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Introduction & Welcome
The School of Social Work (SSW) offers both an undergraduate Bachelor of Social Work (BASW) and a graduate Master of Social Work (MSW). Each program is fully accredited by the Council on Social Work Education (CSWE). The practicum experience is the heart and signature pedagogy of social work education. Undergraduate and graduate social work students engage in practicum placements in social service agencies and organizations located throughout the state, working alongside professional social workers learning the roles and activities while relying upon a range of theoretical concepts and models to develop breadth of learning and to establish a broad base for practice.

Students, agencies and field instructors/liaisons are encouraged to read the entire manual and keep it handy as a resource. It is written to help understand field education, the roles and expectations of parties involved, and policies and procedures.

Our Mission
The BASW Program, based in a regional, comprehensive public university, prepares competent generalist practitioners to educate, broker, coordinate services and advocate for social change through the development of critical thinking, ethical practice, and the use of research and theory to deliver culturally responsive services.

The MSW program, based in a regional, comprehensive public university, prepares advanced generalist practitioners to become effective leaders for socially just practice through the integration of skills, ethics, research, and theory, in advancing the well-being of individuals and society.

Equal Opportunity, Affirmative Action, and ADA Compliance
Eastern Washington University does not discriminate in its programs and activities on the basis of race, color, creed, religion, national origin, sex, pregnancy, sexual orientation, gender identity/expression, genetic information, age, marital status, families with children, protected veteran or military status, HIV or Hepatitis C, status as a mother breastfeeding her child, or the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability, as provided for and to the extent required by state and federal laws. Go to https://sites.ewu.edu/equalopportunity/ for more information.

Notification of Practicum Manual Updates
The Office of Field Education may revise field policies at any time upon approval by School of Social Work faculty. Students and field instructors will be notified of changes via email.
Roles and Responsibilities
The practicum experience is a collaborative partnership between the SSW and agencies in the community that practice social work with individuals, families, communities, and broader systems. The Office of Field Education provides placements in the community, applicable training, supervision, and support to Faculty Field Liaisons (FFL) Faculty Field Instructors (FFI), Agency Field Instructors (AFI) and Agency Task Supervisors (ATS), and works with students to ensure a quality field experience that provides opportunities to integrate social work practice.

The Director of Field Education has full-time, administrative duties with primary responsibility and oversight of practicum. The Director develops field placements, monitors field policies and procedures, CSWE requirements, and EWU policies and procedures. The Director is the liaison between the BASW and MSW field, and the chief academic officers of the SSW, the College of Professional Programs (CPP), and Eastern Washington University (EWU).

Faculty Field Liaisons (FFLs) are full-time faculty lecturers of the SSW who monitor the students’ practicums, help students identify opportunities for learning in the field, support and challenge the student in practicum, and facilitate seminars designed to help students integrate classroom learning with field experiences. The Liaisons engage in on-site trainings, and provide consultation to AFIs and students to ensure this integration.

Part-Time Hybrid MSW Program Directors are responsible for developing field placements in their area, assisting part-time students with all matters related to field, including addressing problems or concerns that may arise.

The Field Committee is a Faculty committee that serves on an annual basis. The committee meets monthly to provide input to the Office of Field Education on policies and issues related to practicum and ongoing curriculum development of the field experience. AFIs and students are invited to participate as ad hoc members.

Faculty Field Instructors (FFIs) are part-time quarterly Faculty of the School Social Work who monitor the students’ practicums, help students identify opportunities for learning in the field, support and challenge the student in practicum, and facilitate seminars designed to help students make conceptual linkages between classroom and field experiences. They serve as a liaison between agencies and the School, meeting with students and AFIs in the community, monitoring time sheets and evaluating students’ progress. Students in the Child Welfare Training and Advancement Program (CWTAP) have designated FFIs who monitor students completing their practicum in Department of Children, Youth, and Families (DCYF) offices. The field experience focuses learning on professional child welfare practice. In exchange for receiving financial assistance, CWTAP students agree to work for DCYF following graduation. For more information, visit ewu.edu/cwtap.

Agency Field Instructors (AFIs) are approved supervisors in an agency who are
responsible for supervising and monitoring student progress. They are post-two-year BASWs or MSWs for supervision with BASW students and a post-two-year MSW for supervision with MSW students.

An **Agency Task Supervisor (ATS)** does not meet the AFI requirements, but is approved to provide day-to-day learning opportunities and supervision. They are designated, on-site, professional staff who provide daily on-site supervision and mentoring of the student and meet a minimum of once a week for supervision. The SSW is responsible to provide AFI supervision.

**Agencies** that provide social services in the community invite students to join their work as practicum students, demonstrating their commitment to professional development and growth. They provide opportunities for students to supplement their coursework as they apply social work theories, skills and principles in practice.

**Agency Responsibilities**

Agencies whom affiliate with the SSW must provide practicum experiences that are compatible with classroom theory and enhance the School’s educational practice behaviors, a generalist conceptual model, culturally sensitive practice, a strengths perspective, and promotion of professional development. Agencies may be approved as site placements if they demonstrate their ability to meet the following criteria:

- The agency does not discriminate in hiring or service delivery on the basis of race, creed, gender, spirituality, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran, nor do they discriminate in the selection, assignment, and education of students;
- The agency will allow the student to practice within the NASW Code of Ethics;
- The agency will provide the necessary work space and other office support to allow the student to function effectively in the practicum and agrees to reimburse students for expenses incurred on agency business (i.e. mileage, parking, etc.);
- The agency will provide an orientation for the student covering rules, regulations, procedures, facilities, and equipment of the agency;
- The agency will provide meaningful and challenging learning activities respective to the practice behaviors;
- The agency will assign a post-two-year MSW or BASW AFI who meets the criteria set forth by the Office of Field Education and CSWE accreditation requirements;
  - If the agency is unable to assign an AFI as defined above, they can assign an Agency Task Supervisor (ATS) and the SSW will assign the AFI.
- The agency may change the designated supervisor (AFI or ATS), but must send the “AFI/ATS Change Form” to the Office of Field Education;
- The agency will consent to the student seeking learning experiences outside the agency, if necessary, to obtain opportunities unavailable in the agency in order to meet the practice behaviors. All time outside of the agency needs to be agreed to by the AFI and, if applicable, the ATS as well as the FFL or FFI prior to the experience;
- Tasks should allow students to work with staff members within the agency and
with outside resources significant to agency services; and

- The agency will provide tasks with increased complexity as the student gains confidence and competence.

