- OBJECTIVE 9: Evaluate research studies, apply research findings to practice, demonstrate skill in quantitative and qualitative research design and evaluate their own practice.
- OBJECTIVE 10: Use communication skills differentially across client populations, colleagues and communities.
- OBJECTIVE 11: Use supervision and consultation appropriate to advanced social work practice.
- OBJECTIVE 12: Function within the structure of organizations and service delivery systems and seek necessary organizational change.

MSW Specializations

The **second year** of the graduate program is one of specialization, and students choose their area of specialization from one of the following three: 1) Advanced Direct Practice (ADP) for DTPHX, Tucson and Sync students; 2) Policy, Administration, and Community Practice (PAC) for DTPHX students only; or 3) Advanced Generalist (AG) for Online, West, and Yuma students.

Advanced Direct Practice (ADP)

Students completing the advanced direct practice specialization will possess advanced competence in direct practice to become leaders in the provision of social services within their specialization.

Leadership is defined as the ability to act in ways that are guided by a sense of vision, coupled with effective use of knowledge and skills to affect change, use of compassion, and appropriate use of authority and power to achieve goals. The three ADP specializations (cited below) prepare students for professional practice with diverse populations in a wide variety of settings. Building on the foundational knowledge and skills obtained in the first year of the MSW Program, advanced practice in the second year is designed to prepare students for enhanced competencies in working with individuals, families, small groups, and communities. Across all specializations the curriculum is guided by the social work values that emphasize evidence-based practice, client strengths, social justice, and client empowerment. The curriculum is guided by an ecological-systems perspective as described below.

The Syllabi for the **MSW ADP Practicum Courses, SWG 641 and SWG 642** are available in the **Canvas Learning Management System**.

OBJECTIVES

- OBJECTIVE 1: Demonstrate Ethical and Professional Behavior by using critical thinking to inform professional judgement and behavior.
- OBJECTIVE 2: Social Workers as Advanced Direct Practitioners assess intersectionality to adapt therapeutic approaches that illustrate cultural responsiveness.
- OBJECTIVE 3: Social Workers as Advanced Direct Practitioners engage in a discovery process of the global interconnections of oppression and human rights, enhancing awareness of social, economic and environmental influences to eliminate barriers faced by clients.
- OBJECTIVE 4: Social Workers as Advanced Direct Practitioners employ current research to ensure chosen interventions are evidence based and culturally appropriate. Through evidence-based decision making, students in the ADP area of specialization will apply quantitative and qualitative research methods and translate research findings into effective practice.
- OBJECTIVE 5: Social Workers as Advanced Direct Practitioners interpret micro, mezzo, and macro level policies impacting individuals, families, communities, and society. They advocate for client rights and access to services. ADP students identify and address policy barriers and the impact on client systems.
- OBJECTIVE 6: Social Workers as Advanced Direct Practitioners value the importance of engagement, professional use of self, and prioritize the building and maintaining of rapport with clients.

Areas of Specialization within ADP

Health/Behavioral Health with Adults (H/BHA)

The Health/Behavioral Health area of specialization prepares students for advanced social work practice involving the delivery of health and mental health services to individuals, families, small groups and the community. Social workers make up the country's largest group of professionally trained mental health providers and the health Practicum is a growing specialty. Course topics include alcohol and other drugs, mental health and mental illness, intimate partner violence, community violence, cognitive and physical disabilities, physical illness and other behavioral health concerns across the lifespan. Individual, couple and family psychosocial interventions are emphasized.

This specialization will prepare students to work in mental health outpatient clinics, psychiatric hospitals, day treatment centers, supportive work agencies, emergency rooms, oncology, hospice, and other health settings.

Children, Youth & Families (CYF)

The Children, Youth and Families area of specialization prepares students for advanced social work practice in the delivery of services to children, youth, and families. One of the largest specialties in social work, this specialization prepares social workers to provide a broad range of services to individuals and families in all phases of the family life cycle. Advanced clinical skills for working with children with mental illness, behavior problems and trauma are emphasized in this specialization. Parent education and training, family therapy and in-home counseling, outpatient mental health treatment and the full spectrum of child and family services are included in the coursework.

