

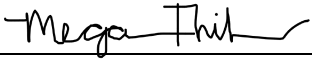
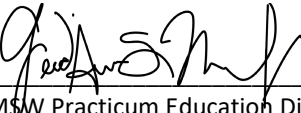
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Administrative Approval

The Social Work Student Handbook contains information about expectations for students in the BSW and MSW programs. This Handbook has been approved through appropriate channels and procedures and by the Academic Dean, the Associate Provost for Graduate and Professional Studies, the Provost and Vice President for Academic Affairs, and the President. Although departments occasionally wish to publish additional or revised guidelines for certain events and procedures, such guidelines are not effective and may not be implemented until written and approved by the parties included below.

 BSW Practicum Education Director	8/31/2026 Date
 MSW Practicum Education Director	8/30/2026 Date
 Academic Dean	8/26/2026 Date
 Associate Provost	08/26/2026 Date
 Provost and Vice President for Academic Affairs	08/25/2026 Date
 President	08/25/2026 Date

Grand View University

Grand View is private, not-for-profit liberal arts institution affiliated with the Evangelical Lutheran Church in America that offers bachelor's and master's degrees. Founded in 1896 by Danish immigrants, Grand View has more than a century of focus on lifelong learning and emphasis on the "whole person," a perspective that dates from the principles of the Danish Folk School. Grand View has a diverse student body in a career-oriented, liberal arts-grounded curriculum.

The mission of Grand View is to engage, equip, and empower learners to fulfill their potential and serve the world. Grand View is committed to the development of the whole person – mind, body, and spirit – and to preparing students for successful careers and responsible citizenship both in their communities and in a diverse and changing world. Grand View offers a liberal arts education with goals that reflect the values and purpose of the social work profession.

The core values at Grand View University provide a foundation for faculty, staff, and students to fulfill the mission and achieve the vision of the institution.

- **Excellence:** Consistently surpassing expectations
- **Inclusive Community:** A campus community that values all members and appreciates our differences
- **Adaptability:** Adjusting to our changing world through resilience, flexibility and openness
- **Faith:** An individual's experience of, or a belief in, a power apart from the self
- **Global Curiosity:** An open-minded interest in cultural understanding that fosters discovery and growth
- **Agility:** Proactive intelligent improvement and innovation
- **Positivity:** A constructive and optimistic mindset

As a liberal arts institution enriched by the School for Life Danish concept representing a community bound together by a love of lifelong learning, Grand View provides a supportive context for social work values-based education.

The Social Work Profession

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

-- From NASW Code of Ethics (2021)

Licensing

The State of Iowa licenses social workers at three levels: LBSW (Licensed Bachelor of Social Work, LMSW (Licensed Master of Social Work), and LISW (Licensed Independent Social Worker). To obtain a license at the master's level, students apply to the Association of Social Work Boards for the examination either in the last term of their graduate education or after completion of a Master of Social Work degree.

Students are responsible for understanding licensure requirements for the state and setting in which they intend to practice. The State of Iowa code regarding master's level social work practice and required licensure is provided [here](#). All state boards have unique licensing requirements. Students should consult with the rules and regulations for the state in which they intend to seek licensure after graduation.

Code of Ethics

The National Association of Social Workers (NASW) [Code of Ethics](#) serves as a guide to the professional conduct to be displayed by social workers. The Code of Ethics provides information on the social work core values that inform practice and consists of a summary of the profession's mission and core values and information on dealing with ethical issues and dilemmas in social work. Social workers are expected to understand and uphold the profession's code of ethics. Students are provided with a link to the NASW Code of Ethics in each of their Blackboard courses and reference and apply aspects of the code throughout the curriculum.

Social Work at Grand View University

Program Missions & Goals

Bachelor of Social Work

The Bachelor of Social Work (BSW) program aims to develop professional social workers who will serve as agents of change among the individuals, families, communities and organizations that they serve. Students are educated in the art and science of professional social work practice; reflecting social work practice wisdom, theory, and research. With a commitment to social justice, social work students learn the core competencies necessary to operate as transformational professional social workers. Graduates are dually prepared to contribute to the field at the generalist practice level and continue with advanced graduate education.

At the BSW level, the goals are as follows:

Goal 1: Prepare students for competent and effective entry-level generalist professional social work practice with individuals, families, groups, organizations, and communities through mastery of the knowledge, values, and skills that inform the nine core competencies.

Goal 2: Prepare students to think critically, using the values, code of ethics, and research base of the profession.

Goal 3: Prepare students to use prevention and intervention methods to work effectively in changing contexts with diverse populations, drawing on people's strengths and resilience.

Master of Social Work

The Grand View Master of Social Work (MSW) program prepares students for professional practice with diverse people and systems, with an emphasis on competent, ethical services. Students will develop the skills they need to take an active role in addressing social problems and challenging social, economic, and environmental injustice.

All students choose an area of concentration, which includes specialty courses in addition to core courses and electives. The Grand View MSW offers three specialty areas: Administration and Leadership, Clinical Social Work, and School Social Work. Students may also elect to complete a certificate (12 credits) in Diversity, Equity, and Inclusion (DEI). Students are not required to be enrolled in the MSW program to complete the certificate.

The Master of Social Work Program goals are reflective of the program's mission for its students and graduates:

Goal 1: Understand the components of effective advanced professional social work practice.

Goal 2: Understand and use the goals of values clarification, code of ethics, and research based on the profession to develop a critical framework for making practice decisions.

Goal 3: Demonstrate the ability to select and use assessment, intervention, and evaluation methods to work effectively in changing contexts with diverse populations.

Social Work Competencies

In addition to the program goals described above, social work students are responsible for mastering professional competencies related to generalist social work practice, as established by the Council on Social Work Education (2022 standards). The nine competencies are as follows:

1. Demonstrate ethical and professional behavior
2. Advance human rights and social, racial, economic, and environmental justice
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

Student Responsibility

It is the student's responsibility to read and adhere to the expectations described in the MSW Student Handbook. All policies and practices discussed in this handbook supersede those of previous handbooks. The student is also expected to read and adhere to the expectations described in the BSW/MSW Practicum Education Handbook. Students are assessed a fee to access the practicum application program where documents associated with the practicum experience are housed.

Professional Behaviors and Dispositions

Students committed to ethical and professional growth in the practicum of social work must recognize and acknowledge the importance of the following dispositions as the foundation for academic and professional development. These have been designated as the Professional Behaviors and Dispositions of the Social Work Program at Grand View University. These expectations, and commitment to demonstrate them must be demonstrated throughout coursework, practicums, and interactions in all professional settings, including with professors, classmates, and colleagues in an agency setting.

Professional Behaviors and Dispositions

Commitment to Service	• Demonstrates a strong desire to help others • Seeks service opportunities beyond expectations • Commitment to working with marginalized populations
Respect for Dignity and Worth	• Treats all individuals with respect • Demonstrates patience and compassion • Maintains appropriate boundaries with clients, colleagues, instructors, and supervisors
Cultural Humility and Social Justice	• Advocates actively for equity • Seeks to learn from diverse perspectives • Demonstrates cultural awareness • Advocates for inclusivity • Demonstrates awareness of own values and how they may impact others
Collaboration and Relationship-Building	• Builds positive, effective relationships with clients, peers, and colleagues. • Works well with others and contributes to team efforts • Demonstrates commitment to continually improve communication (written and spoken) skills
Integrity	• Meets deadlines • Follows through on tasks • Accepts responsibility • Demonstrates strong ethical reasoning • Adheres to the NASW Code of Ethics • Maintains commitment to academic integrity
Competence	• Reflects on practice • Engages in honest self-evaluation • Accepts feedback and implements change • Regularly seeks growth opportunities • Prepares for class/practicum engagement • Practices healthy self-care • Exercises critical thinking • Demonstrates professionalism based on norms of the setting

Faculty

The Grand View social work program ensures its faculty members meet accreditation requirements identified by the Council on Social Work Education.

Faculty assigned to the Master of Social Work program are:

- Samantha Williams, Ph.D. Sports Management (Troy University), MSW (Troy University), Assistant Professor, *Interim MSW Program Director*
- Gerd’Anice Noel, MSW (Troy University), Professor of Practice I, MSW Practicum Education Director

Faculty assigned to the Bachelor of Social Work program are:

- Myke Selha, MSW (University of Iowa), Associate Professor, BSW Program Director
- Megan Thibodeau, MSW (University of Iowa), Assistant Professor, BSW Practicum Education Director

Equal Opportunity and Non-Discrimination

The Grand View social work program does not unlawfully discriminate based on race, religion, creed, color, sex, sexual orientation, gender identity, marital status, age, national origin, ancestry, disability, military status, or other classification protected by local, state, or federal law in applications for admission.

Grand View University is committed to providing for the needs of students who have disabilities under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and Amendments Act of 2008. It is the policy of Grand View that reasonable and appropriate services and support be made available for any student who, through a recent assessment, can document a disability.

