

**AGENCY PROFILE**

Date \_\_\_\_\_

1. **Agency**

**Name of Agency** \_\_\_\_\_

**Agency Address** \_\_\_\_\_

**City, State, Zip** \_\_\_\_\_

**Phone ( )** \_\_\_\_\_

**Website** \_\_\_\_\_

**Date Agency Established (if less than five years)** \_\_\_\_\_

**This agency is a** \_\_\_\_\_

**If Other, please explain:**

**Agency Administrator (name & title)** \_\_\_\_\_

**Agency Student Contact Person** \_\_\_\_\_

2. **Agency Description: Briefly describe your agency, its philosophy, and its mission:**

**Does your agency have a Board of Directors?** \_\_\_\_\_

**If No, please explain how you ensure public/community accountability**

**List all program areas where social work students might be placed.**

1 \_\_\_\_\_

4 \_\_\_\_\_

2 \_\_\_\_\_

5 \_\_\_\_\_

3 \_\_\_\_\_

6 \_\_\_\_\_

**What client population(s) is/are served by your agency?**

3. **Agency Information**

**What type of placement is appropriate for your agency?**

**Please indicate what level of student your program(s) can provide training for (Check all that apply):**

\_\_\_\_\_ BSSW      \_\_\_\_\_ MSW Foundation      \_\_\_\_\_ MSW Advanced      \_\_\_\_\_ Dual Degree  
(students with a bachelor's degree in another field)

**When may a student start their practica? (Check all that apply):**

\_\_\_\_\_ Fall      \_\_\_\_\_ Spring      \_\_\_\_\_ Summer

**Practicum Working Hours (Indicate the hours during which students can work with supervision)**

\_\_\_\_\_ Day      \_\_\_\_\_ Evening      \_\_\_\_\_ Weekend

Are there specific days the student would be expected to work?

If yes, which days and indicate day and/or evening

Is there a dress code?

If yes, please describe:

**Transportation:** Car Required?      Agency car available?      Mileage reimbursement?  
If yes, amount per mile \_\_\_\_\_

**Financial Support for Students?**

Undergraduate Stipends:      Amount per student per semester: \$ \_\_\_\_\_

MSW Student Stipends:      Amount per student per semester: \$ \_\_\_\_\_

Stipulations:

4. **Insurance**

Does your agency have insurance which covers practicum students?

If yes, what kind, what amount, and what does it cover?

5. The University of Nebraska is self insured for professional and comprehensive general liability in the amount of \$1,000,000 and under policy, students in training (practicum) are covered while rendering service to others as part of their training programs.

6. **Health/Drug/Criminal Background Check & Testing Requirements:**

Does your agency require that students have a physical examination?

If a physical examination is required, does it include an HIV antibody test?

Does your agency require that students undergo drug testing?

If so, is the drug testing

What are your policies regarding the acceptance or termination of a student who would test HIV positive and/or test positive for a drug substance such as THC? Please state your policy below or attach a copy of your policy statement?

Does your agency require that students undergo a criminal background check?

6. **Nondiscrimination**

The School of Social Work adheres to the Council On Social Work Education(CSWE) accreditation policy regarding nondiscrimination. This policy states that the School must conduct its program "...without discrimination on the basis of race, color, gender, age, creed, ethnic, or national origin, handicap, or political or sexual orientation." Does your agency have any formal or informal policies which would prohibit your acceptance of any student as covered under our definition of nondiscrimination as contained in the above CSWE policy statement?

If yes, please identify those classes you would exclude and summarize your policy statement below.

7. **Agency Accommodations**

Physical Facilities (Check all that apply):

Private Student Office

Use of Computer

Secretarial Support:

Separate student secretary

Shared Student Office

Individual Desk

Shared secretarial support

Private Phone

Confidential Interviewing Area

No secretarial support

Shared Phone

Accessibility and Supportive Services

for Students

8. **Supervision Available**

Does your agency generally employ MSWs or Licensed Social Workers?