This specialization will prepare students to work in outpatient mental health clinics, schools, youth development agencies, behavioral health hospitals, group homes, and other child and family service agencies.

Public Child Welfare (PCW)

The Public Child Welfare area of specialization provides opportunities for Master of Social Work degree candidates in the Advanced Direct Practice specialization to acquire specific skills and knowledge in preparation for working in child welfare -- a dynamic and challenging Practicum. Course topics include areas of current significance for social work practice with families and children in the child welfare system such as substance abuse, family violence (child abuse, domestic violence, and animal abuse) and serious mental illness within their ecological context. Students are expected to build sensitivity to various family forms and cultural patterns and to appreciate client strengths and resiliency despite multiple challenges.

This specialization will prepare students to work in public child welfare positions with the Arizona Department of Child Safety (DCS) as well as with agencies that contract with DCS to provide services to their clients and with nonprofit agencies that serve children and families who face the difficult challenges of abuse and neglect.

Culminating Project: ADP Capstone

The purpose of the capstone course, SWG 621, is to provide an opportunity for students to demonstrate their knowledge of the overall master's curriculum and their ability to integrate the various elements of that curriculum, including the Generalist Year. The MSW Advanced Direct Practice degree requires students to demonstrate competency for social work by applying core knowledge, skills, and abilities in working with individuals, families, and groups. Students demonstrate their competency by earning a grade of "A" or "B" in the capstone course. The final product from the capstone course is a case study, which will be submitted as the major final assignment in SWG 621.

The capstone project is designed to integrate the theoretical discussions that occur in class with the practical skills demonstrated in the Practicum placements. The project begins with a thorough assessment of the client in his/her environment and identifying their strengths and current challenges. Using theoretical approaches taught in class and practiced in their individual Practicum setting, the student then creates a course of action to assist the client in rectifying the presenting problem. The class requires a presentation of the case that includes the setting and role of the placement, the client's current situation, policies that impact the micro, mezzo and macro level of the client, a plan of action

including the theory and model chosen for this client and any possible ethical or cultural implications that need to be considered.

Next is a role play where the student demonstrates the skills they actually used with this client in implementing the chosen plan of action. The level of skills demonstrated are expected to be equivalent to those of an entry level employee. The student should be competent in basic interviewing skills as well as being able to confidently implement their chosen course of action. This does not have to be therapy but does need to have a clinical purpose.

Lastly, the student submits a paper documenting their ability to write professionally and utilize needed research to demonstrate that their skills are evidenced based and in the best interest of the client.

Policy, Administration and Community (PAC)

The Policy curriculum teaches how to influence public policy in the direction of greater social and economic justice. Students learn social problem, policy analysis and advocacy skills, including how to place issues on the agenda, develop educational and persuasive campaigns, lobby, and monitor policies. There is an emphasis on state legislative and budgetary processes as well as broader social policy issues.

Policy practice-focused Practicum placements take place in advocacy organizations, the legislature, and professional associations. The type of activities students engage in include budget and policy analysis, research, development of position papers, tracking legislation, developing educational materials for advocacy, mobilizing support, testifying, and organizing hearings and days at the legislature.

The **Administration** curriculum teaches how to design and administer organizations and programs. Students learn about management theories, organizational philosophy and culture, organizational structure and design, managing diversity, staff development and training, and human resources law. Administration focused Practicum placements take place in a social service agency where students work directly with administrators at the agency. The type of activities they engage in include creating or modifying programs, conducting community/agency research, program evaluation, grant writing, development of policies and procedures, and working with boards of directors.