Practicum Education

Practicum education is the signature pedagogy of social work and provides students with the opportunity to integrate classroom learning with professional practice in real-world settings. Through practicum experiences, students apply theoretical knowledge, social work values, and practice skills developed throughout the curriculum while engaging in supervised practice with individuals, families, groups, organizations, and communities. In preparation for practicum education, students engage in case studies, simulations, and other problem-based learning activities designed to strengthen the connection between theory and practice.

Students in both the BSW and MSW Programs are prepared to practice in a variety of settings, including public child welfare; behavioral, health, and mental health services; school settings; aging resources; juvenile justice; developmental disabilities; and substance abuse treatment. Bachelor’s-level social workers are prepared for generalist practice, while Master’s-level social workers are prepared for specialized practice. Students engage in practice with individuals across the lifespan, families, groups, organizations, and communities through a range of community engagement activities.

Practicum instructors, faculty, and the Practicum Education Director collaborate to ensure students are provided with meaningful opportunities for competency-based learning, professional growth, and integration of classroom and practice-based knowledge. Feedback from practicum settings also contributes to ongoing curriculum development and responsiveness to emerging trends and needs within the profession.

Goals of the Practicum Education Experience

The goal of practicum education in the Grand View Social Work Program is to provide students with supervised opportunities to apply academic learning in professional practice settings while preparing for competent, ethical, and effective social work practice upon graduation. Practicum education is grounded in the nine core competencies and the 20 related practice behaviors identified by the 2022 Educational Policy and Accreditation Standards (EPAS). To support competency development, students complete a Practicum Learning Plan that identifies specific activities and learning opportunities within the placement setting aligned with the EPAS competencies and associated behaviors. Student learning and professional growth are assessed throughout and at the completion of the practicum experience. The goals of practicum education are as follows:

CORE COMPETENCY AND RELATED PRACTICE BEHAVIORS

Competency 1: Demonstrate Ethical and Professional Behavior

Practice behaviors:

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

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

Practice Behaviors:

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

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

Practice Behaviors:

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

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

Practice Behaviors:

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

Competency 5: Engage in Policy Practice

Practice Behaviors:

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

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

Practice Behaviors:

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

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

Practice Behaviors:

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

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

Practice Behaviors:

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

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

Practice Behaviors:

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

Admission to Practicum Education

Admission to practicum education is based on a student's academic standing, professional readiness, and continued demonstration of suitability for the social work profession. The Practicum Education Director verifies eligibility for practicum education prior to the start of the semester in which the practicum experience will occur.

Bachelor of Social Work (BSW) Program

Students in the BSW Program must meet the following criteria for admission to practicum education:

- Maintain a minimum GPA of 2.5 in all courses required for the major, with a minimum grade of C in each required course.
- Complete the pre-practicum orientation and formal application for practicum education during the spring semester of the year prior to placement.
- Demonstrate continued suitability for the social work profession through adherence to the NASW Code of Ethics and departmental dispositions as evaluated throughout the program.
- Be in good academic standing (i.e. **NOT** currently placed on a Student Improvement Plan or on academic probation)

Master of Social Work (MSW) Program

Students who enter the program without a Bachelor of Social Work degree from a CSWE-accredited program are required to complete a Foundation (generalist) Practicum Education experience prior to beginning Advanced (specialist) Practicum Education. The Foundation Practicum Education experience provides students without a BSW with the foundational generalist practice experiences required for completion of the MSW degree.

Students admitted with Advanced Standing based on a Bachelor of Social Work degree from a CSWE-accredited program may proceed directly into Advanced (specialist) Practicum Education in accordance with program requirements. Advanced Practicum Education typically occurs during the student's final year in the program.

To enroll in and continue practicum education, students participating in either Foundation or Advanced Practicum Education must:

- Maintain a minimum cumulative GPA of 3.0
- Be in good academic standing (i.e. **NOT** currently placed on a Student Improvement Plan or on academic probation)
- Complete the pre-practicum orientation and formal application for practicum education during the semester prior to placement.
- Demonstrate continued professional readiness and suitability for social work practice consistent with program expectations and the NASW Code of Ethics.

The Practicum Education Director will verify eligibility, based on the above criteria, for practicum education before the start of the semester in which it is to occur.

Practicum Site Requirements

The agency where the student is to complete the Practicum education hours must provide:

- A professional level of social work reflecting adherence to the NASW Code of Ethics.
- Programming reflects the student's identified level of social work practice.
- The ability to carry out the organization's services without the support of the student(s).
- The ability to offer adequate hours to allow the student to complete the practicum experience within the assigned term.
- Adequate working space for the student and access to necessary resources during the placement to carry out the assigned practicum work.

- An onsite Practicum Education Instructor with the necessary credentials from a program accredited by the Council on Social Work Education (CSWE). In the case of an agency that does not have a Practicum Education Instructor who meets these requirements, the Grand View Practicum Education Director or designee serves as the Practicum Education Instructor, and an agency representative (Practicum Supervisor) must still be available to serve as a supervisor of the tasks in which the student will be engaged during the Practicum placement.
- The agency Practicum Education Instructor will also be required to provide a resume or vitae reflective of professional experience and educational attainment to demonstrate completion of a BSW or MSW from a CSWE-accredited educational institution.

While overlapping between employment tasks and practicum is allowed, the student is required to engage in some **new** activities to grow and meet learning and professional goals. The Practicum Education Director will negotiate arrangements for Practicum instruction at the agency where the student completes their placement prior to the beginning of the practicum.

General Process and Support

The support process for practicum placement follows a structured sequence designed to prepare students for professional practice and reflect community agency expectations. Students are required to attend a scheduled pre-practicum orientation facilitated by the Practicum Education Director. Following orientation, students complete a Practicum Placement Interest Questionnaire for practicum placement in the term prior to their anticipated placement year. This questionnaire provides information regarding students' professional interests, career goals, and potential placement settings and is used to guide the identification and development of appropriate practicum placement opportunities.

Students are expected to demonstrate initiative, accountability, and professionalism throughout the placement development process. Students are primarily responsible for initiating and maintaining communication with potential practicum agencies, including outreach, follow-up, and coordination of required information. The Practicum Education Director may provide agency contact information, facilitate introductions when appropriate, and offer guidance; however, students are expected to manage ongoing communication with prospective sites. The Practicum Education Director will collaborate with the student to review potential placement options, evaluate the appropriateness of settings, and confirm alignment with program requirements. Final approval of practicum placements is contingent upon verification by the Practicum Education Director that the site meets educational standards, supervision requirements, and capacity for student learning.

While the Practicum Education Director provides structured support and oversight, this support is dependent upon consistent, timely, and professional communication from the student. Students are expected to maintain professional engagement throughout the placement process, including timely responses to communications, adherence to deadlines, and appropriate notification of any changes, delays, or barriers related to practicum planning or attendance.

Failure to demonstrate professional communication, responsiveness, or engagement in the placement process, including repeated delays in communication or failure to follow through with required steps, may result in limitation of placement support and/or reassessment of the student's readiness for practicum education. In such cases, students may be required to independently initiate and secure practicum placement opportunities prior to further review or approval by the Practicum Education Director.

If initial placement options are unsuccessful, the Practicum Education Director will communicate with the student and explore alternatives. If a student is not able or willing to consider other expanded options and is unable to obtain a practicum placement, the student will be held to the placement timelines outlined below (see *Placement Timelines and Priority Deadlines*), which may result in not completing a practicum at the desired progression in their program and delaying placement until the next time it is offered in course rotation. Should a student be unable to secure a practicum placement on their first attempt—resulting in a delay to their practicum course sequence—they may collaborate with the Practicum Education Director to create a plan for securing a future placement. This plan may include engaging with the Career Center, seeking mentoring opportunities, adjusting the course schedule to focus on additional skill development, or implementing other strategies recommended by the Practicum Education Director.

Students may only enroll in the required practicum course when it is regularly offered during the academic year. The student and the Practicum Education Director will collaborate to establish a timetable and plan for securing a placement for the second attempt to progress through the placement process.

If a student is unable to secure a placement after the second attempt, they will meet with the Practicum Education Director, Program Director, and/or academic advisor. This team will review the students' options, which may include pausing enrollment to gain additional employment experience or, if it is determined that no community partners are willing to host the student, potential dismissal from the program.

Placement Timelines and Priority Deadlines

The development of practicum placements follows structured timelines to ensure students have the broadest range of opportunities. Because placements are highly competitive, active engagement with the Practicum Education Director and adherence to the process are essential.

Social Work Senior Seminar and Education Placement (SWRK 455 and SWRK 450)

BSW practicums are planned more than a year in advance. The process begins in the spring one year prior to the practicum start date. Because community organizations prepare and interview students for these placements well in advance, students should be prepared to discuss placement options for both Spring and Summer start dates by the end of the spring semester or early summer with the Practicum Education Director.

