



# BASW/MSW Practicum Manual

---

**COLLEGE OF PROFESSIONAL PROGRAMS - SCHOOL OF SOCIAL WORK**

**Academic Year: 2024-2025**

UPDATED JULY 2024

# TABLE OF CONTENTS

<b>I. INTRODUCTION &amp; WELCOME</b>	<b>4</b>
MISSION	4
EQUAL OPPORTUNITY, AFFIRMATIVE ACTION, & ADA COMPLIANCE	4
REASONABLE ACCOMMODATIONS AND ESSENTIAL FUNCTIONS	5
NOTIFICATION OF PRACTICUM MANUAL UPDATES	5
DEFINITIONS & TERMS	5
<b>II. ROLES &amp; RESPONSIBILITIES</b>	<b>8</b>
PRACTICUM OFFICE RESPONSIBILITIES	8
AGENCY RESPONSIBILITIES	9
STUDENT RESPONSIBILITIES	11
<b>III. PRACTICUM OVERVIEW</b>	<b>12</b>
PRACTICUM OBJECTIVES	12
PREREQUISITES FOR ENTERING PRACTICUM	13
PRACTICUM HOURS	13
BASW PRACTICUM HOURS	14
MSW PRACTICUM HOURS	14
SEMINAR OVERVIEW	15
PROFESSIONAL LIABILITY INSURANCE FOR PRACTICUM	17
ADDITIONAL REQUIREMENTS FOR PRACTICUM	17
EVALUATION OF PRACTICUM EFFECTIVENESS	17
<b>IV. PREPARING FOR &amp; COMPLETING PRACTICUM</b>	<b>18</b>
PREPARING FOR THE PRACTICUM EXPERIENCE	18
PLACEMENT PROCEDURE	19
DIFFICULTY SECURING PLACEMENT	19
DISTANCE PRACTICUM	19
PRACTICUM LOCATION	20
SEMINAR LOCATION	20
WORKPLACE PRACTICUM AGREEMENT REQUESTS	20
PRACTICUM LEARNING AGREEMENTS	22
PRACTICUM TIMESHEETS & EVALUATIONS	23
PRACTICUM MAKEUP POLICY AND PROCEDURE	23

PRACTICUM OUTSIDE THE ESTABLISHED TIMELINES (WAIVERS)	24
BANKING PRACTICUM HOURS	25
PRACTICUM SAFETY GUIDELINES	25
MANDATORY REPORTING	27
TRANSPORTATION	27
<b>V. STUDENT CONDUCT, PRACTICUM DISRUPTION &amp; SUPPORT</b>	<b>27</b>
PROFESSIONAL EXPECTATIONS IN PRACTICUM & SEMINAR	27
PENDING INVESTIGATIONS AND PRACTICUM PLACEMENT	28
PRACTICUM DISRUPTIONS & TERMINATION	30
STUDENT SUPPORT AND SUCCESS PLAN	34
<b>VI. GRADING FOR PRACTICUM &amp; APPEALS</b>	<b>34</b>
P - PASSING GRADE	35
X - INCOMPLETE GRADE	35
Y – DEFERRED GRADE	36
NC – NO CREDIT/FAILING GRADE	37
APPEALS PROCESS (FOR GRADE CHANGES ONLY)	37
<b>VII. SUMMARY OF NASW CODE OF ETHICS</b>	<b>38</b>
<b>VIII. SOCIAL MEDIA GUIDELINES</b>	<b>39</b>
QUESTIONS TO ASK AGENCY	40
TECHNOLOGY STANDARDS	42
MAINTAINING POSITIVE ONLINE PRESENCE	43
<b>IX. ATTACHMENTS</b>	<b>45</b>
AGENCY ONBOARDING PROCEDURE	45
AFFILIATION AGREEMENT TEMPLATE	46
LEARNING AGREEMENTS	
GENERALIST – BASW & MSW FOUNDATION LEARNING AGREEMENT	54
SPECIALIZED – MSW ADVANCED GENERALIST LEARNING AGREEMENT	59
PRACTICUM SEMINAR RUBRIC	64

## **I. 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 practicum 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.

## REASONABLE ACCOMMODATIONS AND ESSENTIAL FUNCTIONS

---

Agencies must comply with all applicable state and federal laws, rules, regulations, and executive orders governing equal employment opportunity, immigration and nondiscrimination, including the Americans with Disabilities Act (ADA). Under Title I of the ADA, the host agency must provide accessibility through a reasonable accommodation to enable qualified participants perform essential functions of the practicum position, unless such an accommodation would cause the agency undue hardship as allowed by the law.

Essential functions are basic job duties an employee or trainee must be able to perform, with or without reasonable accommodations. Students are responsible for requesting needed accommodations and should be aware that not all accommodations can be approved. Agencies must disclose to students the essential functions of the practicum position during the interview process to assist in the assessment of practicum fit. Agencies must discuss reasonable accommodations related to the student's practicum setting as they would with any other employee requesting workplace accommodations.

Students can learn about different social work occupations along with the required skills, knowledge, and abilities to assess their own fit by visiting O\*NET Online and searching "social work". Link: <https://www.onetonline.org/find/result?s=social+work>

## NOTIFICATION OF PRACTICUM MANUAL UPDATES

---

The Office of Field Education may revise practicum policies at any time upon approval by School of Social Work faculty. Students and field instructors will be notified of changes via email.

## DEFINITIONS & TERMS

---

Below are a list of terms commonly used within practicum education.

**Behaviors** - Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.

**Clients and constituencies** - Those served by social workers including individuals, families, groups, organizations, and communities.

**Competency-based education framework** - A framework where the focus is on the assessment of student learning outcomes (assessing students' ability to demonstrate the competencies identified in CSWE's educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

**Council of Social Work Education** – Founded in 1952, the Council on Social Work Education (CSWE) is the national association representing social work education in the United States. Its members include over 750 accredited baccalaureate and master’s degree social work programs, as well as individual social work educators, practitioners, and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession’s goals of social and economic justice.

**Multidimensional competence** - The demonstration of competence informed by **knowledge, values, skills, and cognitive and affective processes** that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

- a) **Knowledge** – generally includes learning the competencies and social work concepts.
- b) **Skills** – generally includes the ability to apply or demonstrate competencies and social work concepts
- c) **Values** – service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights and scientific inquiry are among the core values of social work.
- d) **Cognitive and affective processes** - includes critical thinking, affective reactions, and exercise of judgment
  - Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
  - Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
  - Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

**Multidimensional assessment methods** - Multidimensional assessment methods capture behaviors indicative of competence as well as one or more of the factors underlying behavior. Underlying factors may include **knowledge, skills, and values** as well as **cognitive and affective processes**.

**Signature pedagogy** - Forms and styles of teaching and instruction that are central to a specific discipline, area of study or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the practicum. Practicum education is the signature pedagogy for social work.

**Specialized practice** - Specialized practice builds on generalist practice by adapting and extending the nine social work competencies for practice. Specialized practice is defined by programs and can be operationalized by programs as a concentration, area of specialized practice, track, focus on specific populations, problem area, method of intervention, or approach to practice.

**Learning agreements** – Educational contracts between the student, FFI/FFL and AFI listing the CSWE core competencies and behaviors the student will practice and demonstrate in their practicum.

**Practicum Hours** - hours spent in both practicum activity and seminar meetings practicing behaviors to demonstrate proficiency or mastery of the CSWE core competencies.

- e) **Practicum Hours** – hours spent practicing within an assigned agency or completing agency related tasks (i.e. community meetings, policy review or revision, grant research or writing, resource mapping, program evaluation, etc.)
- f) **Seminar Hours** – hours spent within seminar meetings or completing seminar related tasks (i.e. homework or make-up assignments/projects)

**Field Instructors** – approved social work professionals who meet CSWE criteria to provide practicum instruction to social work students.

- g) **Faculty Field Instructors (FFI) and Liaisons (FFL)** – University-employed practicum instructors who possess a MSW from a CSWE accredited school and a minimum of two years post-graduate social work experience. FFI's are PT quarterly faculty within the PT MSW Programs. FFL's are full-time faculty
- h) **Agency Field Instructors (AFI)** – Agency-employed practicum instructors who possess a BASW from a CSWE accredited school to supervise BASW students or a MSW from a CSWE accredited school to supervise MSW students both with two years post-graduate social work experience. AFIs may also be assigned by the School if needed to provide practicum instruction above and beyond what is provided in seminar meetings.

**Task Supervisors (ATS)** – Agency-employed staff who provide daily supervision to students in their practicum hours. Task Supervisors do not meet the educational criteria and/or post-graduate experience required for practicum instructors as listed above.

## II. ROLES & 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.

### PRACTICUM OFFICE ROLES AND RESPONSIBILITIES

---

The Office of Field Education develops placement options in the community for students as well as field education training, supervision, and support to Faculty Field Liaisons (FFL) Faculty Field Instructors (FFI), Agency Field Instructors (AFI) and Agency Task Supervisors (ATS). The Field Office works with students to ensure a quality practicum experience that provides opportunities to integrate social work knowledge, values, skills, and critical thinking in the practice setting.

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

**Part-Time MSW Program Directors** are responsible for developing practicum placements within their region, assisting PT students with all matters related to practicum, including addressing problems or concerns that may arise.

**Faculty Field Liaisons (FFLs)** are full-time faculty lecturers of the SSW who monitor student practicums, help students identify opportunities for learning in the practicum, support and challenge the student in practicum, and facilitate seminars designed to help students integrate classroom learning with practicum experiences. The FFL serves as a liaison between agencies and the SSW, meeting with students and AFIs in the community, monitoring time sheets and evaluating student progress. The FFL has final grading authority of the student's practicum outcome.

**Faculty Field Instructors (FFIs)** are PT quarterly faculty of the SSW who monitor student practicums, help students identify opportunities for learning in the practicum, support and challenge the student in practicum, and facilitate seminars designed to help students integrate classroom learning with practicum experiences. The FFI serve as a liaison between agencies and the SSW, meeting with students and AFIs in the community, monitoring time



sheets and evaluating student progress. The FFI has final grading authority of the student's practicum outcome.

**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 CWTAP Practicum 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](http://ewu.edu/cwtap).

**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 practicum experience. AFIs and students are invited to participate as ad hoc members. To request the Field Committee meeting dates and agenda, email the Director of Field Education.

## **AGENCY ROLE & RESPONSIBILITIES**

---

Agencies providing social services in the community invite students to join their work as practicum students to demonstrate social work competency within the practice setting and their commitment to professional development and growth. Agencies provide opportunities for students to complement their coursework as they apply social work theories, skills and principles in practice.

Agencies must be approved as a site placement and enter into an Affiliation Agreement with the SSW prior to a student starting their practicum. Agencies whom affiliate with the SSW must provide practicum experiences that are compatible with classroom theory and allow students to practice competency behaviors. **Prior to entering an Affiliation Agreement, agencies must be willing and able to meet the following criteria:**

1. The agency **does not discriminate in hiring and/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;
2. The agency **will allow the student to practice within the NASW Code of Ethics**;
3. The agency **will provide the necessary work space, appropriate PPE, 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.);
4. The agency **will provide an orientation** for the student covering **safety**, policies & procedures, regulations, facilities, and equipment of the agency;

5. The agency **will provide meaningful and challenging learning activities** respective to the practice behaviors. In addition:
  - a. Tasks should allow students to work with staff members within the agency and with outside resources significant to agency services; and
  - b. The agency will provide tasks with increased complexity as the student gains confidence and competence.
6. The agency **will assign a post-two-year MSW or BASW Agency Field Instructor (AFI** - defined below) who meets the criteria set forth by the Office of Field Education and CSWE accreditation requirements.
  - a. If the agency is unable to assign an AFI as defined below, the SSW may be able to assign an AFI from the School. This may not always be possible and requires prior approval from the Field Director.
  - b. The agency may also change the designated supervisor (AFI or ATS as defined below), but must send the AFI/ATS Change Form to the Office of Field Education prior to making the change.
7. If necessary, the agency **will consent to the student seeking learning experiences outside the agency** 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.