**Student Responsibilities**

All students who are admitted to the SSW have four general responsibilities which must be fully assumed:

- To comply with the Student Handbook, the NASW Code of Ethics and the Practicum/Seminar Manual;
- To learn social work knowledge, values and skills;
- To participate fully in the learning process; and
- To act in accordance with the ethics, values and other norms of social work.

In addition to these general responsibilities, practicum students have responsibilities to the agency, their client, and the SSW.

**Student Responsibilities to the Agency**

- In coordination with the AFI and, if applicable, ATS identify activities that will accomplish the practice behaviors in the learning agreement;
- Participate as a partner in goal-directed learning and related activities;
- Offer services to, and on behalf of, client systems with increasing autonomy and knowledge;
- Know and follow agency policies and practices; and
- Offer services in harmony with the policies and practices of the field setting and, as appropriate, seek to improve them.

**Student Responsibilities to the Client**

Historically, social work’s concern for clients’ rights is well documented. These rights center on the profession’s Code of Ethics and broaden to include advocacy and self-determination. Students must demonstrate the ability to work effectively and ethically with a variety of clients, including individuals, groups, and communities. The student may work directly with the client or on behalf of the client system. Either way, the client situation is the context in which the student’s knowledge, understanding, and actions are evaluated. Every client has the right to be told he/she is entering into a relationship with a student, and has the right of refusing. Students must:

- Practice social work in a disciplined and competent manner;
- Work to maintain and improve social work services;
- Provide services promptly and professionally, putting client interests first;
- Respect the privacy and confidentiality of clients;
- Comply with the ethical obligations of the profession; and
- Inform clients of their status as a student.

**Student Responsibilities to the School**

- Maintain open, honest communication with the FFL or FFI, and the Office of Field Education;
- Complete all assignments and expectations in a timely manner; and
- Attend fully and participate actively in all practicum seminars with professional demeanor in behavior, appearance and communication.
**Practicum/Seminar Objectives**

Provide students with opportunities to engage in professional tasks that supplement, complement, and reinforce classroom learning:

- Provides learning opportunities in the community relevant to BASW and MSW program generalist and advanced generalist practice objectives;
- Helps students recognize the political, economic, social, and cultural influences on social services;
- Encourages students to explore theoretical and practice issues through critical thinking and self-reflective learning;
- Helps students develop a strong sense of professional social work identity with a firm commitment to service;
- Instills in students an understanding of the CSWE Core Competencies;
- Identify as a professional social worker and conduct oneself accordingly;
- Applies social work ethical principles to guide professional practice;
- Applies critical thinking to inform and communicate professional judgments;
- Engages diversity and difference in practice;
- Advances human rights, social and economic justice;
- Engages in research-informed practice and practice-informed research;
- Applies knowledge of human behavior and the social environment;
- Engages in policy practice to advance social and economic well-being and to deliver effective social work services;
- Responds to contexts that shape practice; and
- Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities.

**Pre-Requisites for Entering BASW Practicum/Seminar**

To enter a BASW practicum seminar:

- Students must complete all social work courses with a minimum cumulative GPA of 2.7 or better, with no outstanding incompletes. If a student has not successfully completed a course, they may request permission from the BASW Program Director to enter practicum, and must provide a plan for how and when they will complete the course. The course may not be a practice course (SOWK 475).

**Pre-Requisites for Entering MSW Practicum/Seminar**

To enter Foundation Practicum/Seminar:

- Advancement to practicum requires students to complete all prior quarter MSW required coursework with a minimum cumulative GPA of 3.0. If a student has not successfully completed a course, they may request permission from the MSW Program Director to enter practicum, and must provide a plan for when the course will be repeated.
- Students must pass Field Prep (SOWK 580), prior to beginning practicum. Students who have not secured a practicum by the end of Field Prep, will be given a Y or may not pass SOWK 580.

- Students must pass Field Prep (SOWK 480) prior to beginning practicum. Students who have not secured a practicum by the end of Field Prep, will be given a Y or may not pass SOWK 480.
Preparing for the Practicum/Seminar Experience

Students will register for Field Prep (SOWK 480 for BASW; SOWK 580 for MSW) which is held the quarter prior to the beginning of practicum. In order to pass the class, all students will need to complete and/or demonstrate the following:

- Review of the BASW/MSW Practicum Manual;
- Log-in to Intern Placement Tracking (IPT) and update information, including CSWE statistics and emergency contact information;
- Prepare current professional resume;
- Knowledge of how to fill out forms in IPT – learning agreement, time sheet, and evaluations;
- Supervision expectations;
- Knowledge of CSWE core learning competencies and practice behaviors;
- Assessment of practice skills;
- Integration of theory with practice;
- Use of the rubric tool to demonstrate integration on the time sheet;
- Professional development within a field placement;
- Knowledge and responsibility for seminar expectations; and
- Knowledge for grading for practicum/seminar.

Placement Procedure

The practicum placement procedure is very structured. Students are first interviewed by the Office of Field Education or by the PT Program Directors and then will be given one referral at a time for an interview at an approved practicum agency. Students may not pursue interviewing for a practicum without a referral from the Office of Field Education or PT Program Directors. Students who are unsuccessful in securing a placement after three referrals may meet with the Office of Field Education or PT Program Director to assess readiness for field and opportunities in the community. Please take note students with a criminal history may have limited placement options due to agency requirements.

Difficulty Securing Placement

On occasion, students may interview at multiple agencies and not be offered a field placement. The SSW makes every effort, but cannot and does not guarantee that students will successfully secure a placement. If no match is found after three interviews, a review of the student’s appropriateness for placement may be conducted by the Director of Field Education or PT Program Director. Students who are repeatedly experiencing unsuccessful interviews may not be allowed to continue with the placement process and might be offered the opportunity to delay placement. The director of the BASW and MSW programs would determine what classes the student would be allowed to take. Students who are not offered a placement after three interviews may alternately be advised to withdraw from the program.