- Pre-Practicum Orientation: March
- Practicum Applications and initial one-on-one meetings: April
- Ideal confirmation for **spring** placement: October 1st
- All completed documents and confirmation for **spring** placement: December 1st
- Ideal confirmation for **summer** placement: February 1st
- All completed documents and confirmation for **summer** placement: April 1st

Foundation Practicum (SWGR 589)

Planning for foundation practicums typically occurs in the fall semester prior to the spring practicum start. This timeline aligns with community organizations' processes for interviewing and accepting students. Students will work with the MSW Practicum Education Director to discuss placement options, plan accordingly, and establish a timeframe for securing a placement.

- Pre-Practicum Orientation: August
- Practicum Applications and initial one-on-one meetings: September
- Ideal confirmation for **spring** placement: October 30th
- All completed documents and confirmation for **spring** placement: January 5th

Advanced Practicum (SWGR 598 and SWGR 599)

Advanced practicums are planned more than a year in advance. The process begins in the fall (late September/early October) one year prior to the practicum start date. Because community organizations prepare and interview students for these placements well in advance, students should be prepared to determine placement options for an August start date by the end of the spring semester or early summer at the latest.

- Pre-Practicum Orientation: late September/early October
- Practicum Applications and initial one-on-one meetings: November
- Ideal confirmation for **fall** placement: April 30th
- All completed documents and confirmation for **fall** placement: August 1st

Students who have not engaged and/or responded by the set deadlines may not be guaranteed placement due to limited agency availability and lead-time requirements.

Advanced Standing Students Entering from Another Institution

Students admitted to the MSW Program with Advanced Standing who earned their BSW degree from another institution may have a different practicum planning timeline based on their admission date. Because these students may enter the program after the standard practicum planning process has begun, they are expected to engage with the Practicum Education Director as soon as possible following admission to discuss practicum requirements, placement interests, and available opportunities.

Advanced Standing students should understand that practicum placements require significant planning and coordination with community agencies. While every effort will be made to accommodate students' educational and professional goals, placement options may be more limited when the placement process begins later than the standard timeline. Students are strongly encouraged to submit all requested materials promptly and remain responsive throughout the placement process to help ensure their practicum needs can be met in a timely manner.

Final Placement Deadlines

For both foundation and advanced practicums, early preparation and consistent communication with the Practicum Education Director are critical. Meeting deadlines ensures participation in practicum seminars, related coursework, and agency responsibilities. *Students who do not respond to communication attempts or fail to complete the required steps in ELC by October 15 will not be eligible to participate in the placement process and may experience a delay in academic progression of up to one full year.*

- SWRK 450 and 455 – BSW Practicum: Placement must be secured, and all accompanying documentation must be submitted by January 5 prior to the start of the term.
- SWGR 589 – Foundation Practicum: Placement must be secured, and all accompanying documentation must be submitted by January 5 prior to the start of the term.
- SWGR 598 – Advanced Practicum: Placement must be secured, and all accompanying documentation must be submitted by August 1 prior to the start of the term.

If a placement is not secured by these deadlines, students will be removed from the practicum course and all accompanying co-requisite courses. Students will need to re-enroll in the next available term, which will affect their academic plan and progression.

Students may continue working with the Practicum Education Director after the deadline if their placement is in the final stages of being finalized, and/or if they are students admitted to the Advanced Standing MSW program later in the admissions cycle, at the discretion of the Practicum Education Director. However, all placements must be fully secured before the start of the term. Students without a finalized placement at the start of term may not continue in the practicum course.

Practicum Placement Software

Beginning in Fall 2026, the Social Work Department will use *Experiential Learning Cloud (ELC)* as its practicum placement management software. Students will be assessed a fee each semester throughout their time in the program. This fee is incorporated into students' semester billing beginning with their first term of enrollment and supports access to the platform throughout their time in the program.

Experiential Learning Cloud provides students with access to the list of available practicum opportunities, serves as the system for completing required forms, and is also used within practicum courses to complete the student learning plan and evaluation. For students planning their placement search, a video reference or walkthrough of how to use *Experiential Learning Cloud* will be provided during their meeting with the Practicum Education Director. Students entering either a foundation or advanced placement will receive a live demonstration and orientation to the *Experiential Learning Cloud* platform by the second week of their seminar course.

Practicum Hours

Students are expected to complete all required practicum hours within the academic term(s) associated with their practicum placement. Practicum placement begins the first week of classes and continues through the last week of the academic term. Requests for exceptions, including beginning placement prior to the start of the semester, ending a placement early, or extending placement beyond the end of the semester, must receive approval from the Practicum Education Director and the Practicum Instructor.

Students may complete agency orientation and/or onboarding activities prior to the official start of the practicum experience; however, they cannot have direct client contact prior to the start of the semester. Pre-placement orientation/onboarding hours need to be discussed and approved by the Practicum Education Director to ensure students qualify for engagement and are permitted to include time spent.

Required Practicum Hours:

- BSW students are expected to complete 400 hours.
- MSW students enrolled in Foundation Practicum are required to complete 300 hours.
- MSW students enrolled in Advanced Practicum are required to complete 300 hours per semester for a total of 600 hours across the advanced practicum experience.
- International students are limited to 20 hours/week, regardless of whether they are paid or volunteer.

Students often travel to meetings, clients' homes, and other agencies in the course of their practicum experience. Students may count the time used for this travel during their "agency day." However, students may not count the time they travel to and from the agency from their place of residence that starts and concludes their "agency day."

The students may count time spent in seminars (e.g., trainings, workshops, or conferences) offered by the placement agency towards their practicum experience. If the seminar is scheduled during the workday, the student may count the time spent traveling to and from the seminar. If the seminar is at the onset of the workday or at the end of the workday, the student cannot count that travel time to the seminar from home or from the seminar to home. During the time of their practicum experience, students often have the opportunity to attend professional development training outside of their field agency. Students may count the time spent at these trainings, provided that the practicum instructor has approved the training, and if it is of a professional nature related to social work and likely to enhance student development as a professional. Students may not count any time involved in overnight stays or other time associated with training other than the actual training hours and travel time of one hour or more, to and from the event. Travel time is defined as the time spent in a vehicle traveling to or from the event. This does not include time waiting in an airport, bus station, etc.

Required Learning Experiences

To ensure equity in the variety of opportunities offered by placement sites, students need to minimally engage in the following during their Practicum experience. The emphasis on each area will differ for each student as the agency settings differ. Best practice dictates that experiences are to be graduated from simple to complex, from concrete to abstract, and from team functioning to (where appropriate) independent functioning.

- Orientation to agency - including introductions to all staff, tour of facilities, explanation of office procedures, place of the agency in the social service network, etc.
- Experience in engagement and assessment (Examples: intakes, family/organizational/community needs assessment, social history, etc.).
- Experiences in using the problem-solving process with a client or client system (Examples: case management services, treatment delivery, crisis management planning/services, evaluating progress, discharge planning, client termination activities/case closure)
- Experience with groups (Examples: staff meetings, client groups organized for various purposes, large community groups)
- Experience in community activities (Examples: understanding the agency's role in the community, networking with other agencies, participating in planning public education displays or programs, outreach activities)
- Experience in understanding administrative processes (Examples: staff meetings, funding, budget planning, board meetings)
- Experience with written work (Examples: summaries, letters, psychosocial histories and assessments, treatment notes)
- Experience in advocating for human rights at the individual and systemic level (Examples: lobbying, assessing agency policies for inclusivity)
- Experiences in evaluating evidence of effectiveness of interventions and/or policies (Examples: review best practices of a particular evidence-based intervention, complete an analysis of proposed legislation or a currently existing policy)

Roles and Responsibilities

Practicum Education Director [PED]: The Practicum Education Director has oversight of the Practicum program. The person in this role is responsible for the administration of the practicum program, which includes planning the program, development of placement processes, advising students, maintaining the practicum manual and practicum forms, and placing students in appropriate agencies. The responsibilities of the Practicum Education Director include:

- Secure agencies that meet the criteria for the placement of Grand View Social Work students.
- Evaluate the appropriateness and adequacy of supervision of students offered by the agency and provide Practicum Instructor orientation sessions.
- Ensure students are enrolled in the appropriate practicum placement course and hold orientation meetings prior to placement.
- Meet with students who have met the department criteria for practicum and work closely with them until a placement is secured.
- Monitor student progress in placement and oversee adjustments in learning plans, assignments, etc., where appropriate.
- Interpret the department's program and policies to the agency Practicum Education Instructor and relate these to the student's objectives when the need arises.
- Notify appropriate persons of changes in supervision and/or addresses, as well as the emergence of any problems.
- Constructs a syllabus for the seminar and identifies appropriate academic reading materials (content) as part of the student learning experience.

- Teach seminar during the term in which the practicum placement is completed.
- Assist in securing an alternative placement, in the event that a placement disruption occurs (see *Practicum Placement Disruption*).
- To determine the final grade (credit/no credit) for the student based upon seminar participation, practicum assignments, and practicum evaluations.
- Administer practicum program evaluations and student self-efficacy evaluations at the end of the practicum experience.