The **Community Practice** curriculum teaches how to promote involvement of citizens in their communities and consumers in agencies to create social change. Course content focuses on citizen participation to overcome oppression and work toward social, economic, cultural, and political justice. Students learn about participation strategies, overcoming barriers to participation, the use of power, strategic analysis, negotiation, and media skills. Community-focused Practicum placements take place in grassroots organizations, funding organizations, or groups/organizations that focus on asset-based community development. The type of activities students engage in include community organization/mobilization, conducting needs/assets assessments, grant writing, grassroots fundraising, and developing community leaders and programs.

The Syllabi for the **MSW PAC** Practicum Courses, **SWG 643** and **SWG 644** are available in the **Canvas Learning Management System**.

OBJECTIVES

- OBJECTIVE 1: Critical Thinking: Apply critical thinking skills in the application of organizational and management theory, planning theory, political theory and citizen/consumer participation theory to professional social work practice in organizations and communities.
- OBJECTIVE 2: Diversity: Demonstrate skills in culturally responsive program planning, agency management, and community and policy practice, particularly as it relates to the unique social and cultural diversity of the Southwest.
- OBJECTIVE 3: Technical Skills: Demonstrate ability to use planning, policy analysis, administrative and community technical skills necessary for culturally competent professional social work practice.
- OBJECTIVE 4: Social and Economic Justice: Demonstrate strategies and skills that advance social and economic justice.
- OBJECTIVE 5: Policy Skills: Demonstrate analytical and advocacy skills for influencing policy formulation, implementation and change.
- OBJECTIVE 6: Values and Ethics: Demonstrate ability to incorporate social work values and ethics in program planning, agency management, and community and policy practice.
- OBJECTIVE 7: Organizational, Program and Community Change: Evaluate the impact of existing organizational and program design, social and agency policies, and community policies and practices on consumers, workers, and agencies and demonstrate skills for redesigning these to promote positive change.
- OBJECTIVE 8: Needs Assessment and Evaluation: Demonstrate skills to assess needs of target populations and to evaluate the effectiveness of organizational, community and policy-level interventions.
- OBJECTIVE 9: Practice Application: Demonstrate ability to apply planning, administration, policy and community practice knowledge and skills to practice situations.
- OBJECTIVE 10: Use of Supervision: Demonstrate skills in supervision and consultation appropriate to advanced practice in planning, administration, policy and community work.

Culminating Project: PAC Portfolio

The portfolio is a collection of materials documenting the student's activity and productivity in the practicum, together with a critical synthesizing essay. The e-portfolio project will be introduced in SWG 681 in the Fall and then again in SWG 682 in the Spring. Students self-enroll in the Canvas Portfolio course to gain access and are provided with a tutorial on how to use Digication.

Steps to Create the Portfolio:

1. The portfolio presented for evaluation should include 3 to 5 projects, each in separate tabs or pages. Develop and collect products related to each of the projects on an ongoing basis. Examples include memo analyzing a meeting the student attended, grant proposal, flyers created for events, curriculum, training materials, evaluation design or program plan, policy proposal, press release, analysis of community assets, letters, presentations -- anything that can be captured, uploaded, documented, or scanned and added to your portfolio website that demonstrates work the student was involved in while in the Practicum. These items might represent original work, collaboration, or products to which you contributed. There are examples of previous PAC students' e-portfolios on the Canvas portfolio course, which you can view.
2. Add portfolio artifacts to your Digication site, organized by project. Artifacts can include documents, pictures, videos, and more. Specify the role you played within each project in the introduction section for each project, identifying which products the student originated, which the student revised or modified, which were collaborative products, and which were activities where the student observed or critiqued.
3. Include a copy of the PAC Project Planning Contract matrix that lists your Practicum projects, clearly identifying which of those projects are in the portfolio (page 4 of the PAC Practicum Education Learning Contract).
4. Develop a critical synthesizing essay of up to 10 pages that illustrates integration of class and Practicum and basic mastery of the PAC curriculum. Discuss how these projects are linked to the PAC Practicum objectives, how PAC course concepts relate to the projects, and how a theory (or theories) can be used to describe, explain, or predict each Practicum project's processes and/or outcomes (using APA format for all in-text citations and References). Insert the synthesis into your portfolio in a text format; copy and paste from Word for readability.