Professional Liability Insurance

EWU provides professional liability insurance and as part of student tuition. Current liability charge is $6 per quarter you are enrolled in SOWK 482, 571 or 671. Current quarterly rate is available to review through the EWU Marketplace (https://secure.touchnet.net/C20347_ustores/web/store_main.jsp?STOREID=25)
**Additional Requirements**

Some agencies may request and/or require that students have a clear background screening prior to an interview. In these cases, students will need to pay for a Washington State Patrol criminal background check prior to placement. Particular agencies (like hospitals and clinics) may have extensive additional requirements, such as additional background screenings, drug testing, immunizations, AIDS training and/or CPR training. **Students pay all additional fees related to agency requirements.**

**Practicum Hours**

Practicum hours in the field include:

- Agency practice,
- Supervision time with the AFI and/or ATS,
- Site visits with the FFL/FFI and the AFI and/or ATS,
- Documentation of practicum experience in the Intern Placement Tracking (IPT) timesheet.

Seminar hours are recorded on the student’s timesheet. However, students may not count hours spent in seminar or in any other academic activity for which the student is receiving credit toward the completion of practicum hours. Practicum hours are to be in the field at the agency or in the community during the time students can be supervised by their AFI and/or ATS either in-person or through digital technologies. Exceptions to this policy would be reviewed based on a students’ inability to accomplish core objectives with the placement agency.

- **NOTE:** Due to COVID-19, remote field activities can include engagement such as field-related assignments, trainings, and virtual meetings through May 31, 2022.

- **NOTE:** Due to the disruption caused by the COVID-19 pandemic, per CSWE students who have completed 85% of the required placement hours (i.e., equivalent to 340 hours for baccalaureate programs and 765 hours for master’s programs) to a satisfactory level may, at program discretion, be evaluated as having met the field placement requirement. This reduction in field hours may be applied to all field placement courses until May 31, 2022. Field placement courses that started prior to May 31, 2022 but will not end until after that date will also be eligible for the 15% reduction.

**BASW Practicum Requirements (SOWK 482)**

A total of 510 hours are required for students to successfully complete a BASW social work practicum experience; 480 hours in the community and 30 hours in Seminar. Students complete an average of 16 hours per week in practicum during three quarters, and 10 hours of Seminar per quarter.

- **NOTE:** Hours have been reduced to a total of 402 hours due to COVID-19, 372 hours in the community and 30 in Seminar.

**MSW Practicum Requirements**

A minimum of 970 hours are required for FT MSW students to successfully complete a MSW social work practicum experience at EWU; 920 hours in the field, and 50 hours
A minimum of 972 hours are required for PT MSW students to successfully complete a MSW social work practicum experience at EWU; 900 hours in the field, and 72 hours in seminar.

- **NOTE:** Due to COVID-19 non Advanced Standing MSW students graduating by the end of spring quarter 2021 may complete a total of 900 hours (field + seminar). This number can be reduced if further impacted and can be extended through Spring quarter 2022.

**MSW Foundation Practicum/Seminar (SOWK 571)**

Full time students complete 320 hours (160 hours per quarter; approx. 16 hours per week) in Foundation Practicum and 10 hours per quarter in Foundation Seminar for a total of 340 hours in two quarters.

Part-time students complete 320 hours (106 hours per quarter) in Foundation Practicum and 9 hours per quarter in Foundation Seminar (27) for a total of 347 hours in three quarters. (New cohorts starting 2020).

**MSW Advanced Practicum/Seminar (SOWK 671)**

Full time students complete 600 hours (200 hours per quarter; approx. 20 hours per week) in Advanced Practicum and a total of 10 hours per quarter in Advanced Seminar for a total of 630 hours in three quarters.

Part-time students complete an average of 10 hours per week in Advanced Practicum (580 total hours) and a total of 9 hours per quarter in Advanced Seminar (45 total hours) for a total of 625 hours in five quarters. (New cohorts starting 2020).

**Practicum Outside of the Establishes Times**

While in practicum, students are expected to follow the University’s quarterly schedule. Click on the following link for the EWU Academic Calendar. [https://inside.ewu.edu/records-and-registration/calendar-2/](https://inside.ewu.edu/records-and-registration/calendar-2/). It is the responsibility of the student to ensure the minimum time requirements are completed by the end of each quarter. Some agencies may expect the student to continue volunteering hours outside of the quarter in order to provide program or service delivery continuity.

In the event the student is unable to meet the time requirements within each quarter, the student will contact the FFL or FFI and develop a plan to complete the hours. This plan must show the hours per day the student will be at the agency and the practice behaviors on which the student will focus during those hours. Practicum Waivers and/or Student Success Plans of this nature must be approved by the FFL or FFI, AFI and ATS if applicable, as well as the Director of Field Education or PT Program Director. Some students may need to do more hours than the minimum in order to be scored at a three or above in the evaluation of practice behaviors.
Banking Hours
Due to events outside of one’s control (illness, holidays, weather, emergencies, etc.), students may end up short on hours. For this reason, students may bank up to one week’s worth of hours per quarter; for example, if a student is required to do 20 hours a week, then the student can bank up to 20 hours during that quarter. The hours may be used the quarter they are banked, or in subsequent quarters within the same learning agreement (foundation or advanced). Students may only bank and use one week’s worth of banked hours per quarter unless those hours are part of an accommodation plan submitted by Disability Support Services or in the event of a local or national emergency. Banked hours cannot be used to complete the practicum early, except in the event of a local or national emergency. Otherwise they are to be used for emergency or a planned absence only. Banked hours may only be used with approval from the FFL or FFI and AFI. Once students have accomplished their minimum number of hours for the quarter, they can track additional hours on their time sheet.

Follow the process below for filling out the time sheet with banked hours:
**Date** (mm/dd/yy) - 12/2/2019 **Hours** -
You may only put 0 here
**Comments** - BANKED HOURS 5.5 – comment on what you did that meets the competencies of the learning agreement and integrate.
**Competencies** - Make the connection to competencies met.

When the hours have been approved by the FFL or FFI and AFI, and the student chooses to use the hours, the student would add the following to the time sheet:
**Date** (mm/dd/yr) – 3/15/20 **Hours** – 5.5
**Comments** – Using BANKED HOURS from 12/2/19.
**Competencies** – Leave this blank.

- **NOTE:** Due to COVID-19 restrictions students may bank as many hours as allowed by the agency during the 2021-22 academic year. This is not to end practicum early, it is to provide a cushion in the event of COVID related illness of student/family members or agency/university shutdowns.

