



BASW/MSW Practicum Manual

COLLEGE OF PROFESSIONAL PROGRAMS - SCHOOL OF SOCIAL WORK

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I. INTRODUCTION & WELCOME

Welcome to the School of Social Work at Eastern Washington University! We are proud to offer both a Bachelor of Social Work (BASW) and a Master of Social Work (MSW) degree. All of our programs are fully accredited by the Council on Social Work Education (CSWE), ensuring a high-quality education rooted in the core values of the profession.

At EWU, we believe that practicum is the heart of social work education. Often called the “signature pedagogy” of the field, practicum offers students the opportunity to work directly in social service agencies and organizations throughout the state and region. Here, students learn alongside experienced social workers, gaining hands-on experience while connecting classroom learning to real-world practice through an advanced generalist lens.

To support your success, we ask all students, agency partners, field instructors, and liaisons to read and regularly refer to the Practicum Manual. It provides essential guidance on the practicum experience, outlines the roles and responsibilities of everyone involved, and explains key policies and procedures. This resource is designed to help you navigate and make the most of your journey in practicum education.

We’re excited to partner with you as you take this important step in your social work career!

OUR MISSION STATEMENTS

School of Social Work Mission Statement:

The School is dedicated to promoting leadership in engaging individuals, families, and communities; policy-making; research; and, education for social work professionals. The School prepares its graduates to be ethical and effective change agents at the intersection of families, cultures, communities, and organizations.

We are especially committed to educating first-generation college students and those from underserved communities. Graduates will practice with mindfulness about historical oppression and hopefulness in fostering a more socially just world.

Please visit our Diversity Values and W.I.T.H. Committee webpage to learn more on how we support diversity within our programs: <https://www.ewu.edu/cpp/social-work/social-work/diversity/>

BASW Program Mission Statement:

The BASW program at Eastern Washington University's School of Social Work prepares competent, evidence-informed social workers to be agents of change serving client systems

from local to global levels. This is accomplished through experiential learning and critical thinking, guided by the social work profession's values including social justice and human dignity.

MSW Program Mission Statement:

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.

** Updated MSW Mission Statement Coming Soon **

LAND ACKNOWLEDGEMENT

At Eastern Washington University, we are proud to recognize the land of the Spokane Tribe and other tribes that shared the land for fishing and trading. The Spokane Tribe, Coeur d'Alene Tribe, Confederated Tribes of the Colville Reservation, the Kalispel Tribe, and the Nez Perce Tribe are integral to the cultural heritage and traditional ethnological knowledge of the land.

Native American heritage is woven into the fabric of our institution, enriching our community through tribal culture, historical teachings, and tribal language, and is embraced daily by students, staff, faculty, and the Eastern Washington community.

At EWU, we are committed to reflecting on and acknowledging the historical injustices of genocide and the forced removal of tribal peoples and all our relatives. EWU recognizes and honors tribal sovereignty and government to government relationships with tribes.

From here forward, EWU will remain committed to supporting, honoring, and recognizing the Native American community and the dynamic contributions that are shared with our university.

To learn more, please visit the Office of Native American Affairs:
<https://www.ewu.edu/about/leadership/native-american-affairs/>

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION, AND ADA COMPLIANCE

EWU does not discriminate in its programs and activities on the basis of race, color, creed, religion, national origin, citizenship or immigration status, sex, pregnancy, sexual orientation, gender identity/expression, gen

etic 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.

The university may consider a student's gender, marital status, or the existence of dependent children in making assignments to residence halls and other university housing in accordance with [RCW 49.60.222](#). The university may consider citizenship or immigration status when required to do so by state or federal law, regulation, or a government contract.

No person may discriminate against another person on any of the grounds listed above when acting or speaking on behalf of EWU. While discrimination is prohibited on the protected statuses listed above, certain conduct that is not based on protected status may still meet the definition of bullying defined in [EWU Policy 901-04](#).

For more information and assistance, visit EWU's Office of Civil Rights: <https://inside.ewu.edu/civilrights/>

REASONABLE ACCOMMODATIONS AND ESSENTIAL FUNCTIONS

Agencies participating in the practicum program must comply with all applicable federal and state laws, regulations, and executive orders related to equal employment opportunity, nondiscrimination, and immigration, including the Americans with Disabilities Act (ADA).

Under Title I of the ADA, agencies are required to provide reasonable accommodations to qualified individuals with disabilities to enable them to perform the essential functions of the practicum position, unless doing so would impose an undue hardship, as defined by law.