**Agency Field Instructors (AFIs)** are BASW or MSW graduates with two years' post-graduate social work experience. They act as approved practicum instructors within an agency to supervise, monitor, and evaluate the student's progress toward social work competency. BASW graduates are able to supervise BASW students. MSW graduates are able to supervise both BASW and/or MSW students. The AFI may be onsite staff or staff working at other locations who can meet with the student (in-person or via electronic platforms such as Zoom or MS Teams) to monitor and review the student's progress on a regular basis. Regular basis is defined as once a week or once every other week for a minimum of 30-60 minutes each meeting throughout the entire practicum experience. Additional time may be necessary to meet the student's learning needs.

**Agency Task Supervisors (ATSs)** are agency staff who do not meet the education and/or post-graduate experience requirements to be an approved field instructor within the agency. An ATS can be approved to provide day-to-day learning opportunities, mentoring and task supervision for the student, however, are not qualified to monitor and/or evaluate a student's progress toward social work competency. The agency and/or the SSW are still required to assign an appropriate field instructor to the student to monitor and evaluate the student's social work competency and learning.

## STUDENT ROLE & RESPONSIBILITIES

---

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

- a) To comply with their program's Student Handbook, the NASW Code of Ethics and the BASW-MSW Practicum Manual;
- b) To learn social work knowledge, values and skills;
- c) To participate fully in the learning process which includes participation in all seminars; and
- d) 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 SSW, agency, clients and/or constituents.

## STUDENT RESPONSIBILITIES TO THE SCHOOL

---

- e) Maintain open, honest communication with the FFL or FFI, the Office of Field Education, and the applicable BASW or MSW Program Director(s);
- f) Complete all assignments, including all required documentation, and expectations in a timely manner;
- g) Attend fully and participate actively in all practicum seminars with professional demeanor in behavior, engagement and communication.

## STUDENT RESPONSIBILITIES TO THE AGENCY

---

- h) In coordination with the AFI and, if applicable the ATS, identify activities that will accomplish the practice behaviors in the applicable learning agreement;
- i) Participate as a partner in goal-directed learning and related activities;
- j) Offer services to, and on behalf of, client systems with increasing autonomy, knowledge and competency;
- k) Learn and follow agency policies and practices;
- l) Offer services in harmony with the policies and practices of the practicum setting and, as appropriate, seek to improve them; and
- m) Stay committed to service within the practice setting, including maintaining a reliable schedule and working through issues or conflicts that may arise during the practicum experience.

## STUDENT RESPONSIBILITIES TO CLIENTS AND/OR CONSTITUENTS

---

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 and/or constituents, 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 they are entering into a relationship with a student, and has the right to refuse. Students must:

- n) Practice social work in a disciplined and competent manner;
- o) Work to maintain and improve social work services;
- p) Provide services promptly and professionally, putting client interests first;
- q) Respect the privacy and confidentiality of clients;
- r) Comply with the ethical obligations of the profession, including remaining committed to the client or client system during the practicum experience; and
- s) Inform clients of their status as a student.

### III. PRACTICUM OVERVIEW

Practicum includes both practicum hours and seminar hours (see Definitions & Terms above). Practicum provides students with opportunities to engage in professional tasks that supplement, complement, and reinforce classroom learning.

#### PRACTICUM OBJECTIVES

---

1. Provides learning opportunities in the community relevant to BASW and MSW program generalist and advanced generalist practice objectives;
2. Helps students recognize the political, economic, social, and cultural influences on social services;
3. Encourages students to explore theoretical and practice issues through critical thinking and self-reflective learning;
4. Helps students develop a strong sense of professional social work identity with a firm commitment to service and conducts oneself accordingly;
5. Instills in students an understanding of the CSWE Core Competencies by allowing the student to:
  - a) Apply social work ethical principles to guide professional practice and enhance critical thinking skills in order to inform and articulate professional judgment;
  - b) Engage in diversity and difference in practice and applying knowledge of human behavior within the social environment;
  - c) Advance human rights, social and economic justice as well as respond to contexts that shape practice;
  - d) Engage in research-informed practice and practice-informed research;

- e) Engage in policy practice to advance social and economic well-being and to deliver effective social work services; and
- f) Engage, assess, intervene, and evaluate practice with individuals, families, groups, organizations, and communities.

## **PRE-REQUISITES FOR ENTERING PRACTICUM**

---

Students must meet the following pre-requisites before entering practicum.

**BASW practicum pre-requisites:** 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. Students must also pass SOWK 480 – Field Preparation prior to beginning practicum.

**MSW practicum pre-requisites:** Students must complete all MSW required coursework with a minimum cumulative GPA of 3.0, with no outstanding incompletes. 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 complete the course. Students must pass SOWK 580 – Field Preparation, prior to beginning practicum.

## **PRACTICUM HOURS**

---

Practicum hours are a combination agency hours and seminar hours (see Definition & Terms). During practicum hours, students must demonstrate social work competencies through **in-person contact with clients and constituencies**. In-person contact refers to interpersonal interactions with clients and constituencies, which includes the use of digital technologies and platforms (i.e. Zoom or Microsoft Teams).

Students must arrange their practicum hours outside of their social work classes. Students cannot miss class to attend practicum or practicum-related events, trainings, or other activities.

Practicum hours recorded on the student's timesheet can only include the following:

1. Agency practice in the field or through digital technology (i.e. telehealth, Zoom meetings/trainings/conferences, special projects/assignments for the agency, etc.);
2. Practicum instruction and supervision time with the AFI
  - a. Supervision provided by Task Supervisors cannot count toward practicum hours.
3. Site visits with the FFL/FFI and the AFI and/or ATS;

4. Seminar meetings; and
5. Mandatory trainings required to effectively perform practicum tasks (i.e. agency policy training, mandatory reporting training, other trainings deemed essential by AFI and/or FFI/L)
  - a. Trainings must be essential to the student's direct practice with clients and constituencies and not used as "filler hours" or "make-up hours" to meet practicum hours.
6. Time spent documenting practicum activities and competency integration in the practicum timesheet. Maximum allowed is one (1) hour per week and can only be counted if the student is documenting in their timesheet on a weekly basis.

Examples of in-person contact via digital technologies include:

1. Telework arrangements with remote access to people, platforms, and projects.
2. Telehealth
3. Phone and/or video contact or meetings with colleagues, clients, and constituents
4. Essential online trainings with the agency

Practicum hours are to be supervised by the AFI and/or ATS either in-person or through digital technologies. Exceptions to this policy may be reviewed based on a students' inability to accomplish learning objectives within the placement agency.

All exceptions to the practicum Hours policy must be reviewed and approved by the Field Director prior to implementation. Policy violations may result in a corrective action plan (Student Success Plan), a failing grade, or dismissal from practicum depending on the nature and severity of the violation.

### **BASW PRACTICUM HOURS**

---

Students in the BASW program must complete a minimum of 510 practicum hours; 480 hours in the agency/community and 30 hours in seminar. Students complete an average of 16 hours per week practicing in the agency/community over the course of three quarters. Additionally, students must complete 10 hours per quarter in seminar hours for a total of 30 hours over the course of three quarters.

### **MSW PRACTICUM HOURS**

---

**Full-time MSW students** must complete a minimum of 970 practicum hours; 920 hours in the agency/community and 50 hours in seminar over the course of five quarters. Students must also complete two learning agreements: Generalist/Foundation and Specialized/Advanced Generalist. Under the Generalist/Foundation learning agreement,

students will complete an average of 16 hours per week practicing in the agency/community over the course of two (2) quarters. Under the Specialized/Advanced Generalist learning agreement, students will complete an average of 20 hours per week in agency/community over the course of three (3) quarters. Additionally, students must participate 10 hours per quarter in seminar under both learning agreements for a total of 50 hours over the course of the entire practicum experience.

**Part-time MSW students** must complete a minimum of 972 practicum hours; 900 hours in the agency/community and 72 hours in seminar over the course of eight quarters. Students must also complete two learning agreements: Generalist/Foundation and Specialized/Advanced Generalist. Under the Generalist/Foundation learning agreement, students will complete an average of 10 to 11 hours per week practicing in the agency/community (field hours) over the course of three (3) quarters. Under the Specialized/Advanced Generalist learning agreement, students will complete an average of 11 to 12 hours per week in field hours over the course of five (5) quarters. Additionally, students must participate 9 hours per quarter in seminar under both learning agreements for a total of 72 hours over the course of the entire practicum experience.

## **SEMINAR OVERVIEW & EXPECTATIONS**

---

The Practicum Seminar is an essential component of the practicum experience for social work students, designed to integrate classroom learning with practical fieldwork. The seminar aims to:

- Integrate classroom learning and social work theory with practice.
- Address gaps in understanding and competency.
- Enhance critical thinking and self-reflective skills.
- Assess readiness for professional practice.
- Develop skills to increase community effectiveness.

Attendance and active participation in the Practicum Seminar are mandatory. Students must arrange their personal schedules to accommodate all established seminar meeting dates and times just as they are expected for other SOWK courses. Seminars cannot be arranged during other required class times. Failure to attend seminars for reasons other than emergencies and without prior notification may result in disciplinary actions and/or a Student Success Plan. Inadequate participation or unprofessional behavior may also lead to disciplinary actions including the implementation of a Student Success Plan. Students share the responsibility of establishing effective group dynamics and norms with the FFI/L in their seminar course. The following behavioral expectations guide both students and instructors in creating an effective and meaningful Practicum Seminar.

Seminar expectations include:

1. Attendance and Punctuality – All members of the group are expected to arrange their personal schedules to accommodate all established seminar meeting dates and times. Students must inform the seminar facilitator (FFL/FFI), in advance, if they anticipate any absences due to extenuating circumstances or emergencies.
2. Participation and Active Engagement – All members of the group are expected to actively engage and participate in the Practicum Seminar. Participation involves contributing to discussions, engaging with peers' and instructors' contributions, and demonstrating reflective and critical thinking.
3. Preparedness – All members of the group are expected to come to the seminar prepared to share their learning and discuss competency integration. Being prepared means having the practicum timesheet up to date and ready to discuss and/or completed readings or assignments as assigned by the FFI/L.
4. Respect and Confidentiality– All members of the group are expected to engage professionally, demonstrating appropriate and civil behavior, engagement, and communication throughout seminar discussions and activities. Information shared in seminars is confidential and should not be discussed outside of the seminar setting without explicit permission from the seminar group.
5. Self-awareness – All members of the group are expected to develop and demonstrate self-awareness of the intent and impact of their communication and/or behavior when engaging with others.
6. Diversity – All members of the group are expected to demonstrate respect and appreciation of diverse opinions, experiences, and/or people.
7. Communication – All members of the group are expected to communicate and respond to communication in a timely and contextually appropriate manner.
8. Responsiveness to Feedback – All members of the group are expected to be open and receptive to constructive feedback, and to ask for clarification when needed to understand expectations for implementing feedback into their practice and/or seminar.

All members of the Practicum Seminar group will use the Seminar Rubric to guide their behavior and participation during seminar meetings. Any issues related to behavioral expectations must be documented by the FFI/L and reported to the Field Office. Failure to adhere to this policy or meet seminar expectations may result in disciplinary actions in accordance with the student's BASW or MSW Handbook and the Practicum Manual.



## PROFESSIONAL LIABILITY INSURANCE

---

EWU provides access to professional liability insurance 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](https://secure.touchnet.net/C20347_ustores/web/store_main.jsp?STOREID=25))

Professional liability coverage is effective from September 1<sup>st</sup> through August 31<sup>st</sup> on an annual basis. To request a copy of the professional liability insurance certificate, contact the Field Office.

## ADDITIONAL PRACTICUM ONBOARDING REQUIREMENTS

---

Students should be aware that some agencies may request and/or require additional pre-screening and onboarding requirements. 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 are financially responsible for costs and fees associated with agency pre-screening and onboarding.**

## EVALUATION OF PRACTICUM EFFECTIVENESS

---

Practicum effectiveness in the agency-setting is monitored throughout the student's practicum via seminar meetings and annual practicum exit surveys. Information is collected by the Field Office and analyzed to address training gaps, learning needs and/or supervision concerns in order to improve the practicum experience for all parties involved. Students are encouraged to discuss practicum-setting issues with their FFI/L early so issues can be addressed as a team and when necessary by the Director of Field Education. Often, issues such as communication and instructional style can be resolved with awareness and discussion. In addition, issues related to learning opportunities can be resolved through identifying supplemental practice activities outside of the agency.