Practicum Instructor [PI]: The Practicum Instructor is the individual within the practicum agency responsible for supervising and supporting the student throughout the practicum education experience. Practicum Instructors for BSW students must meet program requirements for supervising undergraduate social work students, including holding either a BSW or MSW from a CSWE-accredited program in addition to 2 years of practice experience. Practicum Instructors for MSW students hold a Master of Social Work (MSW) degree and, when required, appropriate licensure (e.g., LMSW or equivalent) in addition to 2 years of post-master's social work experience. The Practicum Instructor supports the student's professional development by facilitating learning opportunities, providing supervision, supporting ethical and professional decision-making, and evaluating competency development throughout the practicum experience. Responsibilities of the Practicum Instructor include:

- Attend or review Practicum Instructor orientation materials prior to supervising a Grand View social work student.
- Orient the student to the agency's mission, purpose, structure, policies, services, and role within the broader community service delivery system.
- Support the student's integration into the agency environment by introducing the student to staff, encouraging participation in meetings and agency activities, and assisting the student in understanding their professional role within the setting.
- Recognize and support the emotional and professional impact of practicum education while helping students develop professional identity, self-awareness, and ethical practice behaviors.
- Collaborate with the student to develop a Practicum Learning Plan that identifies educational activities and learning opportunities aligned with CSWE competencies and program expectations.
- Provide assignments and learning experiences that expose students to a range of agency functions and practice experiences appropriate to the students' educational level and professional development.
- Gradually increase responsibility and complexity of assignments as students demonstrate growth in competence, confidence, and self-awareness.
- Provide time and flexibility for students to attend required practicum seminars, training, and meetings associated with the social work program.
- Hold regular supervision meetings with the student, a minimum of one hour per week, to review learning goals, professional development, practice concerns, and competency development.
- Provide ongoing feedback and formal evaluation of student performance and competency development throughout the practicum experience.
- Communicate concerns regarding student performance, professional behavior, or readiness to the student and the Practicum Education Director in a timely manner.

Practicum Supervisor: The Practicum Supervisor is an agency professional who provides day-to-day guidance, oversight, and support related to specific assignments, projects, administrative responsibilities, or agency activities within the practicum setting. The Practicum Supervisor may provide feedback on student performance, assist with task completion, and support the student's integration into agency operations and professional practice.

The Practicum Supervisor does not hold the required MSW degree necessary to serve as the student's formal Practicum Instructor under CSWE standards and therefore does not provide formal educational or clinical supervision or complete competency evaluations. However, the Practicum Supervisor may collaborate with the student and Practicum Instructor in identifying learning opportunities and supporting the student's professional development within the agency setting.

When a practicum site does not employ an individual who meets CSWE qualifications to serve as the Practicum Instructor, students are required to secure an external Practicum Instructor who meets the credentialing requirements established by CSWE and the Grand View Social Work Program. Students should consult with the Practicum Education Director (PED) for guidance and assistance in identifying an appropriate external Practicum Instructor arrangement.

Practicum Liaison: The Practicum Liaison serves as the university representative and acts as a bridge between the student, practicum site, Practicum Instructor, and the social work program. The Practicum Liaison supports the integration of classroom

learning and practicum education by ensuring that learning activities, supervision, and practicum experiences align with program expectations and CSWE accreditation standards. The liaison also assists with communication, problem-solving, and monitoring the overall quality and appropriateness of the practicum experience. Responsibilities of the Practicum Liaison include:

- Contact the student and Practicum Instructor to review roles, responsibilities, and expectations and to address questions or concerns related to the practicum experience.
- Inform the student and Practicum Instructor of Learning Plan requirements, including timelines and expectations for completion.
- Monitor student progress throughout the practicum experience and assist with adjustments to the Learning Plan, assignments, or learning activities when appropriate.
- Interpret social work program policies, procedures, and expectations for students and practicum agencies as needed.
- Maintain communication with the student and practicum site regarding concerns, changes in supervision, placement issues, or other matters that may affect the practicum experience.
- Facilitate evaluation meetings or conferences with the student and Practicum Instructor at designated points during the practicum experience, typically including a midterm and final evaluation meeting.
- Support the integration of social work perspectives, including social justice, advocacy, ethics, and policy practice, within the student's practicum experience.
- Provide additional support and consultation to practicum sites when the Practicum Instructor's professional background is in a related field rather than social work to ensure social work competencies and perspectives remain central to the learning experience.
- Teach or facilitate practicum seminar courses and related integrative learning activities, including coordination of remote participation when applicable.
- Assign or recommend the final practicum course grade based on completion of required practicum hours, seminar participation, assignments, evaluations, and demonstration of professional competencies.

** In the absence of a Practicum Liaison, these responsibilities will be carried out by the Practicum Education Director. **

Student: Students are expected to approach practicum education with professionalism, accountability, and a commitment to ethical social work practice. As active participants in the learning process, students are responsible for meeting both program and agency expectations while engaging fully in opportunities that support competency development and professional growth. Student responsibilities include:

- Attend required practicum orientation sessions and complete all pre-placement requirements and documentation by established deadlines.
- Demonstrate professional behavior, ethical conduct, and professional communication in all practicum-related activities.
- Report to the practicum agency as scheduled and be prepared to responsibly complete assigned duties and learning activities.
- Notify the Practicum Instructor and agency according to agency procedures if unable to report to the practicum site and arrange for completion of missed practicum hours as required. Agency calendars and holidays, rather than university holidays, generally determine practicum attendance expectations.
- Notify the Practicum Liaison and/or Practicum Education Director of significant absences, concerns, or circumstances that may affect participation in the practicum experience.
- Comply with all agency policies, procedures, standards of conduct, confidentiality requirements, safety expectations, and policies related to harassment and discrimination.
- Refrain from conduct that could jeopardize the well-being, safety, or rights of clients, staff, the agency, or the university.
- Take initiative in identifying and participating in learning opportunities and discuss educational goals and interests with the Practicum Instructor and/or Practicum Supervisor.
- Develop, implement, and regularly review the Practicum Learning Plan in collaboration with the Practicum Instructor.
- Maintain agency records, documentation, and communication as required by the practicum site and within ethical and legal standards.
- Participate fully in supervision meetings, seminars, evaluations, site visits, conferences, trainings, and other required practicum activities.
- Continually review, internalize, and adhere to the NASW Code of Ethics, including principles related to professional boundaries, confidentiality, cultural humility, and client self-determination.

- Evaluate the appropriateness and effectiveness of the practicum experience in relation to educational goals, competency development, and professional growth.
- Attend required practicum seminar courses and integrative learning activities associated with the practicum experience.
- Arrange for personal transportation, housing, meals, and other logistical needs associated with participation in practicum education.

Students have the right to free inquiry, expression and association. However, Grand View University insists that all such expressions be peaceful and orderly and conducted in a manner so as not to infringe upon the rights of others. Moreover, students must clearly indicate that they are speaking as individuals and not for the Grand View University community. Students should be free from discrimination and harassment based on race, sex, sexual orientation, gender identity, age, color, national origin, religion, disability, marital status or family status. Students should be secure in their persons, living quarters, papers and effects. Students are protected against improper disclosure as provided for in the Family Education Rights and Privacy Act of 1974 (FERPA).

Placement and Monitoring of Students

The Practicum Education Director is responsible for coordinating, approving, and monitoring student practicum placements to ensure learning experiences align with program expectations and CSWE accreditation standards. Prior to placement, the Practicum Education Director evaluates agencies to confirm their ability to provide appropriate supervision, educational opportunities, and experiences that support student competency development. Unless located outside the Central Iowa area, the Practicum Education Director will conduct a site visit prior to placement to assess the agency's suitability as a practicum setting and its ability to meet program requirements. For placements outside the Central Iowa area, the Practicum Education Director will work collaboratively with the student and agency to identify appropriate supervision arrangements and qualified Practicum Instructors. When an in-person site visit is not feasible, alternative methods of visual communication, such as Microsoft Teams or Zoom, may be used to evaluate the placement setting and maintain contact with the agency.

Within the first three weeks of the practicum experience, the student and Practicum Instructor, and/or (when applicable) the Practicum Supervisor, will develop a Practicum Learning Plan outlining educational activities, assignments, and learning opportunities aligned with CSWE competencies and associated behaviors. The Learning Plan will be reviewed and approved during the initial site visit by the Practicum Education Director and/or Practicum Liaison to ensure the practicum experience meets the educational expectations and competency requirements appropriate to the student's level of practice, whether generalist or specialized practice.

The Practicum Education Director and/or Practicum Liaison maintain ongoing communication with students and practicum agencies throughout the practicum experience through site visits, virtual meetings, seminar participation, review of evaluations and learning plans, and consultation with students and Practicum Instructors. Formal evaluation meetings are typically conducted at designated points during the practicum experience, including initial, midterm, and final evaluations. Students also participate in self-assessment and reflective learning activities to evaluate professional growth, competency development, strengths, and areas for continued development. When concerns regarding student performance or professional development arise, the student, Practicum Instructor, Practicum Education Director, and/or Practicum Liaison will collaborate to develop strategies and supports to promote student success and competency attainment throughout the practicum experience.