If No, is your agency willing to arrange for MSW or LCSW supervision for students?

9. **Types of Learning Experience Available**

**The following are some of the major practicum tasks that students should experience. Students are expected to accomplish most of the suggested tasks, however this listing is not inclusive of all experiences that would be appropriate. The School suggests that every attempt be made to incorporate the practicum tasks given below.**

Approximately one third of the practicum assignments should be in direct services with clients, one third should be in indirect services, and the remaining one third may be flexibly assigned to include additional direct or indirect services or a combination of both.

*Direct Services:* These include face to face and other contacts that support the provision of direct services/interventions for clients or clients systems, such as case management; crisis services; assessment; brokering; personal advocacy and education, counseling, therapy in various formats (individuals, couple, family, group, etc.); clinical case supervision, conferences and staffing; aftercare and follow-up and evaluation of direct client services.

*Indirect Services:* These include assignment that provide knowledge of agency policy and procedures; supervision and staff management such as work on task groups and staff development and training; planning process including assessment of community problems/needs; developing and implementing plans and programs; administration such as committee/board work and communication, policy issues, accountability, budgeting, etc.; organizing for social and political action; and other agency research.

**A. Bachelors Program (Check all that apply)**

- Attend an agency orientation.
- Provide direct services to individuals, or families.
- Provide direct services to groups with a treatment, educational or developmental purpose.
- Work with diverse clients (cultural, ethnic, racial, class, religion, age, gender, disability, life style).
- Read relevant sections of the agency's policy and procedure manual.
- Analyze policies, procedures, and social justice issues that affect populations served by the agency.
- Read and discuss with the supervisor relevant articles, journal, or books that apply to the practicum setting.
- Examine and apply the NASW Code of Ethics to the practicum setting.
- Participate in agency staff meetings.
- Facilitate or co-facilitate a task-oriented group, agency project or administrative task.
- Implement case management services with clients.
- Practice effective oral and written communication with clients, co-workers, supervisor, and other professionals.
- Discuss all cases with supervisor/participate in supervisory sessions.
- Discuss theories of human behavior and integration of classroom course content to practicum experiences with supervisor.
- Discuss theories of intervention with supervisor.
- Work with multi-disciplinary teams.
- Network with/contact other agencies and professionals.
- Attend professional trainings or workshops.
- Engage in and document indirect services on behalf of clients (brokering, advocacy, system change, planning, etc).
- Maintain appropriate client records/files in accordance with agency standards.
- Apply relevant computer skills to the practicum setting.
- Participate in research project(s).

**B. Masters Foundation Program - Students with a Bachelor's Degree in another field (Check all that apply)**

- Attend an agency orientation.
- Provide direct services to individuals, or families, and groups/maintain caseload.
- Provide direct services to groups with a treatment, educational or developmental purpose.
- Work with diverse clients (cultural, ethnic, racial, class, religion, age, gender, disability, life style).
- Read relevant sections of the agency's policy and procedure manual.
- Recognize policies, procedures, and social justice issues that affect populations served by the agency.
- Read and discuss with the supervisor relevant articles, journal, or books that apply to the practicum setting.
- Examine and apply the NASW Code of Ethics to the practicum setting.
- Conduct initial intake/screening/assessment interviews with clients.
- Attend and participate in appropriate agency staff meetings.
- Manage at least one task-oriented group, agency project or administrative task.
- Manage at least one treatment, developmental, or educational group.

- Implement case management services with clients.
- Practice effective oral and written communication with clients, co-workers, supervisor, and other professionals.
- Develop a professional communication style through assigned tasks.
- Discuss all cases with supervisor/participate in supervisory sessions.
- Discuss theories of human behavior and integration of classroom course content to practicum experiences with supervisor.
- Discuss theories of intervention with supervisor.
- Discuss with supervisor personal issues/obstacles that impact the student's agency performance.
- Work with multi-disciplinary teams.
- Network with/contact other agencies and professionals.
- Attend professional trainings or workshops.
- Engage in and document indirect services on behalf of clients (brokering, advocacy, system change, planning, etc).
- Maintain appropriate client records/files in accordance with agency standards.
- Apply relevant computer skills to the practicum setting.
- Participate in research project(s).