## PROCEDURE

---

FFI/L's will monitor agency-setting concerns throughout the student's practicum during seminar meetings and/or site meetings/visits. If the FFI/L is unable to assist the student in addressing the concern with their AFI or agency, the FFI/L will refer the concern to the Field Office.

At the end of the student's practicum and/or learning agreement, an agency-setting exit survey is issued to the student via EWU email address. The Field Office collects and analyzes feedback to evaluate practicum effectiveness in the agency-setting. Practicum effectiveness is reported to the SSW faculty and agency partners annually.

## CRITERIA

---

The following are criteria used to evaluate practicum-setting effectiveness.

1. Student's onboarding and initial training experience at the agency
2. Student's ability to meet practicum hours expectations at the agency
3. Student's ability to demonstrate social work competencies at the agency
4. Student's access to site supervision and support at the agency
5. Frequency and quality of practicum supervision at the agency
6. Quality of learning environment space (i.e. access to appropriate equipment and space for practicum tasks & assignments)
7. Quality of learning environment safety (both physical and emotional, dignity, respect, equity and inclusion)

## IV. PREPARING FOR & COMPLETING PRACTICUM

### PREPARING FOR THE PRACTICUM EXPERIENCE

---

Students must register for the applicable Practicum Preparation course (SOWK 480 for BASW; SOWK 580 for MSW) the quarter prior to the beginning of their practicum. During Practicum Preparation, student must complete and/or demonstrate the following:

1. Review of the BASW/MSW Practicum Manual;
2. Complete a profile in IPT (Intern Placement Tracking database), including the CSWE statistic's survey and emergency contact information;
3. Prepare and/or update a professional resume;
4. Complete a Field Office interview and Practicum Work Plan
5. Complete field preparation assignments to demonstrate knowledge of practicum expectations, including:
  - a) Learning agreements,
  - b) Time sheets,
  - c) Seminar meetings,
  - d) CSWE competencies and practice behaviors,
  - e) Integration of theory with practice model,
  - f) Evaluations, and
  - g) Grading
6. Demonstrate professional readiness to enter a practicum education experience. Professional readiness is demonstrated through the student's professional use of self. See "Professional Use of Self" in attachments for more information.
7. Confirm a practicum placement.

## PLACEMENT PROCEDURE

---

Practicum placement is a structured process conducted during the student's Field Preparation course. Students are not allowed to secure their own practicum placement without prior approval from the Field Office to ensure the agency meets required criteria to be a social work practicum site. During the student's Practicum Preparation course, students will complete a Field Office interview with either the Director of Field or applicable PT MSW Program Director to determine appropriate opportunities based on agency availability and student interest. A referral from the Field Office or PT MSW Program Director is required before a student can request an interview with an agency of interest. Students who do not secure a placement after three referrals will meet with the Director of Field or applicable PT MSW Program Director to assess readiness for practicum and other opportunities in the community.

Students should be aware that their placement options or choices may be limited to what is available within the community, including agency capacity to provide appropriate social work supervision. Students with criminal histories may be further limited due to agency background check policies.

## DIFFICULTY SECURING PLACEMENT

---

The Field Office makes every effort to assist students in securing a practicum placement, however, cannot and does not guarantee students will be placed. Students are given three (3) opportunities to interview with an agency, one interview at a time. If no match is found after three interviews, a review of the student's readiness for placement will be conducted by the Director of Field Education or applicable PT MSW Program Director.

Students experiencing unsuccessful interviews may be required to seek additional resources through the Career Center, such as interview training and practice. If a student is unable to successfully secure a placement in time, they may be advised to pause their program and take a leave of absence until they have completed additional training and/or have satisfactorily demonstrated readiness to enter practicum education.

## DISTANCE PRACTICUM

---

With the exception to part-time program students, all practicum placements must be within a 100 mile radius of the EWU Cheney campus. Full-time students may be given consideration outside the 100-mile limit on a case-by-case basis. Exceptions to this policy may be granted based on direct educational benefits and with a clear understanding the student will attend all required in-person courses on campus regardless of distance. A mandate by the Director of Field Education will supersede this policy in the event of a

local/state/federal emergency where alternative remote practicum placements may be required or necessary. All exceptions to policy must be approved the Director of Field Education prior to implementation.

### **PRACTICUM LOCATION**

---

The location of practicum hours will vary depending on the agency. To support the student and the need for supervision while completing field hours, students are not allowed to complete practicum hours at their home, unless the agency allows and monitors “remote” practicum assignments and tasks through digital technologies. Exceptions to this policy require support from the FFL/FFI, AFI and/or ATS, and approval from the Director of Field Education or applicable PT MSW Program Director. The FFL/FFI must document the reason for exception and how it will benefit the student’s learning in IPT prior to seeking approval from Director of Field Education or applicable PT MSW Program Director. A mandate by the Director of Field Education will supersede this policy in the event of a local/state/federal emergency where alternative remote practicum hours may be required or necessary.

### **SEMINAR LOCATION**

---

Seminar in the full-time programs will be held in a University approved classroom or conference room, and may not be located in a public, open place or a private home.

Seminar in the part-time programs may be located in a private, ADA accessible conference room within the community or agency where the group of students live and/or work. The location of seminar must be approved by the PT MSW Program Director prior to utilization, and all students and their locations will be taken into consideration prior to finalizing and approving the location.

Seminars may take place over Zoom or MS Teams on a case-by-case basis in the event of illness or inclement weather where it is clearly in the best interest of student health and safety to do so. The FFL/FFI must alert the Director of Field Education and the SSW Chair/Director prior to initiating delivery and/or location changes for seminar.

### **WORKPLACE PRACTICUM REQUESTS**

---

Students may complete a practicum at their place of employment, provided they are in good standing in their social work program and with their employing agency. The employing agency must meet all terms and conditions outlined in the Agency Roles & Responsibilities and the Affiliation Agreement. Agencies offering paid internships or stipends are not considered employers and are therefore exempt from this policy. Students must initiate and complete the Workplace Practicum Agreement (WPA) request with their employer and employment supervisor. Workplace practicums are not guaranteed, and students may not

count employment hours and duties towards their practicum requirements until the WPA is approved by the Field Director and, if applicable, the PT MSW Program Director. Students who become employed by their practicum agency or find new employment during their practicum are not automatically granted a workplace practicum and must submit a new WPA request. Students currently completing their practicum under an approved WPA must submit another WPA request if they change employment. All WPA requests are subject to approval and are not guaranteed. Students must notify the Field Director and, if applicable, their PT MSW Program Director if they are job searching with the intention of requesting a WPA.

Students are responsible for initiating and completing the Workplace Practicum Agreement (WPA) request with their employer and employment supervisor. Workplace practicums are not guaranteed, and students are not allowed to use employment hours and duties toward their practicum requirements until the WPA is approved by the Field Director and if applicable the PT MSW Program Director. Students who become employed by their practicum agency or find another job during their practicum are also not guaranteed a workplace practicum and must complete a WPA request. Students who are currently completing their practicum requirements under a WPA must submit another WPA request if they leave their employment for another job. All WPA requests are submit to approval and not guaranteed. Students are required to let the Field Director and if applicable their PT MSW Program Director know if they are job searching with the intention of requesting a WPA.

In addition to the Agency Roles & Responsibilities and Affiliation Agreement requirements, the proposed workplace practicum must meet the following criteria:

1. The position description and other proposed roles, responsibilities, tasks, duties, and activities must allow the student to practice the nine social work competencies outlined in their learning agreements and achieve their educational goals.
2. Employment supervision must be distinct from practicum supervision. Ideally, a separate Agency Field Instructor (AFI) should provide practicum supervision. If this is not possible, the employment supervisor may act as the AFI, provided they meet the minimum qualifications as defined for an AFI and have been approved by the relevant PT Program Director and the Director of Field.
3. The agency must agree to either release time, rearrange the work schedule, or allow the student-employee to use PTO to attend required seminars and courses as needed.

WPA requests may take up to a month or more to approve depending on the agency's procedures and affiliation status with the School of Social Work and University. Students who end another practicum placement for the purpose of job search or to request a WPA without permission from the program may be subject to disciplinary actions including suspension of their practicum education. Students are responsible for making up any lost practicum hours if they discontinue their practicum prior to the approval of their WPA or choose not to begin their practicum until their WPA is approved.

Workplace Practicum Request forms are attached to the Practicum Manual and available for download on the IPT Home page. Students must follow the process instructions on the Workplace Practicum Request form.

## **PRACTICUM LEARNING AGREEMENTS**

---

The Council of Social Work Education (CSWE) has identified nine (9) core competencies social work students must demonstrate through various practice behaviors. The EWUSSW has two practicum learning agreements:

- Generalist – BASW & MSW Foundation Learning Agreement (Generalist)
- Specialized – MSW Advanced Generalist Learning Agreement (Specialized)

The Generalist learning agreement is developed by the CSWE and further developed by the EWUSSW to include an additional learning objectives and behaviors. The Generalist learning agreement guides foundational learning for both BASW and MSW students completing their foundation practicum. The Specialized learning agreement is developed by the EWUSSW using CSWE's nine (9) core social work competencies. The Specialized learning agreement expands and advances generalist competencies and associated practice behaviors to guide master-level learning for MSW students completing their advanced practicum.

Both practicum learning agreements will guide student behavior in completing specific activities within the agency, community, and seminar meetings. The student's FFL/FFI, AFI and, if applicable, the ATS may work with the student in the development of additional learning objectives and practice behaviors based on the agency's mission and/or the student's professional development goals.

It is the student's responsibility to review and establish a routine based on the practice behaviors within the learning agreement. Failure to comply and/or meet competency within the learning agreement may result in a Student Success Plan or a no-credit (failing) grade.

## **PRACTICUM TIMESHEETS & EVALUATIONS**

---

Timesheets and evaluations are an integral part of EWUSSW social work education and practice.

### **TIMESHEETS**

---

All students will fill out a practicum timesheet, describing the daily activities completed in practicum and reflecting upon their learning in relation to the core social work competency 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 seminars and supervision and will allow students to track practice behaviors that still need to be accomplished. Time sheets are required to be updated weekly and it is best practice to complete immediately after your practicum shift. Students are allowed to record up to one hour per week on the time sheet as

### **EVALUATIONS**

---

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/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 the performance of basic generalist and/or advanced generalist social work practice behavior, skills, and cognitive/affective processes expected from a BASW or MSW student.

Instructors may request Field Office consultation and support at any time to assist with the development of an evaluation rubric. Field instructors are not required to create an evaluation rubric; however, they are highly encouraged. An evaluation rubric can clarify and support specific and/or unique behavioral expectations of students while completing practicum requirements in a specific agency and/or practice setting. A template for creating an evaluation rubric is available on the IPT Home page.

## **PRACTICUM MAKEUP POLICY AND PROCEDURE**

---

Students must makeup all missed hours within practicum. Students behind on practicum practice hours must work with their agency and/or AFI to create a makeup plan, which may include making up hours under a Practicum Waiver during scheduled University breaks (e.g. winter or spring break), see Practicum Outside of the Established Times (Waivers) below for more information. Students can also request the opportunity to bank hours for planned/approved absences, see Banking Practicum Hours below for more information.

Students who miss a seminar must makeup hours by satisfactorily completing a relevant project or assignment as identified by the FFL/FFI.

Students demonstrating a pattern of falling behind on hours within either practicum or seminar will be placed on a Student Success Plan.

### **PRACTICUM OUTSIDE OF THE ESTABLISHED TIMES (WAIVERS)**

---

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/>.

It is the student's responsibility to meet the minimum practicum hours each quarter. In some placement settings, agencies may require the student to continue volunteering hours outside of the quarter in order to provide program or service delivery continuity; in such cases, hours completed outside the University's quarterly schedule will not count toward the total minimum hours to complete practicum unless under an approved Practicum Waiver as part of a makeup plan and/or Student Success Plan or as part of an approved University accommodation plan. The SSW must have a faculty member or a Field Office staff available to provide practicum supervision and oversight during the University break and this may not always be possible.