Essential functions refer to the core duties of a position that a student must be able to perform, with or without reasonable accommodation. Students are responsible for notifying the university and/or the agency of any accommodation needs. Please note that while every effort will be made to provide reasonable accommodation, not all requests may be approved.

To support an informed practicum match, agencies must disclose the essential functions of the practicum role during the interview process. If a student requests accommodation, agencies are expected to engage in an interactive process, similar to that followed for employees under applicable workplace accommodation procedures.

Students interested in exploring various social work roles, required skills, and potential fit may visit **O*NET Online** and search for “social work” to learn more: <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. The latest copy of the Practicum Manual can be found on the SSW Field Education website: <https://www.ewu.edu/cpp/social-work/social-work/field-education/>

GLOSSARY OF 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
 - o Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
 - o Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
 - o 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 plans – 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 and cannot provide evaluation of the student’s social work competencies.

II. ROLES & RESPONSIBILITIES

The practicum experience is a collaborative partnership between the School of Social Work and community-based agencies engaged in social work practice with individuals, families, groups, organizations and communities.

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 processes 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.

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 that provide social services within the community play a vital role in social work education by offering practicum opportunities that allow students to demonstrate competency and deepen their commitment to professional development. These field

placements complement classroom learning by enabling students to apply social work theories, values, and skills in real-world practice settings.

To host a student intern, agencies must be approved by the School of Social Work (SSW) as a practicum site and enter into a formal Affiliation Agreement prior to the student's start date. Approved agencies must offer practicum experiences that align with the CSWE competencies and allow for the integration of classroom learning into practice.

AFFILIATION CRITERIA

To qualify for affiliation with EWU School of Social Work, agencies must meet the following minimum requirements:

1. **Non-Discrimination:** The agency must not discriminate in employment practices, service delivery, or student engagement based on race, color, creed, national origin, gender, sexual orientation, age, marital status, spirituality, disability, veteran status, or any other protected category.
2. **Adherence to NASW Code of Ethics:** The agency must support students in practicing according to the
3. **Work Environment & Support:** The agency must provide students with adequate workspace and office support; personal protective equipment (PPE), if required; and, reimbursement for any agency-related expenses incurred by the student (e.g., mileage, parking).
4. **Orientation:** Agencies must offer a structured orientation that includes safety protocols, policies and procedures, relevant regulations, and an overview of the agency's facilities and equipment.
5. **Learning Activities:** Agencies must provide meaningful, progressively challenging learning opportunities that align with social work competencies.
 - a. Activities should involve collaboration with the student(s) internal staff and relevant external stakeholders.
 - b. Tasks should increase in complexity as the student builds confidence and competence.
6. **Qualified Supervisor:** Agencies must assign a designated Agency Field Instructor (AFI) who holds a minimum of a BASW or MSW degree (MSW only for MSW students), with at least two years of post-degree experience. The AFI must meet CSWE and SSW field education requirements. 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 practicum timesheet and learning progress. *NOTE: If an agency is unable

to provide the social work supervision, if available, the SSW may be able to assign an offsite supervisor from the School.

7. **Supervision of Learning:** The Agency Field Instructor must provide a structured supervision meeting 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. Supervision of learning must include:
 - a. A review of the student's up-to-date timesheet in the Intern Placement Tracking (IPT) system. Reviewing the student's practicum timesheet for completeness is mandatory in supervision.
 - b. Discuss how the student understands their social work competencies and offer guidance and direction as needed.
 - c. Review the student's learning agreement plan to ensure they are on track to demonstrate all of the social work competencies and are making progress toward other educational goals.
 - d. Evaluate the student's competencies every quarter while in practicum.
8. **Supplemental Learning Opportunities (If Applicable):** If certain learning experiences required to meet a student's competency needs are not available on-site, the agency must be willing to support the student in pursuing those experiences elsewhere. All off-site learning must be pre-approved by the AFI (and ATS if applicable) and the FFI or Faculty Field Liaison (FFL).

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.

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 for social work supervision. 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 in the field.