The portfolio will be evaluated independently by two faculty members and graded pass/fail. If the faculty members disagree, a third faculty member will evaluate the portfolio. If the portfolio does not meet the standard to pass, you will be provided with feedback and will be required to revise and re-submit it.

Advanced Generalist (AG)

Advanced Generalist students recognize and apply the multiple dimensions of ethical practice on the micro, mezzo and macro levels in ways that integrate practice across the three levels. Advanced generalist program is offered to online students as well as Yuma and West campus-based students.

This specialization combines the micro skills of advanced direct practice (casework or counseling), the mezzo skills of interventions with organizations and communities, and the macro skills of policy, administration, and community organization. The coursework delves deeper into the skills of how to work with individuals, organizations, and communities. Students will learn how to develop resources for clients, work one on one with them or in groups to assess and then deliver appropriate interventions. They also learn how to become effective leaders and administrators, planners, researchers, community organizers, and how to advocate for their clients. The practicum internship for Advanced Generalist students typically occurs at social work agencies which can provide learning at the macro, mezzo, and micro levels.

The Syllabi for the **MSW AG** Practicum Courses, **SWG 645** and **SWG 646** are available in the **Canvas Learning Management System**.

OBJECTIVES

- OBJECTIVE 1:** Demonstrate Professional Values and Ethics: develop skills in ethical practice by identifying complex ethical issues that arise at particular phases of social work practice and in particular settings.
- OBJECTIVE 2:** Engage Diversity and Difference in Practice: Increase understanding of how diversity shapes human experience and identity. Demonstrate that understanding with respect to varying populations and issues. Explain how forms and mechanisms of oppression and discrimination may marginalize, alienate, or create privilege and power.
- OBJECTIVE 3:** Advance Human Rights and Social, Economic and Environmental Justice: Establish professional identity through leadership by applying and developing strategies that promote social and economic justice, eliminate barriers to services, and advance human rights.
- OBJECTIVE 4:** Engage in practice-informed research and research-informed practice: Engage in critical thinking through the application and evaluation of research- informed practices.
- OBJECTIVE 5:** Engage in Policy Practice: Contribute to the advancement and dissemination of knowledge of social policy at the local, state, and federal level.
- OBJECTIVE 6:** Engage with individuals, families, groups, organizations and communities: Communicate with clients and mobilize resources appropriate to unique practice settings to implement relevant services, programs, advocacy, and/or policies.
- OBJECTIVE 7:** Assess individuals, families, groups, organizations and communities: Assume differential roles appropriate to the practice situations at the micro, mezzo and macro levels.
- OBJECTIVE 8:** Intervene with individuals, families, groups, organizations and communities: Demonstrate the ability to use inter-professional collaboration to achieve beneficial outcomes for relevant services, programs, advocacy, and/or policies at the micro, mezzo or macro level to achieve client and constituency goals.
- OBJECTIVE 9:** Evaluate practice with individuals, families, groups, organizations and communities: demonstrate the ability to evaluate processes and outcomes to advance practice, policy, and service delivery effectiveness.
- OBJECTIVE 10:** Professional Growth and Development: Develop an understanding of the professional use of self on micro, mezzo and macro levels to implement self-care strategies and promote ongoing professional development.

Culminating Project: AG Portfolio

Graduation requirements for MSW Advanced Generalist students include completing all required coursework with at least a 3.0 GPA and completing a professional portfolio. The portfolio offers students the opportunity to document their application of theory, research, and social work skills in their practicum practice. Students will create their portfolio when they are enrolled in SWG 693 Applied Project. It is important to be familiar with the portfolio guidelines before you begin your Advanced Generalist Practicum internship (MSW specialization - year practicum placement) as the portfolio draws on a combination of theoretical coursework, research, social work skills, and practicum internship projects.