In the event the student is unable to meet the time requirements within each quarter, the student will contact the AFI and FFL/FFI to discuss a Practicum Waiver request. The Practicum Waiver includes a plan for how the student will meet their minimum practicum hours outside the University's quarterly schedule (i.e. break). The plan and waiver request must document the hours the student will complete during break, the practice behaviors on which the student will focus, and the SSW faculty or Field Office staff responsible for practicum oversight during the waiver period. Practicum Waiver requests must be reviewed and approved by the FFL/FFI, AFI, the Director of Field Education and when applicable, the student's PT MSW Program Director. Students demonstrating a pattern of falling behind on practicum hours will be placed on a Student Success Plan to aid the student in getting back on track with their cohort schedule.

Students may also be required to complete more practicum hours than the minimum in order to demonstrate satisfactory achievement of the nine (9) social work competencies. Satisfactory achievement of competency behaviors is a score of 3 or above on the Practicum Evaluation.



## BANKING PRACTICUM HOURS

---

Banked Practicum hours are to be used for emergencies due to events outside of the student's control (i.e. illness, holidays, weather, emergencies, etc.) or planned absences pre-arranged with the agency and/or AFI. All banked hours require pre-approval and oversight from the AFI and FFL/FFI prior to entering them on the practicum timesheet. Students must have accomplished their minimum number of hours for the quarter before they are able to bank extra hours on their timesheet. Students may only use up to two weeks of banked hours per quarter unless under an approved student accommodation plan with the University, such as medical or family leave or under the direction of a local, national, or global emergency. Banked practicum hours may only be used in subsequent quarters within the same learning agreement (Generalist or Specialist). Banked practicum hours cannot be used to complete practicum early, except in the event of a local, national, or global emergency in which early completion has been approved by the CSWE and the EWUSSW. Exceptions to this policy must be reviewed and approved by the Director of Field Education and/or applicable PT Program Director prior to implementation.

## PRACTICUM SAFETY GUIDELINES

---

Practicum sites must already have or be willing to adopt policies and procedures for enhancing safety and minimizing risk within their agencies. Agencies should, to the best of their ability have written policies to address work situations entailing risk, such as home visits, any services outside the agency in isolated or high-crime areas, services during nights or weekends, services to clients who may become angry or violent, or who may be under the influence of substances, exposure to pathogens or toxic substances, services that are politically sensitive which may result in threats of violence, or when there is a local/state/federal state of emergency. This list is not to be considered exhaustive, and each agency is responsible for determining its own situations where staff and/or student safety could be impacted.

Students are expected to receive a specific orientation to the agency's policies and procedures regarding risk management and safety. If the AFI or ATS does not provide this orientation, **students must request 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.

Students have a right and responsibility to refuse any assignment where they feel physically at risk or in which they deem too dangerous at the time. If students have safety concerns, they should immediately report this to their AFI and/or ATS as well as their FFL/FFI.

Students should not see clients alone unless the student clearly has the required knowledge and skills to do so. 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.

#### WHAT TO DO IF ATTACKED, INJURED, OR SERIOUSLY THREATENED DURING PRACTICUM

---

In the event, a student is attacked, injured, or seriously threatened during their practicum, they should:

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 practicum instructors (AFI/ATS and FFI/FFL). Discuss how similar situations may be avoided or reduced in the future.
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). Counseling and Wellness Services are available to students through the University: <https://inside.ewu.edu/bewell/services/>

#### EXPOSURE TO PATHOGENS OR TOXIC SUBSTANCES

---

Social work students must be issued agency-approved PPE (Personal Protection Equipment) as applicable to the practicum setting and trained on applicable policies/procedures involving the handling of or exposure to pathogens and other toxic substances. Some life-threatening illnesses are transmitted through the exchange of blood or body fluids (blood-borne pathogens), students should be trained on the potential risk as well as procedures to reduce risk of infection. In the even the practicum does not offer such training onsite, but it is required for practicum onboarding, the student is financially responsible to complete any mandatory training prior to starting practicum. See “Additional Requirements for Practicum” above for additional information

**Students must follow all agency, university, and health district protocols if exposed to or have tested positive for COVID-19.** Additional information, including how to report a COVID-19 case is available on the University website: <https://www.ewu.edu/coronavirus/>

## MANDATORY REPORTING

Students are obligated to immediately report suspected abuse, neglect, and/or exploitation of children and/or vulnerable adults to their AFI, ATS, or available agency supervisor. Students must follow the agency's policy and protocol on mandated reporting.

All students entering the social work profession should familiarize themselves with applicable state statutes on mandated reporting. Students can find more information on Washington State statutes in the following chapters of the Revised Code of Washington (RCW):

- RCW Chapter 74.34 – Abuse of Vulnerable Adults
- RCW Chapter 26.44 – Abuse of Children

Students completing practicum outside of Washington State should familiarize themselves with their state's mandated reporting laws.

## 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 auto insurance for practicum students or for the passengers in the student's vehicle, nor for damage to the vehicle itself.*

## V. STUDENT CONDUCT, PRACTICUM DISRUPTION & SUPPORT

### STUDENT CONDUCT AND EXPECTATIONS DURING PRACTICUM

Students are expected to conduct themselves professionally while in the practicum setting and in accordance with the professional expectations of their program's Student Handbook, the Practicum Manual, EWU's Student Code of Conduct, and any additional standards required by a practicum placement agency. Students will follow the processes outlined in

their program's Student Handbook for resolving conflicts with field supervisors, staff, instructors, and/or peers.

## **PENDING INVESTIGATIONS AND PRACTICUM PLACEMENT**

---

The purpose of the Pending Investigations policy is to ensure the safety and welfare of both students and clients involved in social work practice by addressing restrictions on placing students with open criminal, Child Protective Services (CPS), or Adult Protective Services (APS) investigations. Additionally, this policy provides a framework for exceptions in cases where students are willing to disclose their pending investigations to the practicum site.

### **1. RESTRICTIONS ON PLACEMENT**

---

- a. Students with open criminal, CPS, or APS investigations where the results are unknown may not be placed in social work practicums until the investigation is concluded and its outcomes are determined.
- b. The practicum site reserves the right to deny placement to any student with an ongoing investigation to ensure the safety and security of clients and the reputation of the institution.
- c. The student must inform the Field Director and applicable Program Directors in writing within two business days upon the initiation of any criminal, CPS, or APS investigation that may affect their eligibility for placement.
- d. If the investigation involves incidents that occurred while an individual was a student at EWU, an EWU Student Conduct Code report may be submitted by the Director of Field Education or the relevant Program Director.

### **2. EXCEPTION FOR PLACEMENT**

---

- a. Students who wish to be placed in a social work practicum despite having an open investigation may request an exception from this policy, the Field Director, and applicable Program Directors.
- b. Students who want a placement despite ongoing investigations are required to inform the practicum site themselves, either before referral or during the practicum interview. The student will determine how they would like to handle the disclosure process.
- c. The disclosure must be in writing and include relevant details regarding the nature of the investigation and any pertinent information necessary for the site to assess potential risks associated with the placement.
- d. Following the student's disclosure, the practicum site, in collaboration with the Field Director and applicable Program Director, will assess the information provided to determine the suitability of the placement.

- e. The decision to accept or deny the placement request will be made on a case-by-case basis, considering factors such as the severity and nature of the investigation, potential risks to clients and the practicum site, and the student's ability to fulfill the practicum requirements effectively.
- f. The student must sign a Release of Information (ROI) allowing disclosure of the pending investigation details to the practicum site.

### 3. GUIDELINES FOR STUDENTS ALREADY IN PLACEMENT

---

- a. Students who are already in a social work practicum and become subject to a pending criminal, CPS, or APS investigation during their placement must immediately disclose this information, within two business days, to the Field Director and applicable Program Directors, following the disclosure expectations listed under “Exception for Placement with Pending Investigations” above.
- b. If the investigation involves incidents that occurred while an individual was a student at EWU, an EWU Student Conduct Code report may be submitted by the Director of Field Education or the relevant Program Director.
- c. The Field Director and relevant Program Directors will provide guidance to the student throughout the investigation process, helping them navigate EWU processes and the impact on academic progress.
- d. Upon disclosure, the practicum site, in consultation with the Field Director and relevant Program Directors, will conduct a thorough assessment of the situation. During this assessment, the Field Director and relevant Program Directors may recommend initiating the Performance Review Board process within the applicable program student handbook.
- e. The practicum site may choose to temporarily suspend the student's placement pending the outcome of the investigation. The student may request an exception to be placed in another placement during the suspension following the “Exceptions for Placement with Pending Investigations” process above.
- f. If the investigation concludes with findings that raise concerns about the student's suitability for continued placement, the practicum site reserves the right to terminate the placement. Termination of placement is considered a practicum disruption and may result in the initiation of the Performance Review Board process.
- g. Any decision regarding the student's continued participation in the program will be made in accordance with EWU Student Conduct Code, Discrimination and Title IX Standards for Students Code, and the School of Social Work's policies and procedures, as well as any federal, state, or local legal requirements.

The Field Director or relevant Program Director shall provide a copy of this policy upon entry into their Practicum Preparation course. The Field Director and relevant Program Director will work together to review exceptions to this policy and ensure the confidentiality of disclosed information.

## **PRACTICUM DISRUPTIONS, PAUSES, AND TERMINATIONS**

---

Not every field placement works out and may result in a practicum disruption. Every attempt should be made to resolve issues or conflicts before the practicum is disrupted. If a practicum disruption is unavoidable or clearly in the best interest of the student, agency and/or clients/constituents, the guidelines below will be followed depending on the level of disruption. Regardless of the level of disruption, the time remaining in practicum must also be considered before a disruption and/or replacement is approved. A student must have a minimum of two (2) quarters remaining in practicum to be approved for a new placement after a disruption. Every situation is unique, and while these guidelines provide assistance there may be situations that require further discussion with the Director of Field Education. Most practicum disruptions require either the agency, instructor, or student to submit a Practicum Disruption Form per the processes below.

**Students should also be aware; they are still fully accountable for meeting the minimum practicum hours regardless of disruption type. Disruptions can potentially impact a student's ability to graduate on time.**

### **LEVEL I – AGENCY AND/OR SCHOOL DRIVEN**

---

Level I disruption is driven by the agency and/or the School of Social Work (SSW), at no fault of the student, for one or more of the reasons listed below. Multiple school-driven disruptions may impact the agency's and/or the AFI's ability to continue providing practicum placements and instruction. If an agency and/or AFI is not a good fit for social work practicums, it may be inactivated in IPT.

1. Agency cannot provide opportunities for the student to practice competency behaviors.
2. Agency cannot provide or devote an appropriate level of BASW or MSW supervision time to the student and the SSW is not able to supply a University-sponsored AFI
3. Agency is restructuring, closing down, and/or no longer has room/capacity for the student.
4. A local or federal emergency no longer allows for a student to stay placed within the agency.
5. If the SSW has determined the agency is not able to meet the learning and/or safety needs of the student.

## LEVEL I – WITHDRAWAL PROCESS

Agency Driven Level 1: If the agency is initiating the withdraw, at the point of discovery, the agency field instructor and/ or other appropriate agency representatives must:

- a) Contact the FFI/L to discuss the reason/justification for ending the practicum. This conversation should include discussion of other options explored to avoid the practicum disruption.
- b) If a disruption cannot be avoided, complete the Practicum Disruption Form for the Field Office. The Practicum Disruption Form is available on the IPT Home page.
- c) The Field Office will review the Practicum Disruption Form and determine next steps.
- d) The Field Office will update IPT to release the agency from the student's practicum forms.
- e) The Field Office and, if applicable, the appropriate PT MSW Program Director, will work with the student to find another placement. If the student is not able to be replaced, the Field Director will schedule a field panel with the applicable program directors and student.