STUDENT ROLE & RESPONSIBILITIES

All students admitted to the School of Social Work (SSW) are expected to meet the following general responsibilities throughout their academic and practicum experiences:

- a. Adhere to professional and academic standards, including the NASW Code of Ethics, the policies outlined in the BASW or MSW Student Handbook, and the BASW-MSW Practicum Manual;
- b. Engage actively in the learning process, demonstrating commitment to learning social work knowledge, values, skills, and processes, and applying them thoughtfully in practice;
- c. Attend and participate fully in required seminars, courses, supervision, and related educational activities;
- d. Uphold the ethics, values, and professional standards of the social work profession, both in academic and practicum settings.
- e. Maintain open and timely communication with the Faculty Field Liaison (FFL) or Faculty Field Instructor (FFI), the Office of Field Education, and BASW/MSW Program Directors as needed;
- f. Submit all required practicum assignments and documentation—including learning agreements, timesheets, evaluations, and reflections—by established deadlines;
- g. Demonstrate professionalism in all interactions, including classroom and seminar engagement, communication with faculty and staff, and participation in field-related activities;
- h. Represent the School of Social Work with integrity, being mindful that students are ambassadors of the program while engaging with agencies, community partners, and clients;
- i. Approach practicum as a professional commitment, managing time and responsibilities appropriately and seeking help early when challenges arise;
- j. Engage in respectful dialogue and reflect on feedback as part of professional development and the integration of learning;
- k. Promptly report concerns, conflicts, or barriers to learning to the appropriate SSW faculty or staff to ensure issues can be addressed constructively and in accordance with school policy;
- l. Maintain confidentiality and uphold academic honesty, in alignment with university and professional standards.

STUDENT RESPONSIBILITIES TO THE AGENCY

Social work students are expected to conduct themselves with the highest level of professionalism while engaged in practicum. This includes demonstrating respect for the mission, values, staff, and services of their assigned practicum agency.

As representatives of the School of Social Work, students are required to:

- Honor and respect the work being carried out by their practicum agency and its staff;

- Refrain from sharing or spreading defamatory information, unverified claims, rumors, disgruntlement, or personal matters related to the agency or its personnel;
- Maintain confidentiality and integrity when speaking about the agency, whether in person, in class discussions, online, or through any form of communication;
- Act in good faith to preserve the trust and collaborative relationships between the School of Social Work and its community partners.

Behavior that may damage the reputation of the agency or jeopardize its relationship with the School—whether intentional or not—will be reviewed under the School’s Professional and Academic Standards found within the program’s Student Handbook, and may result in disciplinary action, including removal from the practicum.

Students are encouraged to bring concerns or conflicts forward through the appropriate channels, including their Faculty Field Instructor/Liaison (FFI/L) or the Director/Associate Director of Field Education, in accordance with the practicum conflict resolution process outlined in the applicable Student Handbook.

STUDENT RESPONSIBILITIES TO CLIENTS AND/OR CONSTITUENTS

Social work students are expected to uphold the highest ethical and professional standards when engaging with clients and constituent groups during their practicum. These responsibilities are grounded in the NASW Code of Ethics, and reflect the profession’s long-standing commitment to client rights, advocacy, and self-determination.

While in practicum, students may provide services directly to individuals, families, groups, organizations and communities—or they may work on behalf of client systems. In either case, the client context serves as a key element in the evaluation of the student’s learning, judgment, and professional behavior. Students are required to:

- Engage in social work practice competently and professionally, using sound judgment and maintaining appropriate boundaries;
- Place client interests first, providing services in a timely, respectful, and ethical manner;
- Contribute to the quality and effectiveness of social work services, and actively seek supervision and feedback to enhance their practice;
- Respect client confidentiality and privacy, in compliance with agency policies, legal requirements, and ethical guidelines;
- Remain committed to the well-being of the client or client system throughout the duration of the practicum experience;

- Clearly inform clients of their student status before beginning services and acknowledge the client’s right to decline participation in services provided by a student.

Students are expected to act with integrity and care in all professional interactions. Any breach of these responsibilities may result in review under the School’s Professional and Academic Standards found within the program’s Student Handbook, and may result in disciplinary action, including removal from the practicum.

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

All social work students must meet specific academic and programmatic requirements before beginning a practicum placement. Additionally, each practicum quarter serves as a prerequisite for the next, meaning students may not begin a subsequent practicum quarter until they have successfully completed the previous one.

Failure to meet the prerequisites or successfully complete a practicum quarter may delay progression in the program.

BASW PRACTICUM PRE-REQUISITES

To be eligible to begin practicum, BASW students must complete all required social work coursework with a minimum cumulative GPA of 2.7, with no outstanding incompletes and Successfully complete SOWK 480 – Field Preparation; If a required course has not been completed, students must obtain written approval from the BASW Program Director, and Submit a formal plan outlining how and when the missing prerequisite course will be completed.

MSW PRACTICUM PRE-REQUISITES

To be eligible to begin practicum, MSW students must: Complete all required MSW coursework with a minimum cumulative GPA of 3.0, with no outstanding incompletes; Successfully complete SOWK 580 – Field Preparation; If a required course has not been completed, students must: Obtain written approval from the MSW Program Director, and Submit a formal plan outlining how and when the missing prerequisite course will be completed.