Because it is an applied project course, the MSW degree with the specialization in Advanced Generalist studies requires students to demonstrate competence for social work by applying core knowledge, skills, and abilities in working with individuals, families, and groups. Students demonstrate their competency by earning a grade of “A” or “B” in this course. Students cannot pass the course without obtaining a grade of “B” or better.

Students can view the **Portfolio Guidelines in Canvas** located in “**Section V: Portfolio**”. Students will also find the Portfolio guidelines, checklist, planning tool and project worksheet, and a detailed video explanation in this section.

INFORMATION FOR AGENCIES

ASU SSW welcomes agencies interested in partnering as Field/Practicum placement sites. The opportunity that affiliated agencies provide reinforce our students’ academic study with real life experience. We value the commitment, time, and expertise that is devoted to the professional development of new social workers.

Agency Selection Criteria and Expectations

Agencies must meet the following criteria to be approved placement sites for students:

1. The social/human service agency should be an established program (having been in operation for a minimum of one year) that provides professional social work services.
2. A representative from the agency must agree to and sign the [ASU Affiliation Agreement](#) which outlines agency and school responsibilities. Agencies may submit their own affiliation agreement for review, but this greatly extends the timeline for approval.
3. The agency may not have exclusionary policies or practices that discriminate.
4. The agency should provide ethical and professional social work services. Agencies and Field/Practicum Instructors must follow the NASW Code of Ethics.
5. The agency understands the placement of students is to develop professional skills, secondary to enhancing agency services. The agency should provide students with learning experiences and tasks that support the development of social work skills and competencies. Increasingly complex tasks should be assigned as students gain competence.
6. The agency must have a BSW or MSW trained employee or off-site social work professional to supervise students (see Field/Practicum Instructor Criteria)
7. The agency should provide the student with a physical place to work within the agency setting, as well as the necessary equipment and supplies for their work.

8. The agency should provide an orientation for students covering regulations, policies and procedures, and use of facilities and equipment. Agency training on safety, use of social media, and confidentiality is recommended.

Agency Affiliation Process

An affiliation agreement may also be referred to as a Memorandum of Understanding (MOU), Student Placement Agreement (SPA), or Contract.

Standard ASU Student Placement Agreement

A representative from the agency must sign the [ASU Student Placement Agreement](#) (SPA), which outlines agency and school responsibilities. The SPA, once reviewed and approved by the agency, is an electronically generated document that will be sent to the person named as the authorized signer for final approval and signature via Adobe Sign. To process this agreement the agency will submit the following documents to the Field/Practicum Education Office:

- New Agency Affiliation Agreement Packet
- Resume of qualified Field/Practicum Instructor

Once the Field/Practicum Education Office receives all the necessary paperwork, please allow a minimum of 8 weeks to process.

Non-Standard ASU Student Placement Agreement

Governmental agencies, schools, or hospitals may submit their own Affiliation Agreement for review. Once received, the Field/Practicum Education Office will review and send to the ASU Office of Clinical Partnerships (OCP) for legal review. This process can take a minimum of three months to complete. Once an Agreement is agreed upon by ASU OCP and the agency, the paperwork is ready to be processed for signing.

An overview of the affiliation process can be found in this tutorial: [Internship Placement Overview](#)

ASU provides students residing in or outside of Arizona professional liability insurance coverage effective the first day of internship. It is the student's responsibility to acquire health and automobile insurance coverage.

The agency should be willing to adhere to the home visit and transportation policies.

Information for Field/Practicum Instructors

Field/Practicum Instructors are professional social workers. They should complete the required online Field/Practicum Instructor Certification Training prior to hosting student interns at the agency. Field/Practicum Instructors are committed to the professional development of new social workers and devote their time and expertise to our students' professional development.

Criteria

The School of Social Work approves social workers as Field/Practicum Instructors who meet the following criteria:

1. For MSW supervision, an MSW with two years of post-graduate experience. LMSW preferred (not required). For BSW supervision, a BSW or MSW degree with two years of post-graduate experience.
2. Employment at the agency for a minimum of six months prior to becoming a Field/Practicum Instructor.
3. Agreement to participate in our Field Instructor Certification Training or offer a certificate for reciprocity review. The course is approximately 1.5 hours online and is completed through ASU's Continuing and Professional Education.
4. Agreement to utilize the Sonia System to track student's learning activities and progress reports.