School Driven Level 1: If the SSW is initiating the withdraw, at the point of discovery, the faculty field instructor/liaison must:

- a) Contact the Field Director and if applicable the appropriate Program Director to discuss the reason/justification for requesting a school driven practicum withdraw for the student. This request must include steps that were taken by the FFI/L, student and agency to resolve the issues and why the issues were not able to resolve. If needed, the Field Director will request a Practicum Disruption Form.
- b) The Field Director, student and FFI/L will meet to discuss transition options and student readiness for another placement.
- c) The Field Director will review the issues leading to a program-driven disruption with the agency and discuss a transition plan and timeline. If needed the Field Director will schedule additional training with the agency and/or agency instructors.
- d) The Field Office will update IPT to release the agency from the student's practicum forms.

## LEVEL II – STUDENT-DRIVEN

---

A student may request to withdraw from a practicum for the following personal reasons:

1. Health issues
2. Financial circumstances,

3. Learning or safety concerns with the practicum setting, or
4. Irreconcilable differences between the student, agency, and/or AFI or ATS (poor goodness-of-fit).

Before requesting a withdraw, regardless of reason, students must have a minimum two (2) quarters remaining in practicum for a student-driven disruption is approved. Student should also be aware they are still fully accountable to meet the minimum hours required to pass practicum and a disruption could potentially impact their ability to graduate on time. Students should attempt, to the best of their ability, to work with their instructors to resolve the presenting issue(s) before requesting to disrupt their placement and program matriculation.

#### LEVEL II – WITHDRAWAL PROCESS

A student may request to be withdrawn from their practicum placement following documented efforts as outlined below:

- a) The student must identify and discuss the issue(s) with their AFI or ATS. If the issue(s) are directly related to the AFI or ATS, the student should discuss with FFI/L.
  - i. Students should keep their FFI/L aware of any issue(s) in the practicum that may require intervention.
  - ii. If the concern is around available (unavailable) learning opportunities, the student and FFI/L should meet with the AFI to discuss ways to expand, enhance, and/or provide more challenging or meaningful learning opportunities for the student.
- b) If the issue(s) cannot be resolved between the AFI/ATS and the student, then the FFI/L should be invited to participate jointly in a meeting to pursue a resolution with the student and the AFI or ATS.
  - i. The FFI/L will document the meeting and proposed resolution in IPT notes. A Student Success and Support Plan can be used to assist in building a plan.
- c) If the issue(s) cannot be resolved, the Practicum Disruption Form is submitted to the Field Office, and the applicable PT MSW Program Director.
- d) If the practicum disruption is approved, the student will work with their FFI/L to create a transition strategy, which should include completing any special projects or assignments for the current agency and submitting a letter of resignation to the practicum supervisor.
- e) The Field Office will update IPT to release the agency from the student's practicum forms.



The conditions of an alternative placement, such as total number of hours to be repeated or when the new placement can begin are at the Field Director's, and if applicable the PT Program Director's discretion.

Students should be aware that the Director of Field Education and/or PT MSW Program Director cannot and will not guarantee another placement will be found. The student assumes 100% of the risks associated with a practicum disruption. Level II practicum disruptions should be judiciously considered before submitting the Practicum Disruption Form.

### LEVEL III – DISMISSAL OR TERMINATION FROM AGENCY

---

Before an agency decides to dismiss or terminate a practicum student for cause, they should first attempt to resolve issues with students through a Student Success and Support Plan. Students will gain a valuable learning experience and skills through the opportunity to repair and/or restore their performance, including reconciling any negative impacts caused from their performance. If the agency's policy requires immediate dismissal due to the egregious conduct and/or violations by the student, the agency policy will take precedent.

### LEVEL III – WITHDRAWAL PROCESS

If there is no resolution, the AFI/ATS will initiate the dismissal process below.

- a) The AFI/ATS will contact the student's FFI/L immediately to discuss the circumstances leading to the decision to dismiss the student and complete the Practicum Disruption Form.
- b) The FFI/L will contact the Director of Field Education and the applicable PT MSW Program Director to inform them of the dismissal.
- c) The AFI/ATS will inform the student verbally or in writing they are dismissed and reason for dismissal.
- d) The student will work with the FFI/L to accomplish any transition activities or meetings needed to appropriately end the placement.
- e) The Field Office will update IPT to release the agency from the student's practicum forms.
- f) The Director of Field Education, FFI/L and the applicable Program Director(s) will schedule a field panel with the student to discuss additional information and next steps.

### LEVEL III - ADDITIONAL INFORMATION AND NEXT STEPS

The student will meet with the FFI/L, Director of Field and applicable Program Director(s). to discuss the behaviors and conditions that led to their dismissal and to hear the student's

perspective. During the field panel, the Director of Field and applicable Program Director(s) will determine whether a second attempt at a new placement is warranted, and if appropriate, to discuss how dismissal can be avoided in the future. Dismissal from a practicum placement may result in a “NC” no credit/failing grade for the quarter. See additional details under section VI. Grading for Practicum. It is at the discretion of the Program Director(s) the student be allowed to continue their social work classes during the practicum disruption. If a second placement is discontinued due to unsatisfactory performance, the student may be dismissed from the social work program entirely through the Performance Review Process with their program’s Student Handbook.

*(Adapted from Boise State and UW Practicum manuals)*

## **STUDENT SUCCESS AND SUPPORT PLAN**

Students must meet all minimum requirements for practicum each quarter. Failure to meet the minimum requirements for a passing grade may result in a Student Success and Support Plan. To review the criteria to receive a passing grade in practicum, reference section VI. Grading for Practicum.

A Student Success and Support Plan is a formal plan developed by the student, AFI, and FFI/L for the purpose of remediation, goal setting, and performance tracking. Students must satisfactorily complete the Student Success and Support Plan before they are able to move forward in their practicum (receive a passing grade). Failure to meet the expectations and conditions of the Student Success and Support Plan may result in dismissal from practicum.

## **VI. GRADING FOR PRACTICUM**

Practicum grades are pass (P), incomplete (X), continuing/deferred (Y) or no credit (NC). The FFL/FFI has final grading authority based on the student’s quarterly Practicum Evaluation as well as the student’s participation and conduct in seminar and their ability to integrate the nine social work competencies with their practice.

If a student receives a 1 or 2 on any of the Practicum Evaluation competency behaviors, it will be highlighted as an area of concern. The student, FFL/FFI and AFI will work together to develop a Student Success and Support Plan to resolve the area(s) of concern during the next quarter and document it in the evaluation. The student will receive an incomplete (X) or deferred (Y) grade according to the guidelines below until the area(s) of concern has been satisfactorily addressed. Once the area of concern is resolved, the FFL/FFI can submit a grade change request.

A student cannot successfully complete their social work program and graduate until all the competencies and behaviors are evaluated at a minimum score of 3 - Emerging Competence or better by the last quarter of their practicum and/or learning agreement.

### **P (PASSING GRADE)**

---

The student will receive a passing grade “P” and moves forward in the program if all the following are true:

1. The **Learning Agreement (generalist or specialized)** is reviewed and signed by the AFI, FFL/FFI, and the student
2. The **Practicum Timesheet is filled out completely:**
  - a) Meeting the minimum required hours for the quarter.
  - b) Reflecting integration of competencies and behaviors at the applicable level of learning (BASW or MSW, Generalist or Specialized).
  - c) All seminar hours are entered or made up for the quarter.
  - d) Signed by the student, AFI, and FFL/FFI.
3. The **Practicum Evaluation is filled out completely:**
  - a) With no areas of concern.
  - b) Student received a score of 3 or better for each competency behavior.
  - c) Signed by the student, AFI and FFI/L.
4. Student **seminar participation is satisfactory:**
  - a) Student attended all seminar meetings or completed a satisfactory make-up assignment or seminar activity.
  - b) Student participated and presented in seminar with a professional demeanor in behavior, appearance, and communication. See Seminar Overview and Expectations on pp. 15-16.
  - c) Seminar hours and summary of learning are accounted for within the Practicum Timesheet.
5. The student **followed all policy and procedures** within their program’s Student Handbook, the Practicum Manual, and placement agency.

### **X (INCOMPLETE GRADE)**

---

Students receive an incomplete “X” grade when they do not complete the required work by the end of the quarter to earn the credits for the course. Students must work with both their AFI and FFI/L to satisfactorily complete all course requirements, including practicum hours and/or seminar make-up assignments before a passing grade can be issued. Incomplete “X” grades can impact a student’s financial aid as well as their ability to register

for classes and should be addressed expeditiously. X grades will be issued if any of the following are true:

1. Student was **not able to complete the minimum number of practicum hours** and does not have an approved accommodation plan filed with the University.
2. Student **missed one or more seminar meetings** and has not satisfactorily completed a make-up assignment by the deadline set by the instructor.
3. The **Practicum Evaluation reflects areas of concern** (scores of 1 or 2), including scores for seminar. This requires the creation of a Student Success and Support Plan.
4. There is a **Student Success and Support Plan already on file and the student has not satisfactorily completed** or made progress on the areas of concern by the timeline established in the plan.
5. The student's **IPT forms (learning agreement, timesheets, evaluations) are not filled out completely** as indicated in the passing "P" grade criteria above due to lack of student follow-through.

Once all requirements have been satisfactorily met for the passing grade, and no other concerns have surfaced, the FFI/FFL will submit a grade change. Students who are not able to complete requirements to convert their "X" grade to a "P" grade within the specified timeframe negotiated with the FFI/L and, if applicable, the AFI, will automatically convert to a "NC" no credit/failing grade.

### **Y (DEFERRED GRADE)**

---

A deferred "Y" grade is issued when, due to no fault of the student, the student requires additional time to complete practicum requirements. Students may also receive a deferred "Y" grade for the following reasons:

1. Student has an **approved accommodation plan filed with the University** indicating the need for additional time to complete practicum requirements.
2. Due to **no fault of the student**, forms in IPT (Learning Agreement, Practicum Timesheet, Practicum Evaluation) are not completed or signed by the AFI or FFI/L by the end of the quarter.
3. Student was **not able to start practicum hours on time** due to a late placement and/or substantial onboarding requiring additional time before starting. This situation may require a Student Success and Support Plan to address how the student will make up their lost practicum hours and catch up on competency integration once they have a practicum start date.
4. Due to an **agency-driven practicum disruption in which the agency is no longer able to provide a practicum or supervision for the student**, the student was not able to

complete all conditions as listed under the “P” passing grade above before the end of the quarter. This situation may require a Student Success and Support Plan to address how the student will make up their practicum hours and catch up on their competency integration if replaced into another practicum.

Once the student has satisfied all the conditions under “P” passing grade above, the FFI/L will submit a grade change.

### **NC (NO CREDIT/FAILING GRADE)**

---

Students will receive a “NC” no-credit/failing grade and may not move forward in practicum if one or more of the following are true:

1. The student **violates policy and procedures** within the agency, their program’s Student Handbook, and/or the Practicum Manual, and such violations cannot be addressed or resolved through a Student Success and Support Plan.
2. IPT forms (Learning Agreement, Practicum Timesheet, Practicum Evaluation) are not completed or identified errors are not resolved **due to a lack of student follow-through**.
3. The **student was dismissed from the agency for cause** (Level III Practicum Disruption) and not approved for another placement.
4. There is **substantiated evidence of committing practicum timesheet fraud** (i.e. entering false hours and/or activities; making false statements or claims, etc.).
5. The **student was issued an incomplete “X” grade and unable to satisfy the conditions for a passing “P” grade** within a specified timeframe under a Student Success and Support Plan.

Students receiving a “NC” failing grade may be required to retake the entire quarter of practicum or dismissed from the social work program. A program leave of absence may also be considered until the student is ready to re-enter practicum education.

### **APPEALS PROCESS (FOR GRADES ONLY) AND FIELD PANEL**

---

A student appeal of a practicum/seminar grade takes place through the field panel. The field panel will investigate, by reviewing performance and learning competencies within IPT practicum forms as well as any other pertinent information, such as Student Success and Support Plans to make a determination on the student’s appeal. Students and agencies must follow policies and procedures established within the Practicum Manual to ensure the rights of students, agencies and clients/constituents are preserved. It is a student’s responsibility to track their activity on their practicum timesheets including attempts to resolve issues or conflicts with the AFI, ATS and/or the FFI/L.