Note for MSW Students:

Students must successfully complete all generalist (foundation-level) practicum requirements before advancing to their specialized (advanced) practicum placement. Students may not begin their advanced practicum until their generalist practicum has been fully completed and approved.

PRACTICUM HOURS POLICY AND GUIDELINES

Practicum hours are comprised of agency-based learning (including remote activities) and seminar participation (see “Definitions & Terms” section). Practicum hours are intended to provide students with opportunities to apply and demonstrate the nine CSWE social work competencies through direct practice with clients, constituents, and systems.

EXPECTATIONS FOR SCHEDULING PRACTICUM HOURS

Practicum hours must be scheduled outside of academic coursework. Students may not miss social work classes, including electives, to attend practicum or practicum-related events, trainings, or activities. Each practicum quarter is a prerequisite to the next, meaning students must successfully complete their current quarter before beginning the next. Practicum hours must be supervised by the Agency Field Instructor (AFI) or Assigned Task Supervisor (ATS) and include opportunities to engage in reflective supervision and skill development.

MSW Students Only:

MSW students must successfully complete their generalist practicum before beginning their specialized/advanced practicum placement. No exceptions will be made to this progression requirement.

ELIGIBLE ACTIVITIES FOR PRACTICUM HOURS

Only the following activities may be recorded on the student's practicum timesheet:

1. Agency Practice Activities
 - a. In-person or virtual client services (e.g., case management, group facilitation, community outreach).
 - b. Digital practice and role plays through platforms like Zoom, Microsoft Teams, or agency portals
 - c. Project work or assignments designated by the AFI for the benefit of agency and/or client systems. Examples include, program research, policy review, grant/proposal writing/development, developing training programs/curriculum, and/or designing and implementing outreach and advocacy campaigns)
2. Structured Supervision with the AFI
 - a. Regular one-on-one or group supervision sessions
 - b. Supervision from Task Supervisors (ATS) may supplement the learning experience but may not be counted toward required supervision hours
3. Field Liaison (FFL/FFI) Site Visits - Time spent in agency meetings with FFL/FFI, AFI, and/or ATS
4. Practicum Seminar Meetings - Attendance and active participation in all scheduled seminar sessions
5. Required Agency Trainings
 - a. Mandatory trainings that are essential to the student's ability to engage in direct practice (e.g., HIPAA, mandatory reporting, safety protocols)
 - b. Additional training opportunities cannot take up more than 10% of a student's overall practice hours. For example, if a student must complete 600 hours for their practicum, they cannot have more than 60 hours spent in additional

trainings. Trainings must be directly relevant to the practicum learning experience and not used as “filler” or “make-up hours”.

6. Documentation Time

- a. Students may count up to one (1) hour per week for documenting their learning and competency integration in the practicum timesheet.
- b. This time must be used consistently and only if the timesheet is completed weekly.

All practicum hours must be guided and monitored by an approved agency field instructor, either in person or through secure digital technology. Exceptions to these supervision or hour policies must be pre-approved by the Field Director and will only be considered in cases where a student cannot meet learning objectives within their current placement. Failure to follow the Practicum Hours Policy may result in the development of a Student Success and Support Plan, a failing grade, or dismissal from the practicum, depending on the nature and severity of the violation.

EXAMPLES OF IN-PERSON CONTACT THROUGH DIGITAL TECHNOLOGY

In-person client and constituent interaction can occur using approved digital platforms, including:

1. Telehealth and telework engagements
2. Video or phone meetings with clients, teams, or community partners
3. Remote collaboration on agency projects (i.e. research, policy or training development, advocacy campaigns) or service coordination
4. Essential online training sessions as required by the agency.

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)

Professional liability coverage is effective from September 1st through August 31st 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. 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. Students are also responsible for completing any pre-screening or onboarding requested of them within the specified timelines of the agency. Not completing an agency's required screening and onboarding on time may lose the placement and the student may be referred back to the Field Office.

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; see your program's Course of Study for more information.) 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 discuss Practicum Education Goals.
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 Framework ,
 - 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 that takes place during the student's Field Preparation course. Students may not independently secure their own placements without prior approval from the Field Office to ensure the site meets program requirements.

As part of the Practicum Prep course, students will interview with the Director of Field, the Associate Director of Field, and/or the PT MSW Program Director to explore appropriate placements based on agency availability and student interests. Students must receive a referral from the Field Office or Program Director before contacting any agency.