Employer-Based Practicums

The Grand View Social Work Program allows students to complete a practicum experience within their place of employment when the placement can provide an educationally focused learning experience that meets CSWE accreditation standards and program requirements. Employer-based practicums are considered on a case-by-case basis with careful attention to the student's learning opportunities, professional development, supervision structure, and ability to engage in new and distinct social work practice experiences.

Students interested in an employer-based practicum should discuss this option with the Practicum Education Director during practicum planning. The student, employer, and Practicum Education Director will collaboratively evaluate whether the proposed setting can provide appropriate supervision, competency-based learning opportunities, and educational experiences aligned with the student's level of practice. Students approved for an employer-based practicum must complete all required practicum documentation, including a Practicum Learning Plan and an Employer-Based Practicum Proposal. The proposal must clearly differentiate employment responsibilities from practicum learning activities and identify how the student will engage in new learning opportunities, demonstrate competency development, and meet CSWE competencies and associated behaviors within the

practicum setting. The proposal must be reviewed and approved by the students, the employment supervisor, the Practicum Instructor, and the Practicum Education Director prior to the start of the practicum experience.

Determination of eligibility for an employer-based practicum is at the discretion of the Practicum Education Director. Students approved for an employer-based practicum may count only the number of practicum hours permitted within program expectations and may not complete practicum requirements early based on employment hours beyond the approved practicum schedule.

Employer-Based Practicum Policies

The following policies apply to employer-based practicum placements:

1. The proposed practicum must be appropriate to the student's educational level and meet all curriculum and practicum education requirements.
2. The agency must meet the program's standards for approved practicum settings, employ qualified staff, complete the required site approval process, and maintain an Affiliation Agreement with the University.
3. A qualified Practicum Instructor who meets CSWE and program requirements must provide supervision for the practicum experience. Practicum education supervision may be provided by the same supervisor if practicum education supervision is distinct from employment supervision and the supervisor meets the requirements of the Accreditation Standard. External or off-site Practicum Instructors may be approved when appropriate.
4. Practicum assignments may overlap with employment responsibilities only when the activities clearly support competency development, professional growth, and achievement of CSWE competencies and associated behaviors.
5. The agency must provide written support for the proposed arrangement and demonstrate commitment to providing a professional educational experience rather than solely meeting agency staffing or service needs.
6. All parties involved in the practicum arrangement, including the student, employment supervisor, Practicum Instructor, and Practicum Education Director, must approve and sign the employer-based practicum agreement prior to the beginning of the placement.

Employer-Based Practicum Considerations

The following situations may require additional review and discussion before approval of an employer-based practicum placement:

- The agency is very small, making it difficult to distinguish employee and student roles.
- The student has extensive employment history within the agency and limited exposure to other practice settings.
- Potential conflicts of interest exist between the student and the proposed supervisor.
- Potential conflicts of interest or dual relationships exist (e.g. more than one student in the Social Work program works at the agency, requests an employer-based placement, and is in a supervisor/supervisee relationship with the other student)

Excluded Practicum Settings

Practicum placements will not be approved in the following circumstances:

- Agencies owned and/or operated by student's relatives, either by birth or marriage, and/or friends
- Agencies whose sole purpose is the employment and coordination of independent contractors for time-limited services
- Students' privately-owned businesses and/or consulting practices.
- Agencies that are under investigation or have been sanctioned for fraudulent or unethical activities by their accrediting bodies

Special Site Requirements

Increasingly, hospitals and medical centers are requiring that student interns provide proof of liability/malpractice insurance before a placement can begin. In addition, they usually need a completed background check, proof of certain immunizations, and specialized training to be completed. During the practicum placement interview, students need to inquire about required liability coverage, background checks, and specialized training (e.g., airborne pathogens, universal precautions). Students who accept internship positions at agencies that require liability/malpractice insurance coverage, immunizations, specialized training, background checks, and/or proof of health insurance are financially responsible for obtaining those required documents, unless the agency is willing to do so.

Liability/Malpractice Insurance Coverage

Grand View University does not provide students with liability coverage during the social work practicum placement. Social work undergraduate students are strongly urged to have a liability/malpractice insurance policy purchased before they begin their practicum placement experience. The Practicum Education Director can assist students in identifying potential insurers. This process can take weeks and should therefore be pursued immediately.

Immunizations

The social work department does not give immunizations nor keep any records of student immunization history. It is the student's responsibility to inquire about which immunizations are required for the practicum placement and to secure any needed.

Specialized Training

Hospitals often want students to have specialized training in medical-related matters (for example, occupational exposure to blood-borne pathogens and basic cardiac life support skills). The social work department does not provide training or orientation on medical specialized training, nor does it keep records on any medical training students may have completed outside the department. Ask the practicum agency what is required of you.

Background Checks

If required, the agency needs to do this or may require the student to gather this information. Ask the agency what system they use to conduct background checks.

Student Health Insurance

Hospitals may want proof of student health insurance to cover emergency health care for illnesses or injuries resulting from the practicum experience.

Evaluation of Student Learning and Practicum Setting Effectiveness

Student progress in practicum education is assessed using the appropriate Practicum Education Instructor Assessment of Student Competency (see Appendices A, B, C, D, and E). Evaluation of student learning and practicum effectiveness is conducted through a combination of site visits, competency-based assessments, self-evaluations, and ongoing communication between the student, Practicum Education Instructor, and Practicum Education Director.

BSW and Foundation Practicum Experience

For BSW students and MSW students in the Foundation Practicum experience, the Practicum Education Director will conduct two site visits during the placement. The first site visit will occur within the first three weeks of the practicum experience, and the final visit will occur near the end of the placement.

During the initial site visit, the student, Practicum Education Instructor, and Practicum Education Director will review practicum activities, confirm expectations, review the Practicum Learning Plan, and address any questions or concerns. During the final visit, the students' progress toward the nine CSWE competencies and 20 associated behaviors will be reviewed using the Practicum Education Instructor Assessment of Student Competency. Prior to the final visit, the student will complete a self-evaluation to support reflective discussion and final evaluation of learning.

Advanced Practicum Experience (MSW)

For MSW students in the Advanced Practicum experience (600 hours over two semesters), the Practicum Education Director will conduct three site visits: an initial site visit, a midpoint visit, and a final evaluation visit.

During the initial visit, the student, Practicum Education Instructor, and Practicum Education Director will review practicum activities, finalize the Practicum Learning Plan, complete required documentation, and address any questions or concerns. The midpoint visit is used to assess progress toward competency development, review the student's self-assessment, and make any necessary adjustments to the learning plan or practicum experience. The final visit includes a comprehensive review of student progress toward the nine CSWE competencies and 20 associated behaviors using the Practicum Education Instructor Assessment of Student Competency, supported by student self-evaluation.

Evaluation of Practicum Setting and Instructor

Across both BSW/Foundation and Advanced Practicum experiences, students complete an evaluation of the practicum setting and Practicum Education Instructor. Students may choose whether to share this evaluation with the Practicum Education Instructor. If concerns are identified, the Practicum Education Director will follow up with the agency as appropriate prior to placement of additional students.

The Practicum Education Instructor may also complete an evaluation of the practicum education experience, which is submitted directly to the Practicum Education Director. All feedback is reviewed as part of ongoing quality assurance and used to support continuous improvement of practicum placements.

Program Standing, Professional Conduct, and Practicum Eligibility

Practicum education is an extension of the social work classroom and an opportunity for students to demonstrate the knowledge, skills, values, and professional behaviors developed throughout the program. For this reason, eligibility to participate in and continue practicum education is connected not only to academic requirements, but also to a student's ongoing professional readiness, conduct, and suitability for the social work profession.

Students are expected to review and follow the expectations outlined in the *Grand View University BSW/MSW Social Work Student Handbook*, including requirements related to academic standing, professional behavior, ethical conduct, and continued suitability for the social work profession. These expectations apply throughout the student's educational experience, including coursework, classroom interactions, academic activities, practicum planning, and practicum education. The Social Work Student Handbook may be accessed here: [Grand View University BSW/MSW Social Work Student Handbook](#).

Behavior or conduct concerns that occur within the classroom or other academic settings may have implications for a student's ability to participate in practicum education. Student behavior not consistent with program expectations and/or not reflective of the NASW Code of Ethics will be addressed in one or more of the following ways. The level of intervention implemented is influenced by the nature of the offense; the severity of any damage, injury, or harm resulting from the offense; and the student's current demeanor and past disciplinary record, if any. Depending on the severity of the situation, the intervention may not begin with Level 1.

Each of these levels is meant to indicate that the behavior must stop completely and that corrective measures need to be taken. The levels are meant to be corrective, restorative, and/or educational in nature. In recommending or determining a level, members of the social work faculty will consider all relevant factors in the intervention.

Student Behavioral Intervention Process

Level 1: Formal Conversation

1. If the behavior is demonstrated within the course environment, the instructor will schedule a meeting at a time outside of class session to discuss concerns with the student, to include the MSW Program Director at the instructor's discretion. If the behavior is demonstrated outside the course environment, the meeting will be scheduled with the initiating faculty member and include the student's advisor and/or MSW Program Director, at the initiating faculty member's discretion.
2. Documentation of the meeting will be included in Navigate and in departmental collaborative records (e.g., Teams).
3. No formal written warning or student improvement plan will be developed.