C. Advanced Masters Program

*Dual Degree Students:* Students who are obtaining their MSW/MPA, MSW/MPH or MSW/MCJ are expected to develop one Learning Contract for each agency where they are completing their practicum (one focusing on direct practice, the other on indirect practice). If the student is at one agency for their Dual Degree practicum, then only one Learning Contract needs to be completed by the student.

*Nebraska Licensure:* Students who wish to qualify for Nebraska Licensure must have 300 clock hours of tasks supporting direct client services that encompass mental health services under the supervision of a licensed MSW. Some of these hours may be met by direct client services provided during the graduate foundation practicum. In order to meet this requirement, students in any one of the advanced concentrations may need to have as much as two thirds of their practicum assignments focused on direct services.

**MSW Advanced Base Tasks:** (Check all that apply)

*Every student registered for their MSW Advanced Practicum should have the opportunity to:*

- Attend an agency orientation.
- Provide direct services to individuals, families, and groups/maintain caseload.
- Work with diverse clients (cultural, ethnic, racial, class, religion, age, gender, disability, lifestyle).
- Read relevant sections of the agency's policy and procedure manual and describe the agency mission, policy, and services as related to social work practice.
- Recognize policies, procedures, and social justice issues that affect populations served by the agency.
- Read and discuss with the supervisor relevant articles, journal, or books that apply to the practicum setting.
- Examine and apply the NASW Code of Ethics to the practicum setting.
- Attend and participate in agency staff meetings.
- Conduct initial intake/screening/assessment interviews with clients.
- Implement case management services with clients.
- Develop group program that fits agency mission and clientele.

- \_\_\_\_\_ Prepare written assessments.
- \_\_\_\_\_ Practice effective oral and written communication with clients, co-workers, supervisor, and other professionals.
- \_\_\_\_\_ Discuss all cases with supervisor/participate in supervisory sessions.
- \_\_\_\_\_ Discuss theories of human behavior and integration of classroom course content to practicum experiences with supervisor.
- \_\_\_\_\_ Discuss theories of intervention with supervisor.
- \_\_\_\_\_ Discuss transference and counter-transference issues with supervisor.
- \_\_\_\_\_ Present cases in team or staff meetings.
- \_\_\_\_\_ Work with multi-disciplinary teams.
- \_\_\_\_\_ Provide professional development/training/etc for agency/community.
- \_\_\_\_\_ Network with/contact other agencies and professionals.
- \_\_\_\_\_ Attend professional trainings or workshops.
- \_\_\_\_\_ Engage in and document indirect services on behalf of clients (brokering, advocacy, system change, planning, etc).
- \_\_\_\_\_ Maintain appropriate client records/files in accordance with agency standards.
- \_\_\_\_\_ Apply relevant computer skills to the practicum setting.
- \_\_\_\_\_ Participate in research project(s).

**MSW Advanced Clinical Concentration Tasks:** (Check all that apply)

*All Clinical Concentration students must do the following:*

*Students in the Advance Generalist Practice Concentration who desire clinical licensure should elect to do most of the following:*

- \_\_\_\_\_ Provide face-to-face brief counseling with direct services or as part of crisis intervention to individuals, families, and/or groups.
- \_\_\_\_\_ Provide planned short-term and ongoing counseling/therapy to individuals, families, and/or groups.
- \_\_\_\_\_ Conduct psychosocial assessments/history with clients.
- \_\_\_\_\_ Lead/co-lead therapy or psycho-educational group.
- \_\_\_\_\_ Prepare case conceptualization, including theoretical perspective, DSM/ICD diagnosis, and treatment plans.
- \_\_\_\_\_ Discuss case assessment including theoretical perspective, DSM/ICD diagnosis and intervention modalities/strategies.
- \_\_\_\_\_ Monitor implementation of treatment plans and client progress.
- \_\_\_\_\_ Discuss and implement ethical decisions in case assignments.
- \_\_\_\_\_ Discuss with supervisor personal obstacles, transference, and counter-transference in cases.
- \_\_\_\_\_ Discuss theories of clinical intervention with supervisor.
- \_\_\_\_\_ Prepare formal written evaluation of practice with at least one case, including case assessment, methodology, outcomes, and recommendations.