Expectations

1. Complete the required Field Instructor Certification Training (FICT) which includes an orientation to the School's curriculum and Practicum Education requirements.
2. Assist the student with the development of a learning contract and performance expectations.
3. Provide instruction on a regular basis and an individual supervisory conference, ordinarily one hour a week. Group supervision may be utilized in place of individual supervision; however, individual sessions must be scheduled at least every other week with each student.
4. Develop specific practice opportunities, which will enable the student to fulfill the expectation of the learning contract.
5. Provide feedback to the student, on an ongoing basis, as to performance and skill acquisition.
6. Communicate to the student and to the Practicum Liaison about any unusual opportunities, conditions, or problems as soon as they are evident.
7. Involve the student in the preparation of the student performance evaluations both semesters.

Field Instructor Certification Training (FICT)

All Field/Practicum Instructors who meet the criteria are required to complete this **1.5-hour online** training through ASU Continuing and Professional Education (CPE). Field/Practicum Instructors will receive an email to log into the training after they have been approved by the Field/Practicum Education Office.

Reciprocity: Field/Practicum Instructors may opt out of this online FICT if they have received similar instructor training through another accredited CSWE university. Instructors may submit a copy of their training certificate at the time they submit their resume.

Recertification required every 5 years: Field/Practicum Instructors are required to recertify every 5 years by completing an online refresher certification course.

Off-Site Field/Practicum Instructors & Task Instructors

Off-Site Field/Practicum Instructors provide internship supervision to students but are not necessarily employed by the agency where the student is completing their internship. An Off-site Field/Practicum Instructor may be sought when a student identifies a social service agency to complete their internship, but the agency does not employ a BSW or MSW. The Off-Site Field/Practicum Instructor is required to meet the same criteria and expectations listed above. The Field/Practicum Instructor and Task Instructor communicate regularly to

determine what activities the student should be completing per the learning contract objectives. The Field/Practicum Instructor will meet with the Task Instructor prior to learning contract development in order to research the agency and become familiar with the mission, policies, and service delivery model. Additional meetings should occur at the mid-semester and the end of semester to gain feedback from the Task Instructor regarding student performance.

Task Instructors are employed by the agency where the student is completing their internship but may or may not be a social worker. Task Instructors are designated by the agency to assist with the instruction of the student and oftentimes utilized when the agency does not employ a professionally trained Social Worker, the Social Worker does not meet all the required criteria, or the Social Worker does not work on site.

Students assigned a Task Instructor typically have an Off-site Field/Practicum Instructor. The Task Instructor provides daily assignments to the student and provides training on how the agency provides services as well as policies and procedures. The Task Instructor and Field/Practicum Instructor communicate regularly to determine what the student should be working on according to learning contract objectives.

****Task Instructors are required when the Field/Practicum Instructor is off-site.**

Resources for Field/Practicum Instructors

[Supporting Internships 100% Remote](#)

[Ethics in Social Work Practicum Supervision](#)

[Trainings & Events in Substance Use and Mental Health Services](#)

[Risk Management as an MSW Supervisor](#)

[The CSWE Learning Academy](#)

[Supporting Ethnically Diverse Students](#)

[Cultural Education & Advocacy](#)

INFORMATION FOR LIAISONS

Criteria

The School of Social Work approves social workers as Liaisons who meet the following criteria:

1. MSW from a CSWE accredited school of social work.
2. MSW with a minimum of two years of post-graduate experience and LMSW preferred (not required).
3. Has served as a Field/Practicum Instructor (preferred, not required) for a minimum of one full internship period (two semesters).
4. Agreement to participate in Liaison training, online or in person.
5. Provide official transcripts to the Practicum Office

Expectations

The Liaison is responsible for educational coordination between the School and the agency where practicum instruction takes place.