Level 2: Written Warning

1. If the behavior continues, the student will receive a written warning from the observing faculty member, the student's academic advisor, and/or the MSW Program Director.
2. The written warning shall include a description of the observed behavior and the reason it is a concern and may be provided electronically (via email) or as a paper copy (in person).
3. An electronic copy of the written warning will be provided to the student and uploaded to Navigate along with documentation of the meeting.

Level 3: Student Improvement Plan

1. If the behavior continues, the student will be placed on a Student Improvement Plan (see Appendix A of [Grand View University BSW/MSW Social Work Student Handbook](#)). The plan is developed in a meeting with the student and initiating faculty member and, as appropriate to the situation, instructor and academic advisor. The MSW Program Director is also present for the meeting.
2. The student, initiating faculty member, and MSW Program Director will sign the plan. Refusal by the student to sign will result in a referral to the Academic Dean. The student may provide written comments on the plan. The student, initiating faculty member,

and MSW Program Director will receive an electronic copy of the plan. A copy will be uploaded to Navigate along with documentation of the meeting.

3. A date is provided for reviewing the plan, such as the end of the academic term or academic year. Upon the review date of the plan, it will be discussed with the student, initiating faculty member, and MSW Program Director. Documentation of the discussion and indication of resolution will be included in Navigate along with documentation of the meeting.
4. A student may be on a Student Improvement Plan one time while in the MSW social work program. Placement on a Student Improvement Plan for a second time is grounds for dismissal from the program. In the case of dismissal, the student will be notified by the MSW Program Director.

Suspension or Removal from the Program

Students enrolled in the Grand View University Social Work programs are expected to uphold a high standard of ethics in academic and practice settings. This includes, but is not limited to, upholding the academic code of conduct for the university, maintaining expectations of professional behavior, and adhering to the NASW Code of Ethics.

Non-Academic Reasons for Suspension or Removal

A student may be suspended or permanently dismissed from the social work program in the case of:

1. Providing false, misleading, or incomplete information on the BSW or MSW application form.
2. Academic probation or suspension (see policy statement in the University Student Handbook).
3. Academic dishonesty per Grand View University policy (see policy statement in the University Catalog).
4. Suspension for disciplinary reasons per Grand View University policy (see policy statement in the University Student Handbook).
5. Professional behavior in the classroom, academic activities, or practicum education unresolved through a Student Improvement Plan (see Appendix A of [Grand View University BSW/MSW Social Work Student Handbook](#)).
6. Repeated violations of the Student or Practicum Education Handbook policies on substance use in classroom and/or academic activities (see Requirements to Remain in the Program).
7. Practice behavior is not reflective of the NASW Code of Ethics.

Practicum Eligibility and Professional Readiness

Eligibility for practicum education requires more than meeting the academic requirements for enrollment. A student who has unresolved or significant professional behavior concerns may not be eligible to begin or continue a practicum placement until the professional has been appropriately reviewed and the student has demonstrated sufficient readiness to participate in professional practice. The Practicum Education Director will verify eligibility for practicum education before the start of the semester in which the practicum experience is to occur. The current handbook already identifies academic standing, professional readiness, and continued suitability for the profession as requirements for practicum eligibility.

Changes in Practicum Placement

Practicum education is a central component of social work training and requires students to actively engage in supervised professional practice experiences across the duration of the placement. Although every effort is made to support continuity within the practicum setting, circumstances may arise that require interruption, reassignment, or modification of a student's practicum experience. Changes in placement may occur due to student performance concerns, agency-related issues, supervision changes, medical or personal emergencies, or broader local, state, or national events that impact the student's ability to participate in practicum activities. All practicum placement changes are reviewed on a case-by-case basis by the Practicum Education Director in collaboration with relevant faculty, practicum instructors, and agency representatives as appropriate.

Removal from Practicum Placement

Students are expected to uphold professional, academic, and ethical standards throughout the practicum experience, including adherence to university policies, agency expectations, professional behavior standards, departmental dispositions, and the NASW Code of Ethics. A student may be removed from a practicum placement temporarily or permanently for reasons including, but not limited to:

- Failure to maintain required academic standing or program eligibility requirements.
- Unsatisfactory practicum performance or inability to demonstrate competency development.
- Violations of agency policies, university policies, or professional standards.

- Ethical misconduct or behavior inconsistent with university policies, agency expectations, professional behavior standards, departmental dispositions, and the NASW Code of Ethics.
- Failure to maintain professional communication, attendance, or engagement expectations.
- Conduct that jeopardizes the safety, well-being, or rights of clients, agency personnel, peers, or community members.

When concerns regarding student performance or professionalism arise, efforts will generally be made to address concerns through supervision, feedback, and corrective action planning when appropriate. However, severe ethical, professional, or safety concerns may result in immediate removal from the practicum placement and may also result in review of the student's continuation in the social work program.

Practicum Placement Changes, Disruption, or Displacement

In rare situations, a student may require reassignment to a different practicum placement. Placement changes may occur due to agency closure, staffing changes, loss of supervision, safety concerns, significant disruption in the learning environment, medical or personal emergencies, relocation, military activation, natural disasters, public health emergencies, or other extenuating circumstances that substantially interfere with completion of the practicum experience.

Requests for placement changes must be discussed with the Practicum Education Director as soon as concerns arise. Dissatisfaction with assigned tasks, schedules, populations served, or agency expectations alone does not typically constitute sufficient reason for reassignment. Prior to consideration of reassignment, reasonable efforts will be made to preserve the existing placement when educationally and professionally appropriate.

If reassignment becomes necessary, the Practicum Education Director will evaluate the circumstances to determine whether concerns are related primarily to the practicum setting, supervision, external circumstances, or student readiness for professional practice. Before transitioning to a new placement, the student must have all completed practicum hours verified and documented by the current Practicum Instructor.

Except in extenuating circumstances, students are typically permitted only one practicum reassignment during a practicum experience.

Medical, Personal, and Emergency Interruptions

Students experiencing medical concerns, family emergencies, mental health challenges, or other significant personal circumstances that interfere with practicum participation are expected to communicate promptly with both the Practicum Instructor and Practicum Education Director. The program will work collaboratively with students and agencies to determine appropriate next steps, which may include temporary interruption, schedule modification, leave of absence procedures, referral to university accessibility services, or other supportive measures when feasible and appropriate.

Interruption of Practicum Placement Due to National or Local Events

Grand View University recognizes that national, regional, or local events may temporarily disrupt practicum education experiences. Examples may include public health emergencies, natural disasters, community safety concerns, government restrictions, agency operational changes, or other circumstances beyond the control of the student or university.

If students are advised by the agency, supervisor, university, or governmental authorities not to attend practicum placement activities, students must **immediately** notify both the Practicum Education Director and Practicum Instructor. Practicum placements are closely monitored to ensure continued compliance with Council on Social Work Education (CSWE) accreditation standards and competency expectations.

Alternate Learning Activities

In situations involving temporary disruption, students may be assigned alternative learning activities that support continued professional development and competency integration outside of their assigned practicum placement site. Alternative learning activities are intended to *temporarily* supplement practicum learning during periods of disruption and are not designed to replace direct practice experiences or permanently substitute for required practicum engagement with client systems, organizations, groups, or communities. Consistent with CSWE expectations, direct practice learning remains a central component of practicum education. Therefore, alternative activities may only be used on a limited and temporary basis to address disruptions outside of the student's control.

Potential alternative learning activities may include:

- Participation in virtual meetings with individuals, families, groups, organizations, or community partners using pre-approved technology.
- Development of training or educational materials (e.g., self-care, ethics, trauma-informed care, community resources).
- Creation of groups, workshops, or psychoeducational curriculum for future implementation.
- Development of written materials, brochures, handouts, or community resource guides.
- Review and analysis of agency policies and procedures, including recommendations related to diversity, technology use, safety practices, or service delivery.
- Review of legislative and social policies affecting client populations, including advocacy activities, policy summaries, or educational materials.
- Completion of literature reviews or research related to practice interventions, service delivery, or community impact.
- Grant research or assistance with grant-writing activities.
- Community networking and resource mapping activities.
- Completion of approved online trainings, webinars, or professional development activities relevant to social work practice.

All alternative learning activities must receive prior approval from the Practicum Instructor and/or Practicum Education Director and must align with the student's learning plan, competency development, and practicum goals. If practicum disruption extends beyond 30 days, the Practicum Education Director will review the situation to determine appropriate next steps regarding continuation, reassignment, modified learning activities, or potential extension of practicum requirements.

Concerns related to student behavior, practicum performance, supervision, or the practicum setting may be brought forward by the student, Practicum Instructor, Practicum Supervisor, agency representative, faculty liaison, or Practicum Education Director at any point during the practicum experience. The Practicum Education Director will work collaboratively with all involved parties to assess concerns, support communication, and identify appropriate steps toward resolution while maintaining the practicum experience's educational integrity.