## VII. NASW CODE OF ETHICS VALUES & 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.

## CODE OF ETHICS WEBSITE:

---

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## VIII. 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 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 practicum 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 practicum site, your clients, the School of Social Work, and the profession.

### QUESTIONS TO ASK THE AGENCY

---

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

- 1. What are the agency policies and guidelines regarding the use of social media such as 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.



## **2. What privacy and confidentiality concerns should I consider when texting, emailing and/or using social media such as 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 practicum 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."

## **3. Can I check my personal social media accounts during practicum hours?**

In general, your time in Practicum and the resources provided to you in your Practicum placement are to be used for practicum-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.

## **4. 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?**

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 practicum 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.

## **NASW CODE OF ETHICS 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.

#### 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 practicum 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, AFI/ATS, FFI/L, or the Director of Field Education.

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

## AGENCY ONBOARDING PROCEDURE

If contacted by an agency interested in hosting social work student interns, the first step is to direct them to the [Field Education](#) webpage to **review the Practicum Manual and complete the agency interest form**. Please copy Field Office when sending this information.

The agency interest form is directly submitted to the Field Office when completed. The Field Office will then:

1. Schedule an agency review meeting using the meeting template below to guide the conversation.
2. If the agency's practicum opportunity is a good fit for social work practicum education, the Field Office will:
  - a. Submit an [Affiliation Agreement](#) review request from the EWU Procurement & Contracts website
  - b. Create an Agency Profile on IPT
  - c. Connect AFI to Canvas training and resources

### AGENCY REVIEW MEETING TEMPLATE

---

**Begin with introductions** and verify information submitted on agency interest form:

1. Signatory authority for Affiliation Agreement
2. Field instructors and/or task instructors
3. Primary contact for coordinating placement referral
4. Practicum and program(s) location(s)

**Review practicum opportunities** and needs the agency has:

5. Review the opportunities and needs they listed on the agency interest form
6. Determine if the opportunities are a BASW or MSW level of learning – do they have opportunities for both levels?

**Cover the Practicum Manual** sections:

7. Agency Roles and Responsibilities
8. Practicum Objectives and Hours
9. Placement Process (include timeframes for placement of BASW, PT and FT MSW)
10. Additional Requirements (make sure to record special onboarding needs such as TB tests, vaccination records, UA's or background checks)
11. Practicum forms (Learning Agreements, Timesheets, Evaluations)
12. Practicum Disruptions and Student Success Plans

**Discuss the AFI Training & Resources** and provide access as applicable:

13. AFI Training & Resources Canvas page
14. Supervision Planning Tools
15. Dates for upcoming live AFI trainings and Field Committee meetings
16. Information about the Professional Advisory Board
17. Applicable scholarship opportunities related to their practice setting

## AGENCY AFFILIATION AGREEMENT TEMPLATE



### SOCIAL WORK STUDENT AFFILIATION & PRACTICUM PLACEMENT AGREEMENT

This Agreement is made and entered into by and between **Eastern Washington University** ("EWU"), located at 526 5<sup>th</sup> St, Cheney, WA 99004 and \_\_\_\_\_ ("Agency"), located at \_\_\_\_\_ (individually and collectively, "Agency").

The purpose of this Agreement is to cooperate in providing practicum placement educational experiences ("Program") for **Social Work** students of EWU. In consideration of the mutual benefits of such a Program, the parties to this Agreement agree that the Program shall be covered by and subject to the following conditions:

#### A. MUTUAL RIGHTS AND RESPONSIBILITIES

1. The parties agree to cooperate in jointly planning the Program through EWU at the Agency and in jointly evaluating EWU students.
2. The parties agree to comply with all applicable state and federal laws, rules, regulations, and executive orders governing equal employment opportunity, immigration and nondiscrimination, including the Americans with Disabilities Act. Neither party will discriminate, to the extent required by state and federal law, on the basis of race, religion, color, national origin, marital status, sex, sexual orientation, gender identity, age, genetic information, pregnancy, honorably discharged veteran or military status, or the presence of any sensory, mental or physical disability.
3. Visits by EWU staff to the Agency for the purposes of planning and evaluating the Program, discussing student performance, learning new skills, and arranging for additional educational experiences will be welcomed.
4. EWU and Agency will instruct their respective faculty, staff, and students participating in the Program, to maintain confidentiality of student and patient information as required by law, including, but not limited to the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA) and by the respective policies and procedures of EWU and Agency.
  - i. If EWU is sharing student education records, as defined by FERPA, with the Facility beyond a student's name, enrolment status, and contact information, Facility agrees to the following:
    - 1) Facility must keep the student education records confidential and not disclose, transfer, or sell such information unless such disclosure is required by law.
    - 2) Facility must establish and implement minimum physical, electronic, and managerial safeguards for maintaining the confidentiality of the information provided by EWU. Facility must exercise due care and take commercially best efforts to protect the security of EWU's confidential information. Access to the information must be restricted to only those authorized staff, officials, and agents of the Facility who need it to perform their official duties.
    - 3) If Facility or its agents detect a compromise or potential compromise in the security of the student education records such that the information

may have been accessed or disclosed without proper authorization, Facility must notify EWU of such incident no later than 48 hours after it is detected. Facility must then take corrective action as soon as practicable to eliminate the cause of the breach. Facility must cooperate with EWU in providing any notices required by applicable state or federal law.

- 4) Confidential information will be provided via email or a secured file transfer mechanism between the parties. The Facility will not have access to any EWU systems.
  - ii. Examples of confidential student education records include, but are not limited to, student identification numbers, date of birth, social security numbers, criminal background checks, immunization records, or grade information.
  - iii. Facility will not share any patient information with EWU. Both parties agree EWU is not a business associate of Facility.
5. EWU, at its discretion, will refer students to participate in the Program at Agency. Before agreeing to take students, the Agency may ask for certain documentation regarding the students, such as immunization records or criminal background checks. EWU will inform students that they must provide the information requested by the Agency if they wish to participate in the Program at the Agency. Agency may refuse to allow students to participate at its location(s) for any lawful reason. Additional information about EWU's responsibilities is contained in section B.
6. The students and the Agency staff shall conduct themselves in accordance with the National Association of Social Workers (NASW) professional organizational standards of conduct.
7. Before publishing any material based on a student's experience at Agency under this Agreement, EWU students and staff must obtain prior written approval from the Agency and EWU.
8. There will be no payment of charges or fees between EWU and Agency.

---

## **B. EWU RESPONSIBILITIES**

1. Assure continuing compliance with the educational standards established by the professional accrediting association. EWU will be responsible for instruction and administration of the students' academic education program.
2. Plan and administer the Program, while encouraging Agency staff participation. EWU will provide information to Agency concerning its curriculum and the professional and academic credentials of its faculty for the students at the Agency.
3. Designate an appropriately qualified and credentialed faculty field instructor ("FFI") to coordinate and act as the liaison with Agency.
4. Refer for participation in the Program only those students who have successfully completed all prerequisite academic requirements for the Program.
5. Provide the Agency with the names of students and information regarding the students' level of preparation and prior experience as well as materials for the evaluation of the students prior to the arrival of students. EWU is responsible for supplying any additional information required by Agency as set forth in this Agreement, prior to the arrival of students. EWU will notify Agency in writing of any change in a student's status.
6. Determine the students' final grade for the practicum educational experience.
7. If required by the Agency, EWU will instruct students to provide Agency evidence of current immunizations relevant to the Program and prior to participating in the Program.
8. If required by Agency, EWU will instruct students to provide Agency evidence of completion

- of a CPR course based on American Heart Association or American Red Cross guidelines and related to the age group(s) with whom they will be working.
9. If required by the Agency, EWU will ask each student who may be placed at Agency to obtain his/her criminal history background record from the Washington State Patrol, pursuant to RCW 43.43.834 and RCW 43.43.838, to release a copy of that record to EWU, and to authorize EWU to transmit that record or copy thereof to Agency. Before participating in the Program at the Agency, EWU will provide Agency with the names of any students who have failed to provide the requested records, or who refuse to authorize the release of records to Agency. The students will be informed that, whether or not they agree to obtain the record and agree to release it to EWU and Agency, Agency may conduct the background inquiry directly and the Agency may refuse placement of a student who does not provide the requested records or who has a record of prior criminal conduct. Agency understands and agrees that any information forwarded to it by EWU has been procured through this process. EWU does not certify the veracity of the records provided and, furthermore, the obligation to conduct appropriate background checks and the liability for non-compliance therewith remains the responsibility of Agency.
  10. Comply with and ensure, to the extent possible, that students comply with the policies and procedures established by Agency. EWU will notify each student of his/her status and responsibilities pursuant to this Agreement. This includes notification to students of the need to procure the insurance coverage required by the Agency as identified below prior to being admitted to the Agency.
  11. Encourage each student participating in the Program to acquire comprehensive health and accident insurance that will provide continuous coverage of such student during his or her participation in the Program. EWU will inform students that they are responsible for their own health needs, health care costs, and health insurance coverage.

---

### **C. AGENCY RESPONSIBILITIES**

1. Designate an agency field instructor (“AFI”) to act as liaison with EWU and to provide the students and EWU with feedback on the students’ performance. Agency will submit in writing to EWU the professional and academic credentials for the AFI. Agency will notify EWU in writing of any change or proposed change in the AFI. The AFI shall possess the following minimum requirements:
  - i. For Social Work BASW practicum, the Agency agrees to provide supervision of the students by a post-two-year MSW or BASW.
  - ii. For Social Work MSW practicum, the Agency agrees to provide supervision of the students by a post-two-year MSW.
2. If the Agency is unable to assign staff that meet the AFI definitions above, the Agency will assign a qualified Task Supervisor. The Agency will agree to allow EWU to arrange AFI supervision by an agent not employed with the Agency.
3. Provide students with a desirable practicum educational experience within the scope of services approved by Agency. Provide a patient/client caseload appropriate to the students’ level and ability and of adequate size and variety to ensure the educational experience.
4. Provide the students with instruction and practical experience on new equipment and techniques as acquired. Agency will make available to students basic supplies and equipment, including an Agency vehicle or student vehicle mileage reimbursement, necessary for care of patients/clients and the Program. Within the limitation of facilities, Agency will make available office and conference space for students and, if applicable, the FFI.



5. Submit required reports on each student's performance and evaluate the students in accordance with EWU policies.
6. Retain responsibility for the care rendered to patients/clients and maintain the quality of patient care without relying on the students for staffing purposes, with exception to students who are also Agency employees. Employed students are subject to the responsibilities within section E.2 of this agreement.
7. Provide an orientation for the student covering the rules, regulations, procedures, facilities, and equipment of the Agency.
8. Maintain an environment free from recognized hazards and ensure a healthy and safe environment for all students and members of its community.
9. Notify EWU as soon as possible of any problems arising with the students or the Program. Agency will have the right to take immediate interim action to correct a situation where a student's actions endanger patient care. As soon as possible thereafter, the AFI will notify EWU of the action taken. Agency will cooperate in providing information about the student's actions to EWU. All final resolutions of the student's academic status in such situations will be made solely by EWU after reviewing the matter and considering whatever written factual information Agency provides to EWU; however, Agency reserves the right to terminate the use of its facilities by a particular student where necessary to maintain its operation free of disruption and to ensure quality of patient care.
10. On any day when a student is participating in the Program at its facilities, Agency will provide to such student necessary emergency health care or first aid for accidents occurring in its facilities. At the student's expense and request, Agency will provide follow-up care, testing and counseling, including HIV testing, and counseling associated with that testing, in the absence of any similar service being immediately available from student's health care providers. Students will be financially responsible for the cost of any and all health care or first aid that becomes necessary while students are on-site.

Except as provided in this Agreement, Agency will have no obligation to furnish medical or surgical care to any student.