Liaison Visit and Online Contact Expectations

A. Explain the role of Liaison

1. Sends an introductory email to the student and Field/Practicum Instructor.
2. Ensures that the student/s are involved in the high-quality education opportunities within their assigned agencies.
3. Maintain monthly contact with students via phone, email, Zoom, Microsoft Teams, etc.
4. Ensures effective communication between the School of Social Work, student, and Field/Practicum Instructor and receives feedback on agency developments.
5. Facilitates the development of the Field/Practicum Instructor in his/her role of educator.
6. Assists the student and Field/Practicum Instructor in the development of the learning contract.
7. Ensures that the student is informed at mid-semester of their performance according to the learning contract using the Mid-Semester Performance Report in Sonia.
8. Provides assessment of the educational experience offered at the internship placement.
9. Participates in the evaluation of the student's progress in instruction and awards the course grade.

B. Schedules Learning Contract Liaison Visit

1. Review each learning objective and approve learning activities.
2. Ensure that the learning activities relate to the objective, are measurable, and can be attainable within the duration of the internship placement.
3. Clarify the date/time of educational supervision, discuss the importance of maintaining regular supervision meetings.
4. Ensure that the learning contract is posted in the Sonia system and that all three required signatures are electronically signed.
5. Discuss upcoming documentation, Corrective Action/Student Success Plan, Mid-Semester Performance Report and End-of-Semester Evaluation.

C. Reviews Mid-Semester Report & Corrective Action/Student Success Plan

1. Review Mid-Semester Performance Report in the Sonia system, ensure all signatures are completed.
2. If the student is not meeting minimum performance requirements, initiate a Corrective Action/Student Success Plan and inform the assigned Specialist.
3. Students should have completed approximately *120 hours by mid-semester* to stay on track with completing practicum requirements.
4. If performance issues are noted, the Field/Practicum Instructor must complete the Corrective Action/Student Success Plan in the student's Sonia profile and review the plan with both the student and the Liaison.
5. Schedules the End of Semester Liaison Visit
6. Review learning contract activities earmarked for completion during the current semester (see target dates on learning contract).
7. Request that the student provide you a short overview of the internship experience, challenges, highlights, favorite projects, insights, and more.
8. Review the student's performance scores, discuss any scores noted as very high or low to determine disparities in scoring, being mindful of grade inflation.
9. Ensure that all three required signatures are entered on the form through the Sonia system.

10. Remind students and Field/Practicum Instructors that both are to meet before the end-of-semester site visit to complete a draft of the Student Performance Evaluation (end of semester evaluation).
11. Record the student's grade on the Grade Sheet and submit to the Practicum Office for posting.

Liaison Training

Liaisons complete initial online or in-person training with the Field/Practicum Education Office. Included in this training are the responsibilities and roles of the Liaison, the student, the agency/ Field/Practicum Instructor, and the ASU School of Social Work. Topics included are learning contract development and approval, assessment of the educational experience at the internship, facilitation of the Mid-Semester Performance Report, and end-of-semester Evaluation protocol. Field/Practicum policy interpretation, problem resolution protocol, and required documentation are also covered.

Resources for Liaisons

[Supporting Ethnically Diverse Students](#)

[Cultural Education & Advocacy](#)

[Supporting Interns working with Trauma](#)

PROBLEM RESOLUTION PROTOCOL

Corrective Action/Student Success Plan

The Field/Practicum Instructor and student need to address any issues of concern that arise throughout the internship. Performance expectations should be clarified. The Liaison may be consulted by either the student or the Field/Practicum Instructor at any time in the process. If a performance concern persists, the Field/Practicum Instructor should use the **Corrective Action/Student Success Plan** in Sonia to document the concerns. The Plan should include the steps taken to address the concerns, and the steps needed for expected change in performance, as well as the timeline for change to occur. It is most important that open communication be maintained. The Field/Practicum Instructor and student share responsibility for identifying and dealing with problems as soon as they become evident.