Most practicum concerns develop gradually and are best addressed through early communication, supervision, and collaborative problem-solving. The program recognizes that practicum challenges may arise from student-related concerns, agency-related concerns, interpersonal dynamics, supervision concerns, or external circumstances impacting the placement environment. Whenever possible, efforts will be made to resolve concerns in a supportive and educational manner prior to considering practicum disruption or termination.

Examples of *practicum-related concerns* may include, but are not limited to:

- **Violations of Professional or Ethical Standards:** Failure to adhere to professional expectations, agency policies, university standards, departmental dispositions, the NASW Code of Ethics, or applicable state licensing regulations. Examples may include breaches of confidentiality, boundary violations, dishonesty, unprofessional communication, or conduct inconsistent with professional social work practice.
- **Unsatisfactory Practicum Performance:** Difficulty demonstrating the professional knowledge, skills, behaviors, judgment, or engagement necessary for competent practicum performance and competency development.
- **Interpersonal or Communication Concerns:** Disagreements, communication difficulties, or interpersonal conflicts involving students, supervisors, agency staff, faculty, clients, or peers that interfere with the learning environment or professional functioning within the practicum setting.
- **Agency or Placement Environment Concerns:** Concerns related to the practicum setting itself, including loss of supervision, agency instability, staffing changes, safety concerns, workplace climate concerns, agency closure, or other disruptions that negatively impact the student's educational experience.

Practicum Concern Resolution Process

The following steps are generally followed when addressing practicum-related concerns. Depending on the severity or urgency of the situation, the process may be modified at the discretion of the Practicum Education Director and program administration.

1. **Identification of Concern:** Concerns are identified and communicated to the appropriate parties as early as possible to allow for timely intervention and support. Concerns include breaches of professional standards, unsatisfactory practice performance, interpersonal conflicts, and challenges related to the agency.
2. **Initial Problem-Solving and Communication:** The student and Practicum Instructor and/or Practicum Supervisor are expected to first attempt to address concerns collaboratively through professional communication, supervision, feedback, clarification of expectations, and, when appropriate, a performance improvement plan.
3. **Consultation with the Practicum Education Director:** If concerns persist or cannot be resolved at the agency level, the matter will be referred to the Practicum Education Director. The Practicum Education Director may meet individually or jointly with involved parties, assess the situation, and develop recommendations or action steps to support resolution.
4. **Development of a Student Improvement Plan (SIP)**
If concerns continue, a formal Student Improvement Plan (SIP) may be implemented. The SIP will identify:
 - The specific concern(s) require attention.
 - Expected behavioral or performance changes.
 - Required action steps or learning activities.
 - Timeframes for improvement.
 - Methods for monitoring progress and evaluating outcomes.
5. **Program Review and Additional Action:** If satisfactory progress is not achieved, the Practicum Education Director may consult with the Program Director and relevant faculty to determine appropriate next steps. Outcomes may include continuation with additional support, practicum reassignment, temporary interruption, removal from practicum, or review of the student's continuation within the social work program.

Removal from Practicum Education

Students are expected to maintain academic readiness, professional behavior, ethical conduct, and suitability for professional social work practice throughout the practicum experience. Students may be temporarily or permanently removed from practicum education for reasons including, but not limited to:

- Academic probation or suspension.
- Academic dishonesty or violations of university policy.
- Disciplinary suspension or serious conduct violations.
- Failure to adhere to professional expectations, agency policies, university standards, departmental dispositions, and the NASW Code of Ethics.
- Unsafe, unethical, or unprofessional behavior within the practicum setting.
- Failure to maintain required communication, attendance, or practicum responsibilities.
- Significant impairment in professional judgment, conduct, or performance that interferes with safe and effective practice.

In situations involving severe ethical, professional, behavioral, or safety concerns, immediate removal from the practicum placement may occur without progression through the full concern resolution process or implementation of a Student Improvement Plan. In such situations, the Practicum Education Director will notify the Program Director and appropriate faculty for further review.

When removal from practicum education or review of program continuation is being considered, the student will typically meet with the Practicum Education Director, Program Director, and/or relevant faculty representatives to discuss the concern, review available information, and determine appropriate next steps. Depending on the circumstances, outcomes may include continuation with conditions, reassignment, temporary interruption, dismissal from practicum education, or dismissal from the social work program.

Students who are dismissed from practicum education or the social work program will receive written notification of the decision and information regarding applicable appeal procedures as outlined in the student handbook

Student Safety

Student safety is a priority throughout the practicum education experience. Students are encouraged to promptly report any safety concerns, incidents, or situations that may place their physical, emotional, or professional well-being at risk while participating in practicum activities.

When a safety concern arises, the student should notify their Practicum Instructor and Practicum Education Director as soon as possible. Depending on the nature of the concern, students may initially address the issue directly with their Practicum Instructor and agency according to agency protocols and procedures. The Practicum Education Director will remain available to provide consultation, support, and assistance throughout the process.

Isolated incidents will generally be addressed in collaboration with the practicum agency using the agency's established safety policies and procedures. If concerns suggest an ongoing or unresolved risk to student safety, the Practicum Education Director will assess the situation in collaboration with the student and agency to determine appropriate next steps. Responses may include additional safety planning, modification of practicum activities, increased supervision, temporary interruption of practicum activities, or reassignment to an alternative practicum placement.

When significant or ongoing safety concerns are identified within a practicum setting, the program may suspend or discontinue future student placements at the agency until concerns have been appropriately addressed and the setting is determined to provide a safe and supportive learning environment.

Confidentiality and the Use of Technology

All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. Students and agencies are encouraged to utilize the standards listed in NASW's Technology in Social Work Practice to inform their use of technology. While each agency should develop its own protocols around the use of technology and confidentiality, the following best practices should be followed by all students:

- Take reasonable steps to maintain appropriate boundaries when using personal phones or other electronic communication. For example, consider temporarily hiding caller ID when making outgoing calls, through your phone's settings.
- Position web cameras so that others can only see the student's face. All visible confidential data should be removed from camera view.
- Conduct all sensitive conversations in a private space. Be mindful of the potential for family members or bystanders to overhear any portion of discussions.

Appendix A: Practicum Education Learning Plan and Evaluations Guidelines

The Council on Social Work Education (CSWE) identifies nine Core Competencies for social work students in accredited professional programs. Grand View University's School of Social Work adheres to these Competencies and Practice Behaviors to guide both the activities completed in the practicum and to evaluate the social work student's progress towards achieving competencies. The Practicum Educational Learning Plan identifies practicum placement activities that support the student's development of professional social work practice and informs the evaluation of students' level of competency as outlined in the Practicum Evaluation. This is a working document that guides student intern activities in the practicum.

The Educational Learning Plan is collaboratively developed by the student, practicum instructor, and/or task supervisor (where applicable) and provides the basis for the development and demonstration of the professional practice competencies. Involvement in these activities will provide evidence to support the competency ratings on the student's Final Practicum Evaluation. The Practicum Liaison is available as needed to support the development of this plan. These social work practice activities are site-specific and individualized with the goal of facilitating the student's successful professional development. The expectation is that the student will have various experiences that will allow them to be evaluated through observable behavior (in person or remotely). Students' progress towards achievement of social work practice behaviors will be assessed with a final evaluation demonstrating students' proficiency in the application of knowledge, values, skills, and cognitive and affective processes in social work practice.

Evaluating Student Performance

Student performance in the practicum is assessed through an ongoing, collaborative evaluation process involving the Practicum Instructor, the student's self-reflection, and, when applicable, input from a Task Supervisor and the Practicum Education Director. Evaluation is designed to support continuous learning and professional development across the duration of the practicum experience.

- **Student Proficiency Self-Assessment:** The Student Proficiency Self-Assessment is completed by the student at designated points during the practicum experience. This assessment provides students with the opportunity to reflect on their developing competencies, identify areas of strength, and recognize areas for continued growth. The self-assessment is used to guide supervision discussions, inform learning goals, and support intentional updates to the Educational Learning Plan.
- **Midterm Practicum Evaluation:** The Midterm Practicum Evaluation is completed by the Practicum Instructor to formally assess the student's progress toward competency development and practice behaviors. This evaluation provides a structured opportunity to review performance to date, discuss areas of strength and growth, and determine whether any revisions to the Educational Learning Plan are needed. Students are responsible for submitting an updated Educational Learning Plan to the Practicum Education Director when changes are made.
- **Final Practicum Evaluation:** The Final Practicum Evaluation is completed at the conclusion of the practicum experience and provides a comprehensive assessment of all competencies and practice behaviors. Using the program's evaluation rubric, the Practicum Instructor evaluates the student's overall growth and level of competency attainment, demonstrating the student's ability to integrate social work knowledge, values, skills, and professional behaviors in practice.