Practicum Safety Guidelines
Practicum sites are asked to adopt policies and procedures for enhancing safety and minimizing risk to practicum students. Agencies must have written policies to address any work situation that entails risk, such as home visits, any services outside the agency in isolated or high crime areas, services at night or weekends, services to clients who may become angry or violent, or who may be drug users and who may be intoxicated, exposure to pathogens or toxic substances, services that are politically sensitive which may result in threats of violence, or a local/state/federal emergency. This list is not to be considered exhaustive, and each agency is responsible for determining its own situations where student’s safety may be put in jeopardy.

Students should not see clients alone unless the student clearly has the required knowledge and skills to do so. Students have a right and responsibility to refuse any assignment where
they feel physically at risk or in which they deem too dangerous to pursue at the time. If students have safety concerns, they should immediately inform their AFI and/or ATS or FFL or FFI.

The student should not be the sole representative of the agency in making critical decisions about clients or patient disposition where there are physical or legal implications such as involuntary hospitalization or threats of suicide or homicide. If the AFI or ATS is not available in such situations, there must be a written and fully understood protocol for notifying another staff person, a protocol for calling 911, or getting the client or patient to an emergency facility that can meet their needs.

Students are expected to receive a specific orientation to the agency’s policies and procedures regarding risk management. If the AFI or ATS does not provide this orientation, then students must ask for it. Students should also learn about the agency’s informal methods for assessing and handling risky situations, especially in the event of a local or national emergency.

**What Students Should Do if Attacked, Injured, or Seriously Threatened During Practicum**
1. Follow agency procedures to manage the immediate situation and to report the incident.
2. Get any needed medical care.
3. Notify and debrief with your AFI and/or ATS.
4. Recognize that a physical attack or threatening behavior is frightening and that you may respond emotionally to the stress (seek help to resolve the crisis).

**Exposure to Pathogens or Toxic Substances**
Social work students should be trained to understand the issues involved in exposure to pathogens or toxic substances, reminding them that one’s first duty is to reduce risk to one’s own behaviors. Because some life-threatening illnesses are transmitted through the exchange of blood or body fluids (blood-borne pathogens), students should be trained about potentials of such risk in the practicum (i.e., restraining patient in the ER, cleaning the bloody lip of a child who has fallen), as well as the procedures to reduce risk of infection. If the practicum does not have a blood-borne pathogen program, students should contact their medical provider.

- **NOTE:** Students must follow all agency, university, and health district protocols if exposed to or have tested positive for COVID-19.

**Mandatory Reporting**
Students are obligated to immediately report suspected abuse or neglect of children and/or adults to the AFI, Task Supervisor, or available agency supervisor. The agency orientation must include instructions and protocol for reporting such incidents.

**Transportation**
Practicum students are sometimes asked to use their cars for agency businesses to transport clients, make home visits, or attend client conferences, court hearings, or organizational meetings. Before responding to such requests, the student should ask if the agency provides
a car or agency insurance for the use of privately owned vehicles to cover those activities. If the answer is no, students should immediately check with their insurance agent to determine if their current automobile policy covers such endeavors. In no case should students undertake agency business in their personal vehicles without adequate insurance coverage. Students are advised that the student’s own automobile insurance will be the primary coverage for any accident or injury.

*Eastern Washington University does not provide health or auto insurance for practicum students or for the passengers in the student’s vehicle, nor for damage to the vehicle itself.*

**Practicum Location**

The location of practicum will vary depending on the agency. To support the student and the need for supervision while doing practicum, students are not allowed to do practicum hours at their home. Exceptions to this policy require approval from the FFL/FFI, AFI, ATS if applicable, and the Director of Field Education or PT Program Director. The FFL or FFI must document the reason the exception was approved in IPT. Then students are encouraged to spend time in thoughtful reflection on their time sheet and may count the hours outside of the agency in this endeavor.

- **NOTES:** A mandate by the Director of Field Education will supersede this policy in the event of a local/state/federal emergency where remote practicum is required.

**Practicum in the Workplace**

Students may complete a practicum in the workplace if the agency meets all the SSW’s practicum placement criteria. Please note it is not considered a workplace practicum if an agency offers a nominal stipend. A signed “Practicum In The Workplace Form” must be submitted to the Director of Field Education or PT Program Director for approval prior to starting the workplace practicum.

The proposed workplace practicum site must meet the following non-negotiable criteria:

- Proposed practicum activities must constitute new learning;
- Practicum assignments must be educationally focused and meet the practice behaviors;
- Proposed practicum activities must constitute MSW or BASW level learning;
- Agency must provide student with post-two-year MSW or BASW supervision or designate an Agency Task Supervisor who is not the student’s regular supervisor;
- Agency must be in compliance with all other required practicum criteria (Affiliation Agreement and Agency Information Sheet);
- Agency agrees to release time for student to attend practicum seminar and required courses; and
- A student entering a workplace practicum setting without approval cannot count any time spent in such settings as practicum hours.

- **NOTE:** For field placements in an organization in which the student is employed, student field assignments and employment tasks may be the same and counted toward field hours as long as the tasks have clear linkages to the
nine social work competencies and their concomitant behaviors as well as any competencies added by the program through May 2022. (10/2/2020 CSWE Commission on Accreditation)

Distance Practicum
With the exception of part-time students in our hybrid programs, practicum placements will be within 100 miles of the Cheney campus. Full time students will be given consideration outside the 100-mile limit on a case-by-case basis. Placements outside the 100-mile range can be granted with the clear understanding that the student will attend required in-person courses. All requests for exceptions to the policy must be based on objective considerations that directly relate to learning.

- **NOTE:** A mandate by the Director of Field Education will supersede this policy in the event of a local/state/federal emergency where remote practicum is required.

Learning Agreements
CSWE has identified core competencies and practice behaviors for students. The SSW has developed a learning agreement based on these core competencies that will guide students' in specific activities in the agency, community, and seminar. The student’s FFL or FFI and AFI and, if applicable, the ATS will work with the student in the development of additional practice behaviors based on the agency's mission. It is the student’s responsibility to review and establish a routine based on the practice behaviors within the learning agreement. Failure to comply with the learning agreement can cause a student to fail practicum/seminar.

Time Sheet
All students will fill out a practicum time sheet, describing the daily activities completed in practicum and reflecting upon his or her learning in relation to the practice behaviors. Completing the time sheet at the end of each practicum day will allow the student to focus on practice behaviors that connect to the activities of the day and integrate the learning through reflection. This process will prepare the students for seminar and supervision and will allow students to track practice behaviors that still need to be accomplished.