If the concern is not resolved through the process outlined above, the Field/Practicum Liaison contacts the Specialist for assistance with problem resolution. Specialist will meet with all parties to discuss the concern and plan the next steps.

If problem resolution cannot be reached, a discussion of either termination or release of the student from the internship will be held. If mutual determination is decided upon for release of the student from the internship, the student, Liaison or Field/Practicum Instructor must contact the Field/Practicum Education Specialist for approval.

Termination / Standards Referral

If a student is terminated from their internship, the Liaison or Field/Practicum Instructor will contact the Field/Practicum Education Specialist and the Manager of Field/Practicum Education to begin discussion of next steps, which includes a referral to the School of Social Work's Academic and Professional Standards Committee.

Probation and Termination

Students are referred to the Academic and Professional Standards Committee for review when they receive an "E" grade (failure) in the practicum, or when there has been a violation of the Academic Integrity and Professional Conduct Code or lack of adherence to any other standards specified in the ASU School of Social Work Procedures Manual.

The Field/Practicum Instructor and the student are required to submit documentation which accompanies the referral to the Standards Committee. A formal hearing by the Standards Review Committee is held with the student and the assigned Specialist. The hearing is a fact-finding measure to identify the factors leading to the student's referral to the Standards Committee and/or termination from their placement. The Committee, based on their findings, then provides written recommendations to the Director of the School of Social Work. The Director then writes a final decision to the student regarding their academic status and recommendations as a result of their termination from the placement, "E" grade, or violations of specific standards.

Evaluation of Field/Practicum Experience

In order to ensure quality experiences, the Field/Practicum Education Office appreciates feedback from all of the stakeholders in the practicum experience. Students are able to provide feedback on the overall experience, including the agency, the Field/Practicum Instructor, Liaison, and the Field/Practicum Education Office. The Liaison has an opportunity to provide feedback about the agency, Field/Practicum Instructor, and the Field/Practicum Education Office. The Field/Practicum Instructor is given an opportunity to provide feedback about the Liaison.

Surveys are distributed through Qualtrics, the Sonia system and through end of semester documentation.

Grade Appeals Procedure

The steps outlined through the link below, beginning with step A, must be followed by any student seeking to appeal a grade. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring) regardless of whether the student is enrolled at the university. It is university policy that students filing grievances and those who are witnesses are protected from retaliation. A student who believes they are a victim of retaliation should immediately contact the dean of the college or school in which the course is offered.

Formal and informal appeal procedures are outlined [here](#).

Field/Practicum Procedures

Field/Practicum Education Team Procedures link [click here](#).

Resources for Students

All enrolled students have access to the following resources:

ASU Career and Professional Development Services - aids with resume development, interviewing skills, and career professional development.

ASU Counseling Services - offers professional confidential, time-limited, counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals.

ASU Student Accessibility and Inclusive Learning Services (SAILS) - provides services to qualified students with disabilities on all ASU campuses.

ASU Student Advocacy and Assistance - guides students in resolving educational, personal, and other campus impediments toward successful completion of their academic goals. Student Advocacy and Assistance links students with appropriate university and community resources, agencies, and individuals, collaborates with faculty and staff in the best interest of the students, and follows through to bring efficient closure to student concerns.

ASU Policy on Discrimination, Harassment, and Retaliation - Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits **discrimination**, **harassment**, and **retaliation** by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Contact the Dean of Students at **ASU Student Advocacy and Assistance**.

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. ASU does not discriminate on the basis of sex in the employment, education programs or activities it operates. ASU is committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence. **Enroll** in this mandatory training.

University Academic Success Programs - Comprehensive support services, including tutoring and writing centers are available at all seven campuses and for online students.

Veteran Student Support - Comprehensive support services for veteran students are available at the four campuses in the Phoenix metropolitan area, other campus locations (Tucson, Yuma, and Lake Havasu) as well as for online students at militaryonline@asu.edu.