**Advanced Generalist Concentration (Administrative/Policy/Advocacy) Tasks:**

*Students who select the **Advanced Generalist Practice Concentration** with an intention to emphasize macro practice should do most of the following:*

*All students in the **Dual Degree Programs** must:*

- \_\_\_\_\_ Seek funding sources appropriate for the practicum setting and write a grant to obtain funding.
- \_\_\_\_\_ Participate in fundraising efforts, including observing executive director meet with donors, attending guild/auxiliary meetings, and assisting with fundraising events.
- \_\_\_\_\_ Participate in public relations initiatives, including attending radio, television, or live presentations about the agency's programs.
- \_\_\_\_\_ Advocate for policies, interventions, and strategies to address oppression and discrimination faced by population served by the practicum setting.
- \_\_\_\_\_ Discuss supervision styles and analyze various approaches with supervisor.
- \_\_\_\_\_ Demonstrate leadership skill in managing caseload, projects, programs.
- \_\_\_\_\_ Assess agency employment policies and discuss with supervisor.
- \_\_\_\_\_ Conduct an environmental scan to understand political, economic, socio-cultural and technical issues that affect agency programs and future planning.
- \_\_\_\_\_ Collaborate with stakeholders and constituencies to mobilize and coordinate agency and/or community resources.
- \_\_\_\_\_ Assess agency and/or community needs, using needs assessment methodology.
- \_\_\_\_\_ Formulate policies, proposals, and/or plans that address social problems and human needs.
- \_\_\_\_\_ Design and develop effectiveness-based programs.
- \_\_\_\_\_ Evaluate the implementation, outcome, and impacts of policies, plans, and programs.
- \_\_\_\_\_ Plan and/or implement staff development and training programs.
- \_\_\_\_\_ Complete legal research, develop legislative proposals, and lobby for a program or cause.
- \_\_\_\_\_ Serve as aide to senator.
- \_\_\_\_\_ Assist in writing an agency budget.

10. **Potential Instructors.** Attach a Practicum Instructor Application for each person listed.

NAME	Profession, License(s), License Number(s)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

## Supplemental Agency Information:

We are interested in knowing the possible experiences students might receive at you agency, so we can better identify which student(s) might be a good match for you.

1. What therapy model can students learn about and practice at you agency?

- |  |  |
|--|--|
| <input type="checkbox"/> structural family therapy                       | <input type="checkbox"/> behavior modification           |
| <input type="checkbox"/> home based family services                      | <input type="checkbox"/> client centered therapy         |
| <input type="checkbox"/> cognitive behavior therapy                      | <input type="checkbox"/> solution-oriented brief therapy |
| <input type="checkbox"/> crisis intervention                             | <input type="checkbox"/> other _____                     |
| <input type="checkbox"/> psychodynamic (ego psychology/object relations) |  |

2. What therapy format/skills can students learn about and practice at your agency?

- |  |  |
|--|--|
| <input type="checkbox"/> individual therapy            | <input type="checkbox"/> lead psycho-educational groups (life skills; parent training) |
| <input type="checkbox"/> group therapy                 | <input type="checkbox"/> lead social development groups                                |
| <input type="checkbox"/> family education              | <input type="checkbox"/> take a psychosocial history                                   |
| <input type="checkbox"/> family therapy                | <input type="checkbox"/> complete a comprehensive assessment                           |
| <input type="checkbox"/> couple therapy                | <input type="checkbox"/> complete a treatment plan                                     |
| <input type="checkbox"/> lead support/self help groups | <input type="checkbox"/> child protective services investigation                       |
| <input type="checkbox"/> other _____                   |  |

3. For what types of problems among individuals and/or families can the student provide direct services (assessment and counseling)?