Evaluations
Evaluation is an integral part of social work education and practice. The assessment and evaluation of one’s own practice and awareness of one’s use of self are basic to social work. The AFI and FFL or FFI will evaluate the practice behaviors of the student, encouraging active student participation and input. The student will be evaluated at the end of each quarter on progress in meeting the core competencies and on performance of basic generalist social work practice behavior, skills, and attitudes expected from a BASW or MSW student.

Grading rubrics have been developed to clarify and support our expectations of students. There are two versions of each rubric: a comprehensive rubric covering the scale of zero to five used to evaluate the student progress and an abbreviated rubric tool that highlights the targeted behaviors for ease of use by the students.

Seminar
Seminar hours include time spent with the FFL or FFI and peers. They are accumulated separately from practicum hours, but count toward the total hours. Students are responsible for fitting established seminar dates and times into their schedules. A major purpose of seminar is to help students integrate classroom learning, social work theory, and social work practice to work with clients, confront gaps in their understanding, increase their critical thinking and self-reflective skills, assess their readiness for professional practice, and develop skills that will increase their effectiveness in the community. Each student in seminar works with an assigned FFL or FFI who facilitates the seminars for a small group of students throughout their practicum experience. Information discussed in seminar is confidential and should not be discussed outside of seminar without permission of the seminar group (the exception applies to the Office of Field Education or PT program directors). Attendance is mandatory and is a part of the learning agreement. Failure to attend and participate in all practicum seminar activities with a professional demeanor in behavior, appearance, and communication can result in a failing grade.

**Seminar Makeup Policy and Procedure**

Students who miss seminar must make up those hours by completing a relevant project as identified by the FFL or FFI, and research, develop and present in seminar information related to the foundational social work knowledge addressed during the missed seminar. Students must work with their FFL or FFI to identify the option taken to make up the missed seminar hours.

**Seminar Location**

Seminar will be held in a university classroom, and may not be located in a public, open place or a private home (except by Zoom due to illness or major disaster/life events).

Seminar in the part-time programs may be located in an agency conference room within the community where the group of students live and work. The location of seminar will be determined by the PT Program Director, and all students and their locations will be taken into consideration prior to finalizing the location.

- **NOTE: Zoom meetings are allowed for Seminar.**

**Grading for Practicum/Seminar**

Practicum/seminar grades are either pass (P), no credit (NC), incomplete (X), continuing (Y) or fail (F). The FFL or FFI has final grading authority, and the AFI participates and gives input in the evaluation.

If a student receives an area of concern (1 or 2 on the evaluation score), the student, FFL or FFI and AFI will develop a Student Success Plan on how the student will resolve the concern during the next quarter and document it in the evaluation. A passing grade cannot be given if there is an area of concern by the FFL or FFI or the Office of Field Education, and a definite time frame should be developed to re-evaluate the area of concern. Once the area of concern is resolved, the FFL or FFI will change the grade.

A student may not move forward in the MSW program if all the core competencies and practice behaviors are not a three (emerging competence) or above by the last quarter of
both the foundation and advanced practicums.

**P (Passing Grade) – Student moves forward in practicum if all the following are true:**
- The Learning Agreement is completed and signed by the AFI, FFL or FFI, and the student;
- The Time Sheet is filled out making connections to practice behaviors, reflection and integration and signed by the AFI, FFL or FFI, and the student at the end of the quarter with the minimum of hours required by the practicum quarter;
- The Evaluation is completed and signed by all parties at the end of the quarter with no areas of concern. Student must be at adequate performance or above to proceed;
- **Seminar** - students attended, participated, and presented with a professional demeanor in behavior, appearance and communication; and
- **Followed policy and procedures** within the practicum/seminar manual for student responsibilities.

**NC (No Credit for MSW) – Student may not move forward in practicum if one or more of the following are true:**
- Learning Agreement is not completed and not signed;
- Time Sheet is not filled out, student did not connect activity to practice behaviors, student does not show reflection or integration of practice behaviors, student did not complete the required hours needed that practicum quarter, and the AFI, FFL or FFI, and student have not signed the form;
- Evaluation is not competed and not signed by AFI, FFL or FFI, and student;
- Student did not attend, participate, or present with a professional demeanor in behavior, appearance and communication in seminar;
- Student did not follow policy and procedures within the practicum/seminar manual for students’ responsibly; or
- Student was dismissed from the agency and was not allowed to return.

**X Grade – Student will complete the work prior to moving to the next quarter, if any of the following are true:**
- The evaluation is completed with an “area of concern” that the student would not be able to address within the remaining time in practicum/seminar that quarter. A behavioral plan has been developed by AFI and FFL or FFI and reviewed with the student and is entered in IPT;
- Student was not able to complete the minimum number of hours for practicum and has at least 75% of the hours for that quarter, and the student has a plan documented in IPT under field notes about how the hours will be completed and what practice behaviors will be addressed; or the IPT forms (learning agreement, time sheet and evaluation) are not signed by AFI, FFL or FFI, or student, and it is due to the student not completing information.

**Y Grade – Student will complete the work prior to moving to the next quarter, if any of the following are true:**
- Due to no fault of the student, the forms in IPT are not all signed;
- Student was placed within a practicum late due to no fault of the student and was
not able to complete 1-5 listed above under Passing Grade. A plan is documented in IPT under field notes to establish a timeline to complete the requirements; or

- Due to agency change that was no fault of the student, the student was not able to complete 1-5 under Passing Grade. A plan is documented in IPT to establish a timeline to complete the requirements.

- NOTE: XC Grade – No Completion of work due to COVID-19

**Practicum Disruption**

Not every field placement works out, and sometimes there is a disrupted placement. This can be the result of a poor “fit” between the student and agency and a change in practicum site is clearly in everyone’s best interests. On occasion, changes in personnel at agencies or in the life circumstances of a student requires they leave a field placement that is otherwise working well. The AFI, and if applicable the ATS, as well as the FFL or FFI will make every effort to continue that field placement, but also recognizes this is not always in the best interests of the student and their education. The following guidelines are for AFIs, ATSs and students to use in various scenarios. Every situation is unique, and while these guidelines may provide assistance with the situation, the FFL or FFI, PT Program Director or Director of Field Education is available to work with the student, AFI, ATS and/or agency on a one-to-one basis.