---

#### **D. OPERATIONAL DETAILS**

EWU and Agency agree:

1. For BASW students, to execute the Program in accordance with the directives, policies and procedures detailed in the EWU School of Social Work BASW Practicum Manual, v.07.01.2023, or as revised from time to time.
2. For MSW students, to execute the Program in accordance with the directives, policies and procedures detailed in the EWU School of Social Work MSW Practicum Manual, v.07.01.2023 or as revised from time to time.
3. Agency will allow for flexibility in student's field practicum schedule for students to attend mandatory field seminars. It is understood that students will be required to make up practicum hours missed.
4. Placement of practicum students is designed primarily to develop skills in the student and secondarily to enhance Agency services.
5. Contemporaneous with or following execution of this Agreement and within the scope of its provisions, EWU may develop letter agreements with Agency to formalize additional operational details of the Program. Any such letter agreements will be considered to be attachments to this Agreement, will be binding when signed by authorized representatives of each party, and may be modified by subsequent letter agreements signed by authorized

representatives of each party.

---

#### **E. STUDENTS' STATUS AND RESPONSIBILITIES**

1. Students referred to the Agency are and will remain students of EWU. Students will have the status of learners and will not replace Agency personnel. Any service rendered by students is incidental to the educational purpose of the Program.
2. Agency employees who are or become enrolled in the EWU School of Social Work may receive monetary compensation during their participation in the Program in accordance with the EWU School of Social Work BASW/MSW Practicum Manual under the Workplace Agreement. Employed students are responsible for completing their employment obligations as described in their position description regardless of their practicum responsibilities at the Agency.
3. Subject to section E.2, Students will not be entitled to any monetary or other remuneration for services performed by them at Agency, nor will Agency otherwise have any monetary obligation to EWU or its students, by virtue of this Agreement.

---

#### **F. LIABILITY COVERAGE PROVISIONS**

1. Each party to this Agreement shall be responsible for damage to persons or property resulting from the negligence on the part of itself, its employees, agents, or officers. Neither party will be considered the agent of the other and neither party assumes responsibility to the other party for the consequences of any act or omission of any person, firm, or corporation not a party to this Agreement.
2. Agency shall indemnify, defend and hold harmless EWU and all officials, agents and employees of EWU, from and against all claims arising out of or resulting from the performance of this Agreement. Agency's obligation to indemnify, defend, and hold harmless EWU shall not be eliminated or reduced by any actual or alleged concurrent negligence of EWU or its agents, agencies, employees, and officials. Agency waives its immunity under Title 51 RCW to the extent that it is required to indemnify, defend, and hold harmless EWU and its agencies, officials, agents or employees.
3. EWU and its officers, employees, and agents, while acting in good faith within the scope of their official EWU duties, are covered by the State of Washington Self-Insurance Program and the Tort Claims Act (Chapter 4.92 RCW), and successful claims against EWU and its employees, officers, and agents in the performance of their official EWU duties in good faith under this Agreement will be paid from the tort claims liability account as provided in RCW 4.92.130.
4. Agency shall maintain general liability and professional liability insurance with minimum limits of \$1,000,000 each claim and \$2,000,000 in the aggregate to cover its employees, officers, and agents in the performance of this Agreement, and further provide the means for defense and payment of claims that may arise against such individuals. Agency shall provide proof of such insurance to EWU upon execution of this Agreement.
5. As required by the Agency for participation in the Program, students will be required to have professional liability coverage with minimum limits of \$1,000,000 each claim and \$3,000,000 in the aggregate. Certificates of such coverage will be provided to the Agency upon request.

---

#### **G. TERM.**

This Agreement shall commence on the date of the last signature and continue thereafter from year to year. The Agreement shall be reviewed no later than three (3) years from its effective date, or

earlier at the request of either party.

## H. TERMINATION.

This Agreement may be canceled by giving the other party at least ninety (90) days advance, written notice of its intention to terminate. In the event of termination, it shall not become effective for students already enrolled and participating in the Program until they have completed their current rotation.

## I. NOTICE.

The following persons shall be the point of contact for all notices and communications regarding the performance of this Agreement. All notices, demands, requests, or other communications required to be given or sent by EWU or Agency will be in writing and transmitted by email, facsimile, mailed by first-class mail, postage prepaid or by hand delivery to:

Agency	EWU
<hr/> <hr/> <hr/> <hr/>	<p>Procurement &amp; Contracts            Eastern Washington University            218 Tawanka Hall</p> <p>Cheney, WA 99004-2456</p> <p>Email: <a href="mailto:contracts@ewu.ed">contracts@ewu.ed</a></p> <p><u>u</u> Phone: (509) 359-2253</p> <p>Fax: (509) 359-7984</p>
<p>Email: _____</p> <p>Phone: _____ Fax: _____</p>	

Each party may designate a change of address by notice in writing. All notices, demands, requests, or communications that are mailed will be deemed received three (3) days after deposit in the U.S. mail, postage prepaid.

## J. AMENDMENTS.

This Agreement may be amended by mutual agreement of the parties. Such amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties.

**K. ENTIRE AGREEMENT.**

This Agreement constitutes the entire agreement between the parties, and supersedes all prior oral or written agreements, commitments, or understandings concerning the matters provided for in this Agreement.

---

**L. GOVERNING LAW AND VENUE.**

The parties' rights and obligations under this Agreement will be construed in accordance with, and any claim or dispute relating thereto will be governed by, the laws of the State of Washington. The venue of any action hereunder shall be the Superior Court of Spokane County, Washington.

---

**M. SURVIVAL.**

EWU and Agency expressly intend and agree that the liability coverage provisions of this Agreement will survive the termination of this Agreement for any reason.

---

**N. ORDER OF PRECEDENCE.**

Any conflict or inconsistency in this Agreement and its attachments will be resolved by giving the documents precedence in the following order:

- i. This Agreement;
- ii. Attachments to this Agreement in reverse chronological order.

---

**O. SEVERABILITY.**

If any provision of this Agreement, or any other agreement, document or writing pursuant to or in connection with this Agreement, shall be held to be wholly or partially invalid or unenforceable under applicable law, said provision will not affect the other provisions of this Agreement which can be given effect without the invalid provision, and to this end the provisions of this Agreement are declared to be severable.

---

**P. WAIVER.**

Waiver of any default or breach shall not be deemed to be a waiver of any subsequent default or breach. Any waiver shall not be construed as a modification of the terms of this Agreement unless stated to be such in writing and signed by an authorized representative of the party.

---

**Q. INSPECTION.**

Agency will permit, on reasonable notice and request, the inspection of related facilities by agencies charged with responsibility for accreditation of EWU or an EWU program.

---

**R. HIPAA.**

EWU voluntarily provides students with training on the requirements of HIPAA. Agency will provide additional training on Agency-specific HIPAA policies and procedures. EWU will direct its students and faculty to comply with the policies and procedures of Agency. No protected healthcare information (PHI) is anticipated to be exchanged between Agency and EWU. Solely for the purpose of defining students' role in relation to the use and disclosure of Agency PHI, students acting pursuant to this Agreement are defined as members of Agency's workforce. However, EWU's students and faculty shall not be considered to be employees of Agency.

---

**S. ELECTRONIC SIGNATURES.**

A manually signed copy of this Agreement, Terms and Conditions or any amendments or other transaction documents delivered by facsimile, email, or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy.

**T. APPROVAL.**

This Agreement shall be subject to the written approval of EWU’s authorized representative and shall not be binding until so approved.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by the persons signing below, who warrant they have the authority to execute this Agreement.

Eastern Washington University

\_\_\_\_\_  
Agency Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

### 1. Demonstrate Ethical and Professional Behavior

#### Description:

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

#### Behaviors:

- 1.1 - 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;*
- 1.2 - use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;*
- 1.3 - demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;*
- 1.4 - use technology ethically and appropriately to facilitate practice outcomes; and*
- 1.5 - use supervision and consultation to guide professional judgment and behavior.*

### 2. Engage Diversity and Difference in Practice

#### Description:

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

#### Behaviors:

- 2.1 - apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;*
- 2.2 - present themselves as learners and engage clients and constituencies as experts of their own experiences; and*
- 2.3 - 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**

#### **Description:**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

#### **Behaviors:**

- 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and*
- 3.2 - engage in practices that advance social, economic, and environmental justice.*

### **4. Engage in Practice-informed Research and Research-informed Practice**

#### **Description:**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

#### **Behaviors:**

- 4.1 - use practice experience and theory to inform scientific inquiry and research;*
- 4.2 - apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and*
- 4.3 - use and translate research evidence to inform and improve practice, policy, and service delivery.*

### **5. Engage in Policy Practice**

#### **Description:**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and



understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

**Behaviors:**

*5.1 - Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;*

*5.2 assess how social welfare and economic policies impact the delivery of and access to social services;*

*5.3 - 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**

**Description:**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

**Behaviors:**

*6.1 - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and*

*6.2 – use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.*

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

**Description:**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:



**Behaviors:**

- 7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;*
- 7.2 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;*
- 7.3 – develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and*
- 7.4 - 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**

**Description:**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and 4 communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

**Behaviors:**

- 8.1 – critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;*
- 8.2 – apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;*
- 8.3 - use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;*
- 8.4 - negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and*
- 8.5 - facilitate effective transitions and endings that advance mutually agreed-on goals.*

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

**Description:**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating

outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

**Behaviors:**

- 9.1 – select and use appropriate methods for evaluation of outcomes;*
- 9.2 – apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;*
- 9.3 – critically analyze, monitor, and evaluate intervention and program processes and outcomes; and*
- 9.4 - apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.*

## **10. Additional Field Education Objective – Seminar Participation:**

**Description:**

Students completing the MSW program must fully participate within their Practicum Seminar as scheduled with their Faculty Field Instructor/Liaison to receive a passing grade for their field experience. The purpose of Practicum Seminar is to help students integrate classroom learning and social work theory with social work practice, confront gaps in their understanding and/or level of competency, 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. Social work students:

**Behaviors:**

- 10.1 – attend and participate in all seminar activities with a professional demeanor in behavior, appearance and communication;*
- 10.2 – are fully present – in body, mind and spirit;*
- 10.3 – actively listen to colleagues and provide thoughtful feedback;*
- 10.4 - contribute to discussions, and be open to others' feedback; and*
- 10.5 - demonstrate the ability to integrate theory with practice.*

### 1. Demonstrate Ethical and Professional Behavior

#### Description:

Social workers ensure that practice in complex systems respects every individual's and community's right to human dignity and worth by opposing sources and structures of racism and other forms of oppression. Social workers are facilitative leaders and organizers across all realms of practice and maintain a commitment to a vision and mission that support the collective process of social change. To ensure ethical practice with organizations, social workers use self-reflection, self-regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases influence their personal and professional identity, values, and behaviors. Social workers represent the profession's values in interactions with clients, interprofessional colleagues, policymakers, and community stakeholders.