- |   |   |
|---|---|
| <input type="checkbox"/> life stages and transitions                            | <input type="checkbox"/> housing/homelessness           |
| <input type="checkbox"/> crisis   | <input type="checkbox"/> unemployment/underemployment   |
| <input type="checkbox"/> disaster relief  | <input type="checkbox"/> immigrant status               |
| <input type="checkbox"/> child abuse/neglect                                    | <input type="checkbox"/> school problems                |
| <input type="checkbox"/> family violence  | <input type="checkbox"/> special problems of minorities |
| <input type="checkbox"/> sexual assault/abuse                                   | <input type="checkbox"/> special problems of women      |
| <input type="checkbox"/> sexually transmitted diseases                          | <input type="checkbox"/> special problems of disabled   |
| <input type="checkbox"/> substances abuse                                       | <input type="checkbox"/> healthcare                     |
| <input type="checkbox"/> family dysfunction                                     | <input type="checkbox"/> health insurance               |
| <input type="checkbox"/> attachment problems                                    | <input type="checkbox"/> criminal justice               |
| <input type="checkbox"/> grief and loss   | <input type="checkbox"/> delinquency                    |
| <input type="checkbox"/> relapse  | <input type="checkbox"/> police and law enforcement     |
| <input type="checkbox"/> end of life issues                                     | <input type="checkbox"/> neighborhood violence          |
| <input type="checkbox"/> coping with chronic illness                            | <input type="checkbox"/> neighborhood lack of resources |
| <input type="checkbox"/> coping with acute illness                              | <input type="checkbox"/> gay/lesbian issues             |
| <input type="checkbox"/> issues in families with a disabled member              | <input type="checkbox"/> relationships (couple/martial) |
| <input type="checkbox"/> ethnical issues/decisions making in medical situations | <input type="checkbox"/> divorce/custody                |
| <input type="checkbox"/> mental disorders of parents                            | <input type="checkbox"/> step families                  |
| <input type="checkbox"/> mental disorders of children                           | <input type="checkbox"/> problem pregnancies            |
| <input type="checkbox"/> physical illness/disability of parents                 | <input type="checkbox"/> adolescent pregnancies         |
| <input type="checkbox"/> physical illness/disability of children                | <input type="checkbox"/> fertility/adoption             |
| <input type="checkbox"/> mental retardation                                     | <input type="checkbox"/> family planning                |
| <input type="checkbox"/> out of home care                                       | <input type="checkbox"/> foreign adoption               |
| <input type="checkbox"/> special needs adoption                                 | <input type="checkbox"/> special needs of the elderly   |
| <input type="checkbox"/> poverty  | <input type="checkbox"/> other _____                    |
| <input type="checkbox"/> public assistance                                      |   |

4. What type of information and/or referral services can a student provide to client/patients served by your agency?

- |  |   |
|--|---|
| <input type="checkbox"/> information on prevention strategies in maternal/child health | <input type="checkbox"/> referral to rehabilitation |
| <input type="checkbox"/> information on prevention strategies in chronic diseases      | <input type="checkbox"/> referral for child care    |