**Level One – Agency Driven**

An agency may withdraw a student for the following reasons:

- Agency no longer can meet the practice behaviors;
- Agency no longer can give post-two-year MSW supervision time to the student; if the agency can provide tasks to meet competencies, the School of Social Work can provide alternative BASW or MSW supervision. The FFL, FFI, PT Program Director or Field Education Director will determine this;
- Agency is restructuring;
- Agency is closing down;
- Agency no longer has room for student;
- Local or federal emergency.

The process for withdrawal from an agency to end a practicum is the following:

- The agency is to contact the FFL or FFI with the reason for ending the practicum;
- The Office of Field Education is informed; and
- The Office of Field Education or PT Program Director will work with the student to secure a new placement.

**Level Two – Student Driven**

A student may request to withdraw from a practicum for personal reasons, which may include goodness of fit, health or financial circumstances that make it difficult for a student to complete practicum.

**Policies and Procedures for a Student Withdrawal from Practicum Placement**
A student may request to be withdrawn from their practicum placement following documented efforts as outlined below to address the identified issue(s) in question:

- Identify and address issue(s) with the AFI or ATS and the FFL or FFI as they arise. Keep FFL or FFI informed of any problem(s) in the practicum that may require intervention.
- If the issue(s) cannot be resolved between the AFI or ATS and the student, then the FFL or FFI should be invited to participate jointly in a meeting to pursue resolution with the student and the AFI or ATS.
- The FFL or FFI provides the Director of Field Education or PT Program Director a written summary documented on IPT, outlining attempts to address and resolve the situation, which precedes the request for the change in practicum placement.
- If the issue(s) cannot be resolved between the student, AFI or ATS and FFL or FFI, then a formal written request is submitted by email to the Director of Field Education or PT Program Director requesting participation in the situation. The student will also provide copies of the request, which include the reason for the change, to the AFI or ATS and FFL or FFI. If after reviewing the documentation, the Director of Field Education or PT Program Director agrees to withdraw the student from the practicum placement, an exit strategy will be established and implemented under the direction of the FFL or FFI;
- Any request to the Director of Field Education or PT Program Director by student, AFI or ATS, FFL or FFI will contain documentation in IPT of all efforts taken by all parties to resolve the issue(s) in question;
- The conditions of the second placement (total number of hours to be repeated or when the new placement can begin) are at the discretion Director of Field or PT Program Director in consultation with the FFL or FFI.

Students should be aware that the Director of Field Education or PT Program Director in honoring a student’s request to be withdrawn from a placement, is not automatically committed to placing the student in a different practicum. Every attempt will be made. However, this is not always possible.

**Level Three – Dismissal from Agency**

In the event that an agency wishes to immediately dismiss a practicum student due to unsatisfactory performance, the AFI or ATS is requested to:

- Contact the FFL or FFI immediately to discuss the circumstances leading to the situation;
- The AFI or ATS and/or FFL or FFI will then contact the Director of Field Education or PT Program Director to inform of the decision to dismiss a student;
- Inform the student verbally (and document on IPT) the reason for the dismissal;
- Work with the FFL or FFI to accomplish any follow-up activities or meetings that need to occur in order to appropriately end the placement;
- Discuss with the FFL or FFI and Director of Field or PT Program Director ways in which the situation leading to the dismissal can be avoided in the future.
Additional Information Regarding Dismissal from Agency

- Dismissal from a field placement may result in a grade of No Credit in Practicum for the quarter, and field hours for that quarter may not be credited to the student’s overall total;
- A student dismissed from practicum for unsatisfactory performance will meet with the FFL or FFI, and the Director of Field or PT Program Director. The purpose of the meeting will be to discuss the behaviors and conditions that led to the dismissal, to determine whether a second attempt at a new placement is warranted, and if appropriate, to discuss how to make a new placement successful;
- With the approval of the FFL or FFI and Director of Field or PT Program Director, students may be allowed to repeat practicum for which they received a grade of “no credit” at a different agency. The conditions of the second placement (total number of hours to be repeated or when the new placement can begin) are at the discretion of the FFL or FFI and Director of Field or PT Program Director;
- It is possible a student can continue with BASW or MSW core curriculum, while taking time off from practicum. This is at the discretion of the BASW, MSW or PT Program Directors;
- If a second placement is discontinued due to unsatisfactory performance, the student could be dismissed from the BASW or MSW program entirely.

(Adapted from Boise State and U of W field manuals)

Appeals Process for Grades Only

A student appeal of a practicum/seminar grade takes place through the practicum field review panel. The practicum field review panel will investigate, review the material and make a determination based on the information gathered. Policies and procedures have been established so that every attempt will be made to protect the rights of the student, along with the rights and responsibilities of the agencies and populations they serve. It is a student’s responsibility to track his/her activity on the time sheet on a weekly basis and to document attempts to solve problems with the AFI or ATS and the FFL or FFI.
NASW Code of Ethics Principles and Standards

**Principles**

**Value:** Service

**Ethical Principle:** Social workers’ primary goal is to help people in need and to address social problems. Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value:** Social Justice

**Ethical Principle:** Social workers challenge social injustice. Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value:** Dignity and Worth of the Person

**Ethical Principle:** Social workers respect the inherent dignity and worth of the person. Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible self-determination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value:** Importance of Human Relationships

**Ethical Principle:** Social workers recognize the central importance of human relationships. Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** Integrity

**Ethical Principle:** Social workers behave in a trustworthy manner. Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.
Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Social Media Guidelines

Social media channels, such as Facebook, Instagram, Twitter, YouTube, Snapchat, and various blog sites are just a few examples of new and exciting ways to connect with others and share information. Likewise, technology has broadened social workers’ capacity to assess and manage information about clients, influence policy, address social justice issues, and receive supervision. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site(s), agency site(s), or University site(s).

Common issues that students need to understand, and manage, when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues, and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels for professional activities, such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity, versus using these sites to maintain contact with friends and family. Your professional image, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the field agency and physical setting of an office.

As social workers, we must be cognizant that the legal, ethical and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to “first do no harm,” it is imperative to consider how to be connected within the context of social media while protecting yourself, your field site, your clients, the School of Social Work, and the profession.

As you get started in your field placement, it may be helpful to explore the following questions with your field instructor and/or task supervisor:

- Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?
- How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
- What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

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

- What are the agency guidelines regarding the use of Facebook and Instagram, and who can you friend and follow?

Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. This is particularly tricky when managing Facebook and Instagram accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts or other interactions on your site.

Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can see what is on your page. Additionally, people can see when you are tagged in photos, view comments made by others, note your status updates, and see who you’ve friended. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, some professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is important to remember that even with privacy settings, social media sites are not always secure, and it can be possible for anyone to view information you post. It is your responsibility as a professional social worker to abide by the Code of Ethics, including your virtual communications and use social work values and principles to guide your interactions.

- What privacy and confidentiality concerns should I consider when texting, emailing and/or using Twitter or Snapchat?

With the proliferation of hand held devices such as smart phones, accessing the Internet and connecting with others is literally in the palm of our hands. Text, email, Twitter and Snapchat are quick and effective ways to communicate with others however many ethical, legal, and clinical issues must be addressed when using these communication tools.

There is huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussing information about your field placement, classroom work, or agency staff. **Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information.** In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas. Observe all state and federal regulations such as FERPA and HIPAA, as well as University Policy (ies). Additionally, never use personal email accounts to send communicate client information.

Be aware: Employers and volunteer organizations are more frequently requesting passwords and permissions to see what is behind your privacy settings. You have the right to refuse permission. However, doing so may be a consideration in whether or not you are offered opportunities to work with them. Further, allowing organizations to see everything may also be hazardous to future opportunities. Make sure you know what’s “out there.”

- Can I check my personal social media accounts during field hours?

In general, your time in field and the resources provided to you in your field placement are to be used for field related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval. **If you have personal**
sites, it is best to maintain them on your own time using your own computer.

- I can’t find anything in the Code of Ethics that specifically mentions social media, so does that mean the Code of Ethics does not apply?

Absolutely not! The NASW Code of Ethics provides a variety of standards that social workers should consider when engaging in the use of social media. Here are a few examples of the Codes applicability to social media.

Standard 1.06 states that “social workers should not engage in dual or multiple relationships...in which there is a risk of exploitation or potential harm to the client...and social workers...are responsible for setting clear, appropriate, and culturally sensitive boundaries” (1.06c) The Code goes on to note that “dual or multiple relationships can occur simultaneously or consecutively” (1.06c) Our ethical obligations to clients, colleagues and other professionals are no different when using Facebook, Twitter or other social media channels as well as communications via our cell phones such as texting or email.

Standard 1.07(i) states that “social workers should not discuss confidential information in any setting unless privacy can be ensured.” We all know there is no such thing as privacy on a social media site or the Internet. Comments can be forwarded or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal information such as your home address or full birth date. Don’t post in advance when you plan to be on vacation or away from home for an extended period of time. Be sure to project the image you want potential faculty members, future employers, advisors and friends to know you by.

Standard 4.03 states that “social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.” Social media channels provide an excellent means to build community; however, as you navigate these channels, do no harm to yourself, your field site, your clients, the School of Social Work or to the social work profession in the process. Do not pretend to be someone else or hide your identity when using social media. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information.

The Code of Ethics explicitly mentions social media and the recently released Technology Standards also address social media and technology issues. The Technology Standards contain fifty-five specific standards, along with an interpretation of each standard. Here are a few examples of what you will find in the Technology Standards.

- Standard 2.01: Ethical Use of Technology to Deliver Social Work Services: When providing services to individuals, families, or groups using technology, social workers shall follow the NASW Code of Ethics just as they would when providing services to clients in person.

- Standard 2.10: Social Media Policy: Social workers who use social media shall develop a social media policy that they share with clients.

- Standard 2.11: Use of Personal Technology for Work Purposes: Social workers shall consider the implications of their use of personal mobile phones and other electronic communication devices for work purposes.
Standard 3.01: Informed Consent: As part of the informed consent process, social workers shall explain to clients whether and how they intend to use electronic devices or communication technologies to gather, manage, and store client information.

Standard 3.14: Managing Phased Out and Outdated Electronic Devices: When an electronic device is no longer needed, is phased out, or is outdated, social workers shall take steps to protect their clients, employer, themselves, and the environment. See https://www.aswb.org/wp-content/uploads/2013/10/TechnologySWPractice.pdf for additional standards regarding social media policies provided by NASW and ASWB.

What should I do next?

Take some time to review these guidelines with your AFI and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. AFIs, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families, so we encourage you to consider the personal versus professional role of social media in your life and your field setting.

Tips to maintain a positive online presence:

- Clean up your digital dirt. Remove any pictures, content, or links that can send the wrong message to employers. Ask yourself, "How do I show up in the world?" Try a Google search on yourself periodically to see what comes up.

- Remember the internet is public domain. They are called social networking sites for a reason. It is becoming commonplace for employers to do an online search for candidates before making job offers. A good guideline is to not put anything out on a social networking site that you would not want to see on the front page of the paper.

- Use social networking sites to your advantage. Maintain your online profile by portraying an image consistent with how you want to be perceived. Your profile is a way for you to demonstrate to employers your communication skills using proper grammar and spelling. Convey your professional image by choosing your photo and your screen name carefully. Include great references on your profile from a variety of different people to "paint" a positive professional image of yourself.

- Using social networking sites may not be for you. If using social media tools is not fun for you and it just feels like more work, that is O.K. These tools are not for everyone. If you are just going through the motions of putting something out there to have a presence, do not do it. Your lack of enthusiasm and lack of passion will show through, and that is NOT the image you want to portray. Your time and energy will serve you better to focus on areas that you believe in.

- Be thoughtful about your posts. There is no expectation of privacy when using social media. Consider what could happen if a post becomes widely known and how that may reflect on both you, the School of Social Work, the practicum agency and/or the University. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you wouldn’t say it at a conference or to a member of the media, consider whether you should post it online. If you are unsure about posting something or responding to a comment, seek advice from your supervisor, Agency Field Instructor, Faculty Field Liaison, or the Director of Field
Education.