Social workers:

#### Behaviors:

- 1.1 - use anti-oppression frameworks to analyze systemic and/or organizational oppression within agencies or systems serving clients and/or constituents that lack access to resources, opportunities, power, or influence*
- 1.2 - advance internal and/or external policies that reflect social work values, challenge discrimination and social inequities, and prioritize the voices of affected populations*
- 1.3 - use self-evaluation and reflection to critically navigate competing personal and professional values and critically apply ethical decision-making frameworks that reflect social work values*
- 1.4 - seek and engages in supervision, consultation and continuous education to enhance the social work perspective, and remain open and responsive to feedback from multiple professional sources*
- 1.5 - accurately record relevant and factual information as necessary to document, report, and/or summarize critical information in a timely manner*
- 1.6 - apply aspects of cultural humility into ethical decision making processes*
- 1.7 - demonstrate ethical and culturally appropriate professional roles and boundaries with clients, constituents, and colleagues*

### 2. Engage Diversity and Difference in Practice

#### Description:

Social workers educate diverse stakeholders about how organizational, community, and policy decisions affect vulnerable communities to craft interventions that advance social, economic, and environmental justice. Social workers apply research-informed knowledge and the lived experience of affected groups when working with diverse populations to address organizational, community, and societal issues. Social workers are committed to examining how power, implicit and explicit bias, privilege, and oppression are manifested in the social work profession and their own practice. Social workers:

#### Behaviors:

- 2.1 - demonstrate diverse communication styles to effectively educate and work with people of different ideologies, interests, religious, and cultural backgrounds to develop and expand understanding and appreciation of diversity and difference*
- 2.2 - manage conflicts that arise from cultural, political, and social differences between and within diverse groups*



- 2.3 - formulate inclusive engagement strategies that builds on the strengths of diverse constituencies, integrates diverse points of view, and facilitates full engagement in ways that reflect cultural humility, by embracing the cultural and spiritual histories of people*
- 2.4 - recognize impacts of positionality, power, oppression, and systemic inequity on clients or constituents*
- 2.5 - research and implements in practice current, credible and inclusive material that provides information and perspectives about the role of power differentials between groups*

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

#### **Description:**

Social workers recognize historical legacies of oppression and discrimination and challenge social policies and practices that tolerate or promote racism, sexism, heterosexism, and other discriminatory treatments of people based on identities including age, disability, religion, and national origin. Social workers understand that the realization of human rights is mediated and influenced by local, state, federal, and international policies. Social workers design and advance public policies using the Universal Declaration of Human Rights, which guarantees all people the right to work, housing, healthcare, education, leisure, privacy, economic security, and a clean, safe, and sustainable environment. They promote the right to vote, the right to protest, and other forms of civic participation to engage in democratic processes fully and freely. Social workers:

#### **Behaviors:**

- 3.1 - research and integrates knowledge of historical legacies of oppression and discrimination into contemporary practice*
- 3.2 - identify and engages key stakeholders to advocate for access to resources, services, benefits, and opportunities for vulnerable and marginalized clients, constituencies, and communities*
- 3.3 - engage members of society in designing and/or promoting programs and services that address human rights to access resources that ensure social, economic, and environmental equity*
- 3.4 - identify issues, develops strategies, and evaluates outcomes to promote human rights and social/economic/environmental justice*
- 3.5 - analyze and promotes participation in the political process on behalf of human rights and social/economic/environmental justice*

### **4. Engage in Practice-informed Research and Research-informed Practice**

#### **Description:**

Social workers critically evaluate the applicability of research findings to practice settings while considering organizational, professional, and client contexts and preferences. In collaboration with key program stakeholders and those directly affected by social problems, social workers build culturally informed knowledge to promote human rights and social justice for vulnerable and oppressed populations. Social workers understand that many types of evidence, from personal narrative to analysis of large data sets, inform the development, analysis, and critique of social policies and interventions. Social workers

#### **Behaviors:**

- 4.1 - identify, evaluates, and uses data to strengthen knowledge and inform advocacy, policy making, program design, or evaluation to improve policies, programs, services, and interventions*

*4.2 - collaborate with constituents, stakeholders, and colleagues to engage in and/or inform research to promote human rights and social/economic/environmental justice*

*4.3 - analyze and/or critiques social policies and interventions for integration of the voices and experiences of those directly affected by social, economic, environmental and political inequality*

## **5. Engage in Policy Practice**

### **Description:**

Social workers examine how historical, political, social, economic, and cultural factors shape the policy environment and use this knowledge to recognize and capitalize on opportunities for reform that advance human rights; racial and gender equity; access to high-quality, comprehensive social welfare services; and social, economic, and environmental justice. They devise and implement strategies at the local, state, and national levels to achieve policy goals reflecting social work values. They engage and build the capacity of affected constituencies to participate in advocacy and direct and indirect action, including working through coalitions, to advance evidence-informed policies that support well-being. Social workers:

### **Behaviors:**

*5.1 – apply frameworks for critical policy analysis, design, implementation, and evaluation that integrate a commitment to social/economic/environmental justice, human rights, and intersectionality*

*5.2 - disseminate information to key decision-makers about strengths and program accomplishments, as well as identifying unmet needs and /or areas of injustice*

*5.3 - identify and engages with professional organizations, coalitions, industry, and/or other groups that advocate for social/economic/environmental justice, equity, and fairness*

*5.4 - use communication, relationship building, and organizing skills to engage, mobilize and/or connect constituents to coalitions, key decision-makers, and/or advocacy groups*

*5.5 - educate stakeholders on how policies affect individual well-being and the communities and organizations that support them*

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

### **Description:**

Effective practice begins with engaging key stakeholders to better understand social problems, identify resources and assets, and develop strategies to address stakeholder concerns. Social workers create, nurture, and deepen authentic and strategic relationships and consider power dynamics in selecting, implementing, and modifying engagement strategies. Using an ecological system perspective, social workers understand and apply a range of theories that examine the structural and institutional forces and power dynamics that shape the context of the social problem. Social workers understand that their personal experiences and affective reactions may affect how they engage with diverse stakeholders and how constituencies, and stakeholders may engage with them based on their identities and background. Social workers:

### **Behaviors:**

*6.1 – use multiple digital, written, and verbal communication skills to engage diverse clients and constituents in ways that value, respect, and include their expertise, knowledge, and*

*culture*

*6.2 – demonstrate an applied and critical understanding of interpersonal, relational, and systemic factors when engaging clients and/or constituents*

*6.3 – apply critical theories to the engagement of clients and/or constituents relevant to the environmental and social context*

*6.4 – acknowledge and addresses how aspects of their own identities and that of others affect the engagement process*

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

### **Description:**

Social workers use appropriate theories, frameworks, models, and strategies to examine and assess individuals, families, and groups using a strength-based, anti-oppressive, and antiracist lens. Social workers examine and account for bias in conducting assessments. They critically analyze the historical, social, economic, and cultural context in which practice takes place, and the strengths and needs of affected individuals, families, and groups. Social workers:

### **Behaviors:**

*7.1 – apply knowledge of strengths, risk factors, vulnerabilities and resiliencies of clients and constituents, using data collected by the assessment process to identify culturally relevant options for intervention*

*7.2 – examine personal and systemic biases to mitigate the potential impact on the assessment process*

*7.3 – assess and analyzes assets, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power to identify appropriate interventions*

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

### **Description:**

Social workers use cutting-edge professional knowledge to apply evidence-informed interventions at the individual, family, and group system levels. Using collaborative and interdisciplinary processes, social workers design and implement positive change interventions that are strategic and ensure access and equity. Social workers:

### **Behaviors:**

*8.1 – critically choose and implements interventions to achieve practice goals and enhance capacities of clients and constituencies*

*8.2 – implement collaborative, client-centered, and research informed interventions*

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

### **Description:**

Social workers use research methods to evaluate practice with individuals, programs, interventions, and/or organizations by using multiple sources of knowledge including professional experience, practice knowledge, and stakeholder input and lived experiences. Social workers ensure that evaluation design,

measurement, implementation, and use of findings are customized to the target population and diverse settings and that they are culturally responsive, accurate, and timely. Social workers evaluate the processes and outcomes of change efforts to ensure that evaluation findings are used to promote social, political, and economic justice, sustainable and accessible services and programs, and evidence-based practice. Social workers:

Behaviors:

- 9.1 – integrate and utilize diverse theoretical and conceptual frameworks when evaluating client and/or program outcomes to inform practice*
- 9.2 –utilize and/or develops timely evaluation plans that include culturally relevant goals, outputs, and outcomes in partnership with the client population*
- 9.3 – utilize findings of diverse evaluation processes to inform practice and promote change*

## **10. Additional Field Education Objective – Seminar Participation:**

Description:

Students completing the MSW program must fully participate within their Practicum Seminar as scheduled with their Faculty Field Instructor/Liaison to receive a passing grade for their field experience. The purpose of Practicum Seminar is to help students integrate classroom learning and social work theory with social work practice, confront gaps in their understanding and/or level of competency, 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. Social work students:

Behaviors:

- 10.1 – attend and participate in all seminar activities with a professional demeanor in behavior, appearance and communication;*
- 10.2 – are fully present – in body, mind and spirit;*
- 10.3 – actively listen to colleagues and provide thoughtful feedback;*
- 10.4 - contribute to discussions, and be open to others' feedback; and*
- 10.5 - demonstrate the ability to integrate theory with practice.*



PRACTICUM SEMINAR BEHAVIORAL EXPECTATIONS RUBRIC

CATEGORY	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<b>Attendance &amp; Punctuality:</b> <b>Attends practicum and seminar in a punctual and present manner. Completes make-up hours for practicum and/or assignments for seminar</b>	Missed more than one day in practicum and/or seminar for reasons that are not related to allowable emergencies but for convenience; and/or is consistently late to practicum shifts or seminar or leaves early. Does not complete make-up hours for practicum and/or assignments for seminar.	Missed one day in practicum and/or seminar for reasons that are not related to allowable emergencies but for convenience; and/or is consistently late to practicum shifts or seminar classes or leaves early. Does not complete make-up hours for practicum and/or assignments for seminar.	Attends all practicum shifts and seminars except in truly rare or unusual circumstances that are considered excusable, is on time and/or stays until end of practicum shift or seminar class except for rare or unusual circumstances. Completes make-up hours for practicum or assignments for seminar timely.	Attends all practicum shifts and seminars and is always on time and stays until end of shifts and classes.
<b>Participation &amp; Active Engagement:</b> <b>Contributes to discussions and processes learning with field instructor(s) and seminar peers</b>	Does not contribute to discussions and/or comments are consistently inappropriate.	Rarely contributes to discussions and/or offers irrelevant or off-topic comments and/or observations.	Usually contributes to discussions and usually offers relevant and insightful comments and/or observations.	Always contributes to discussions and offers relevant and insightful comments and/or observations
<b>Preparedness:</b> <b>Attends practicum supervision and seminar ready to learn and/or discuss learning and competency integration</b>	Not prepared for practicum supervision and/or seminar with practicum timesheet not up to date and ready to discuss learning and competency integration with field instructor(s) and/or seminar peers.	Rarely prepared for practicum supervision and/or seminar with practicum timesheet rarely up to date and ready to discuss learning and competency integration with field instructor(s) and/or seminar peers.	Usually prepared for practicum supervision and/or seminar with practicum timesheet regularly up to date and ready to discuss learning and competency integration with field instructor(s) and/or seminar peers.	Always well-prepared for practicum supervision and/or seminar with practicum timesheet up to date and ready to discuss learning and competency integration with field instructor(s) and/or seminar peers.
<b>Respect and Confidentiality:</b> <b>Demonstrates</b>	Frequently disrespectful and does not demonstrate civility or collaborative skills working with classmates, staff,	Occasionally disrespectful and does not demonstrate civility or collaborative skills working with classmates, staff,	Usually respectful and demonstrates civility towards classmates, staff, supervisors and/or faculty. Respects the	Always respectful and demonstrates civility towards classmates, staff, supervisors, and/or faculty. Respects the



PRACTICUM SEMINAR BEHAVIORAL EXPECTATIONS RUBRIC

<b>respect and civility in relationships</b>	supervisors and/or faculty. Does not keep practicum supervision and/or seminar discussions confidential.	supervisors and/or faculty. Has shared practicum supervision and/or seminar discussions without permission from others involved.	confidentiality of what is shared by others during supervision and group processing.	confidentiality of what is shared during practicum supervision and/or seminar discussions.
<b>Self-awareness: Demonstrates self-awareness in regards to both intent AND impact</b>	Rarely shows self-awareness about the impact of verbal and non-verbal communications	Inconsistently shows self-awareness about the impact of verbal and non-verbal communications	Usually maintains a high level of self-awareness about the impact of verbal and non-verbal communications	Always maintains a high level of self-awareness about the impact of verbal and non-verbal communications
<b>Diversity: Demonstrates awareness and responsiveness to diversity</b>	Interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people	Integrations inconsistently reflect respect for and appreciation of diverse opinions, experiences, and/or people	Interactions usually reflect respect for and appreciation of diverse opinions, experiences, and/or people	Interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people
<b>Communication: Demonstrates timeliness with responses and demonstrates an understanding of contextual appropriateness</b>	Never responds to communication in a timely and/or contextually appropriate manner	Rarely responds to communication in a timely and/or contextually appropriate manner	Usually responds to communication in a timely and/or contextually appropriate manner	Always responds to communication in a timely and/or contextually appropriate manner
<b>Responsiveness to Feedback: Demonstrates openness to feedback and responds appropriately</b>	Has not demonstrated receptiveness to suggestions and feedback from others and, therefore makes no effort to adjust performance accordingly	Rarely receptive to suggestions and feedback and/or does not adjust performance accordingly	Usually receptive to suggestions or feedback and adjusts performance accordingly	Is always receptive to suggestions or feedback from others, and adjusts performance accordingly