- |   |  |
|---|--|
| <input type="checkbox"/> information on prevention strategies for child abuse     | <input type="checkbox"/> referral for financial assistance     |
| <input type="checkbox"/> information about family violence                        | <input type="checkbox"/> referral for long term care           |
| <input type="checkbox"/> information about addictions                             | <input type="checkbox"/> referral for law enforcement          |
| <input type="checkbox"/> information about treatment and services available       | <input type="checkbox"/> referral to child protective services |
| <input type="checkbox"/> information about health insurance coverage/managed care | <input type="checkbox"/> referral to home health care          |
| <input type="checkbox"/> information on patient diagnosis                         | <input type="checkbox"/> referral to psychiatric care          |
| <input type="checkbox"/> information about dual diagnosis                         | <input type="checkbox"/> referral to long term care            |
| <input type="checkbox"/> information about medication usage                       | <input type="checkbox"/> service coordination                  |
| <input type="checkbox"/> referral for ancillary services                          | <input type="checkbox"/> discharge planning                    |
| <input type="checkbox"/> referral to vocational rehabilitation                    | <input type="checkbox"/> patient education                     |
| <input type="checkbox"/> referral for community mental health services            | <input type="checkbox"/> patient education groups              |
| <input type="checkbox"/> referral for community living                            | <input type="checkbox"/> coordination with law enforcement     |
| <input type="checkbox"/> family education   | <input type="checkbox"/> other _____                           |
| <input type="checkbox"/> psychiatric emergency/involuntary admission              | <input type="checkbox"/> other _____                           |

5. Can student obtain counseling/therapy/relapse prevention experience with patients and or their families around the following mental disorders? (check all available)

- |   |  |
|---|--|
| <input type="checkbox"/> anxiety                              | <input type="checkbox"/> dissociative disorders            |
| <input type="checkbox"/> mood disorders                       | <input type="checkbox"/> infant/childhood mental disorders |
| <input type="checkbox"/> schizophrenia and other psychoses    | <input type="checkbox"/> delirium, dementia disorders      |
| <input type="checkbox"/> adjustment disorders                 | <input type="checkbox"/> organic brain dysfunction         |
| <input type="checkbox"/> personality disorders                | <input type="checkbox"/> substance related disorders       |
| <input type="checkbox"/> sexual and gender identity disorders | <input type="checkbox"/> eating disorders                  |
| <input type="checkbox"/> somatoform disorder                  | <input type="checkbox"/> other _____                       |

6. What experience with indirect services on behalf of persons served by the agency are available to students placed at your agency? (Check all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> system advocacy   | <input type="checkbox"/> recruitment of volunteers   |
| <input type="checkbox"/> policy analysis   | <input type="checkbox"/> recruitment of foster/adoptive parents  |
| <input type="checkbox"/> policy development  | <input type="checkbox"/> needs assessment  |
| <input type="checkbox"/> lobbying  | <input type="checkbox"/> program development   |
| <input type="checkbox"/> neighborhood organizing                                       | <input type="checkbox"/> grant writing   |
| <input type="checkbox"/> multidisciplinary team membership<br>(not specific to client) | <input type="checkbox"/> fundraising   |
| <input type="checkbox"/> collaboration with other professionals                        | <input type="checkbox"/> budgeting   |
| <input type="checkbox"/> program planning  | <input type="checkbox"/> committee work  |
| <input type="checkbox"/> evaluation of direct services provided                        | <input type="checkbox"/> work with the board   |
| <input type="checkbox"/> criminal justice system consultation                          | <input type="checkbox"/> agency research   |
| <input type="checkbox"/> supervision of staff  | <input type="checkbox"/> development of written material such as<br>training manuals/program materials |
| <input type="checkbox"/> supervision of volunteers                                     | <input type="checkbox"/> neighborhood development  |
| <input type="checkbox"/> staff training  | <input type="checkbox"/> recreation programs/youth development   |
| <input type="checkbox"/> volunteer training  | <input type="checkbox"/> arranging mentoring   |
| <input type="checkbox"/> foster parent training  | <input type="checkbox"/> arranging housing   |
| <input type="checkbox"/> other _____   |  |

This form has been completed by: Name \_\_\_\_\_ Phone (\_\_\_\_\_) \_\_\_\_\_

Thank you for taking the time to complete this form. Please mail this completed and any other accompanying agency brochures to:

Practicum Office, UNO Grace Abbott School of Social Work, 6001 Dodge, CPACS Building Room 205, Omaha, NE 68182-0293  
Telephone (402) 554-2797; Fax (402) 554-3788