Rating Scale

5	4	3	2	1	0
Highly Proficient: Consistently applies knowledge and skills to all areas of practice	Proficient/Strong Competence: Consistently applies knowledge and skills in formulating decisions	Basic/Moderate Competence: Demonstrates a basic/working knowledge with inconsistent application	Novice – Emerging Competence: Has basic knowledge, but has difficulty in application	Inadequate-No Competence: No evidence of knowledge or skills	The student has not had an opportunity to practice the knowledge/skill

Appendix B: Practicum Education Focus Areas

This appendix outlines the practicum focus areas for each level of the Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs, including MSW specialization tracks. These focus areas describe the types of learning experiences and practice activities students are expected to engage in during their practicum. All practicum experiences are grounded in the CSWE competencies and practice behaviors; however, expectations differ based on level of preparation, with BSW and MSW Foundation emphasizing generalist practice and MSW advanced tracks focusing on specialized practice in Clinical Social Work, School Social Work, and Leadership and Administration. These focus areas are intended to support students, Practicum Instructors, and agencies in developing structured, competency-based learning experiences aligned with the student's educational level and professional goals.

Bachelor of Social Work (BSW) Practicum Focus: Students in the Bachelor of Social Work (BSW) practicum experience will engage in practicum activities that emphasize the development of generalist social work skills with individuals, families, groups, organizations, and communities across diverse practice settings. Practicum activities may include client engagement and communication, resource coordination, case documentation, advocacy efforts, community outreach, service planning, interdisciplinary collaboration, and observation and participation in agency interventions under appropriate supervision. The goal is for students to integrate social work values, ethical standards, and foundational competencies to provide respectful, culturally responsive services while developing professional behavior, self-awareness, and beginning-level generalist social work practice skills.

Master of Social Work (MSW) Foundation Social Work Practicum Focus: The Foundation Social Work Practicum is designed for students entering the MSW program without a Bachelor of Social Work (BSW) degree from a CSWE-accredited program and, therefore, without prior BSW-level practicum experience. Students in the Foundation Social Work Practicum will engage in practicum experiences that emphasize the development of foundational generalist social work skills with individuals, families, groups, organizations, and communities across diverse settings. Practicum activities may include developing professional helping relationships, completing basic assessments, supporting service planning and resource coordination, participating in advocacy and interdisciplinary collaboration, documenting client interactions, and observing and participating in interventions under appropriate supervision. The goal is for students to integrate social work values, ethical standards, and foundational competencies to provide respectful, culturally responsive services while developing professional judgment, self-awareness, and practice skills necessary for advanced specialty practicum and professional social work practice.

Master of Social Work (MSW) Clinical Social Work Practicum Focus: Students in the Clinical Social Work track will engage in practicum experiences that emphasize direct practice with individuals, families, and groups across diverse settings. Practicum activities may include biopsychosocial assessment, treatment planning, evidence-informed interventions, and ongoing evaluation of client progress under clinical supervision. The goal is for students to integrate social work values, ethical standards, and clinical competencies to deliver effective, culturally responsive services and to develop the professional judgment required for competent and ethical clinical practice.

Master of Social Work (MSW) Leadership & Administration Practicum Focus: Students in the Leadership & Administration track will engage in practicum experiences that emphasize organizational leadership, program development, policy implementation, and administrative practice. Practicum activities may include evaluating agency operations, supervising teams, developing organizational strategies, and advocating for systemic improvements. The goal is for students to integrate social work values and competencies into leadership roles, equipping them to lead ethically, manage resources effectively, and influence policies that promote social justice and equitable service delivery.

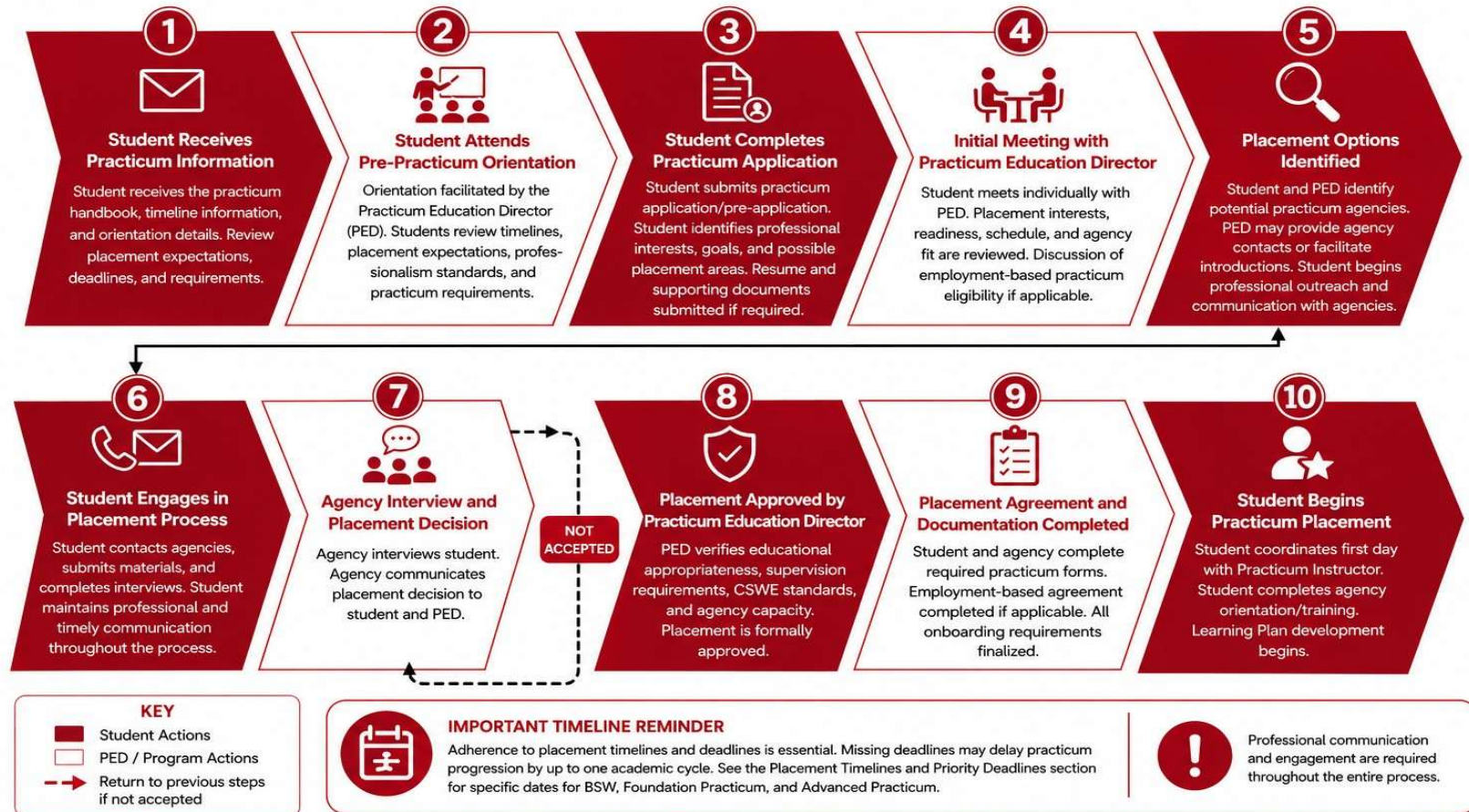
Master of Social Work (MSW) School Social Work Practicum Focus: Students in the School Social Work track will engage in practicum experiences that emphasize direct practice with students, families, and school communities, as well as collaboration with school personnel and community resources. Practicum activities may include conducting assessments, providing counseling and interventions, supporting academic and social-emotional development, implementing school-based programs, and advocating for student needs and equitable educational opportunities. The goal is for students to integrate social work values and competencies into school settings, equipping them to promote student well-being, foster inclusive environments, and support systemic improvements within educational systems.

Appendix C: Practicum Placement Agreement Forms

Students completing practicum education are required to sign a Practicum Placement Agreement prior to beginning their placement. This agreement outlines the expectations, responsibilities, and commitments of the student, Practicum Instructor, agency, and university to ensure a structured, competency-based learning experience aligned with CSWE standards and program requirements. The form can be viewed and completed here: [Practicum Placement Agreement](#)

Students who are completing an employer-based practicum will complete an Employer-Based Practicum Agreement in place of the standard Practicum Placement Agreement. In alignment with CSWE guidance, student practicum assignments and employment tasks may overlap and be counted toward required practicum hours when they are clearly connected to social work competencies and practice behaviors. In cases where the Practicum Instructor and employment supervisor are the same individual, supervision must remain clearly differentiated, with designated time reserved specifically for practicum education separate from employment supervision. Although some overlap between job responsibilities and practicum learning activities is permitted in employer-based placements, students are still expected to engage in new and expanded learning experiences that promote professional growth, skill development, and progression toward competency attainment beyond routine employment duties. The form can be viewed and completed here: [Employer-Based Practicum Agreement](#)

PRACTICUM PLACEMENT PROCESS



STUDENT RESPONSIBILITY: Students are expected to take initiative, communicate professionally, meet deadlines, and follow all program and agency requirements. Failure to engage may limit support and delay placement.