*Based in part on guidelines from Boise State University, UNC Chapel Hill, & SJSU

Website for NASW Code of Ethics:
EWU School of Social Work – Practicum Workplace Agreement

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<th>Student Name</th>
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<td>Practicum Quarters</td>
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<td>Agency Name</td>
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<td>Agency Address</td>
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<td>City, State, Zip</td>
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<td>Agency Supervisor</td>
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<td>AFI Name</td>
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Any agency accepting an employee as a practicum student from the EWU School of Social Work agrees to the following statements and operation principles:

1. The agency agrees to comply with all practicum policies in the SSW Practicum/Seminar Manual and Agency Affiliation Agreement.
2. The agency agrees to identify new and challenging activities for the student, outside of their normal duties that encompass broad and transferable skills/knowledge relevant to the learning agreement, core competencies and practice behaviors. For those students in the job for less than six months, current job responsibilities will suffice for new learning. The agency agrees to release the student during his/her practicum hours to go outside of the agency, if necessary, to obtain practice opportunities for these new knowledge and skills, with prior agreement by the FFI and the AFI.
3. The agency understands and accepts that the time set for practicum learning comes out of the regular paid workweek.
4. The agency will provide a post-two-year BASW or MSW for supervision with BASW students and a post-two-year MSW for supervision with MSW students. The employee’s agency supervisor must be different from the practicum workplace supervisor.
5. The agency will be aware and sensitive to the potential conflicts inherent in being both student and employee, and will be supportive of the student during the transitional period.

Practicum hours cannot be counted until the Office of Field Education approves all paperwork. In order for a workplace agreement to be approved, the following must be provided to the Office of Field:

1. A typed copy of the student’s current job description on agency letterhead; and;
2. A typed copy of the student’s proposed new learning activities and how they will match up with the core competencies within the learning agreement.

The Office of Field Education will review the current job description and the proposed practicum learning activities and determine the suitability for a workplace practicum. A site visit or phone call may be arranged by the Office of Field Education with the Agency supervisor(s) prior to acceptance of this agreement.
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<th>Role</th>
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<td>Student</td>
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<td>Agency Director</td>
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School of Social Work Practicum Waiver

This waiver allows the student to complete practicum hours outside of the academic scheduled quarters of Eastern Washington University.

Student Information

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Agency Information

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Specific reason for request and plan:


Dates:

Start Date | End Date |

Signatures:

Student | Date |

AFI | Date |

FFL or FFI | Date |

Director of Field Education | Date |

The EWU faculty member will be the contact person for the agency and student during the above time:

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# Student Success Plan

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Nature of contact/observation (e.g. course, field, placement etc.):

**Nature of Concern:**

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Description of explicit student behavior(s), attach relevant documentation, if available and appropriate:

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**Recommendation(s) to improve chances for success:**

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**Timeline to demonstrate needed improvement:**

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My signature below indicates that I have had an opportunity to review the aforementioned material with the FFL or FFI and received a copy of this form.

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<th>Student Signature</th>
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My signature below indicates that I have discussed this report with the involved student and copies have been provided to Office of Field Education or PT Program Director.

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**This concern/issue has been satisfactorily resolved.**

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FFL or FFI Signature and Date          Student Signature and Date
1. Demonstrate Ethical and Professional Behavior

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

2. Engage Diversity and Difference in Practice

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

3. Advance Human Rights and Social, Economic, and Environmental Justice

Observable Components:
- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

4. Engage In Practice-Informed Research and Research-Informed Practice

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

5. Engage in Policy Practice

Observable Components:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities

Observable Components:
- a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

7. Assess Individuals, Families, Groups, Organizations, and Communities

Observable Components:
- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Observable Components:
- a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Observable Components:
- a. Select and use appropriate methods for evaluation of outcomes;
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

10. SEMINAR (FFI/FFL will evaluate)
Observable Components
a. Attend and participate in all seminar activities with a professional demeanor in behavior, appearance and communication;
b. Be fully present – in body, mind and spirit;
c. Actively listen to colleagues and provide thoughtful feedback;
d. Contribute to discussions, and be open to others’ feedback;
e. Demonstrate the ability to integrate theory with practice.

Advanced Learning Agreement with CSWE 2015 Core Competencies

1. Demonstrate Ethical and Professional Behavior
Observable Components:
a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
d. Use technology ethically and appropriately to facilitate practice outcomes;
e. Use supervision and consultation to guide professional judgment and behavior.
Advanced a. Employ a critical analysis of various options, including power differentials to guide and inform ethical practice.

2. Engage Diversity and Difference in Practice.
Observable Components:
a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Advanced a. Recognize impacts of positionality, power, oppression, and systemic inequity on clients and their involvement in human services.

3. Advance Human Rights and Social, Economic, and Environmental Justice
Observable Components:
a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
b. engage in practices that advance social, economic, and environmental justice.
Advanced a. Demonstrate an ability to develop and maintain critical resources to promote systems change and social, economic and environmental justice.
4. Engage In Practice-Informed Research and Research-Informed Practice

**Observable Components:**

a. Use practice experience and theory to inform scientific inquiry and research;
b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Advanced**
a. Critically evaluate the applicability of research findings to practice settings while considering organizational, professional, and client contexts and preferences.

5. Engage in Policy Practice

**Practice Behaviors:**

a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
b. Assess how social welfare and economic policies impact the delivery of and access to social services;
c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Advanced**
a. Use evidence-based practice and practice-based evidence to promote policies that advance social and economic well-being.

6. Engage with Individuals, Families, Groups, Organizations, and Communities

**Observable Components:**

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

**Advanced**
a. Demonstrate an applied understanding of interpersonal, relational, and systemic factors when engaging individuals, families, groups, organizations, and communities.

7. Assess Individuals, Families, Groups, Organizations, and Communities

**Observable Components:**

a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Advanced a. Apply knowledge of strengths, risk factors, vulnerabilities and resiliencies of clients and/or larger systems to advanced generalist practice.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Observable Components:

a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Advanced a. Distinguish, appraise, and integrate evidence-based knowledge into Advanced Generalist Practice.

Advanced b. Implement collaborative, client-centered, and research informed interventions.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Observable Components:

a. Select and use appropriate methods for evaluation of outcomes;
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Advanced a. Use evaluation methods to measure client and/or program outcomes to inform practice.

Advanced b. Utilize a structured process to evaluate practice and promote change.

10. SEMINAR (FFI/FFL will evaluate)

Observable Components

a. Attend and participate in all seminar activities with a professional demeanor in behavior, appearance and communication;
b. Be fully present – in body, mind and spirit;
c. Actively listen to colleagues and provide thoughtful feedback;
d. Contribute to discussions, and be open to others’ feedback;
e. Demonstrate the ability to integrate theory with practice.