If a student is not placed after three referrals, they will meet with the Field Director, Associate Field Director, and/or Program Director to assess practicum readiness and explore alternative options.

Placement opportunities may be limited by agency availability, supervision capacity, and background check requirements. Students with criminal histories may face additional placement restrictions.

PRACTICUM PLACEMENT AVAILABILITY

The Field Office supports students in securing practicum placements but cannot guarantee placement. Students are provided up to three referral-based interviews, one at a time. If a suitable match is not found after three interviews, the Director of Field Education, the Associate Director of Field, and/or the applicable Program Director will assess the student's readiness for practicum.

Students with repeated unsuccessful interviews may be referred to the Career Center for additional support, such as interview coaching. If a student is unable to secure a placement in time, they may be advised to pause their program and take a leave of absence until they complete further preparation or training to demonstrate practicum readiness.

PRACTICUM DISTANCE POLICY

Except for part-time program students, all practicum placements must be within a 100-mile radius of the EWU Cheney campus. Full-time students seeking placements beyond this

distance may be considered on a case-by-case basis, provided they can attend all in-person classes as required.

In emergency situations (e.g., natural disasters or public health mandates), the Director of Field Education may authorize remote practicum arrangements. Any exception to the distance policy must be approved in advance by the Director of Field Education.

PRACTICUM LOCATION POLICY

Practicum hours must be completed at agency-approved locations. Students may not complete practicum hours from home unless the agency supports and monitors remote assignments through digital tools.

Exceptions require documented support from the Field Faculty Liaison (FFL), Agency Field Instructor (AFI), and/or Agency Task Supervisor (ATS), and must be approved by the Director of Field Education, Associate Director of Field, and/or PT MSW Program Director. The FFL must also document the rationale and learning benefits in IPT before approval is granted. In the event of an emergency, the Director of Field Education may mandate remote placements or other emergency measures in accordance to CSWE academic standards and allowances.

SEMINAR LOCATION POLICY

Full-time program seminars must be held in a university-approved classroom or private conference room. Public venues or private homes are not permitted.

Part-time program seminars may take place on-campus, in private and ADA-accessible community agencies, or by digital platform (Zoom or MS Teams) depending on student locations. All off-campus seminar sites must be approved by the PT MSW Program Director.

Seminars may be temporarily moved to Zoom or MS Teams for the full time programs due to illness, severe weather, or other health and safety concerns. The FFL must notify the Director of Field Education and SSW Chair/Director before making any changes to seminar location or delivery.

PRACTICUM AND SEMINAR ACCOMMODATIONS

The School of Social Work (SSW) is committed to providing an inclusive and accessible learning environment. Students who are approved for accommodations through Eastern Washington University's Disability Student Accommodations and Support Services (SASS) may be eligible for reasonable accommodations in both seminar and practicum settings. Accommodations do not excuse students from meeting minimum practicum hours or

competency expectations but may allow flexibility in how they are met. Students may also be eligible to use banked hours, waiver plans, or flexible seminar participation options to help implement their accommodations.

Students must register with SASS to obtain official documentation of accommodations. Once accommodations are approved by SASS, students are encouraged to:

1. Share their accommodation letter with their Faculty Field Instructor/Liaison (FFL/FFI) and Agency Field Instructor (AFI).
2. Meet with their FFL/FFI early in the quarter to discuss how accommodations will be implemented in the seminar context.
3. Discuss with their AFI how accommodations may be reasonably supported within the practicum setting.

Student disability-related information is confidential. Students are not required to disclose the nature of their disability to the AFI or agency staff but are encouraged to communicate their accommodation needs in collaboration with SASS and Field Office staff.

CONSIDERATIONS FOR AGENCY ACCOMMODATIONS

Since practicum takes place in an external agency setting, additional steps may be required to ensure accommodation can be implemented appropriately. These may include:

- A collaborative planning meeting with the students, SASS, the Field Office, the AFI, and/or the FFL/FFI to review the accommodation needs in context.
- Discussion with the agency to identify any limitations or modifications that may be necessary to support the student within their practicum role.
- Documentation of an agency-specific accommodation plan, if needed, to outline responsibilities and ensure clarity of support.

Practicum accommodation must align with essential functions of the practicum placement. While agencies are encouraged to provide reasonable support, they are not required to fundamentally alter job responsibilities or service delivery models.

Any concerns or disputes regarding practicum accommodation should be referred to the Field Office and SASS as soon as possible for resolution.

Contact for Support: Student Accommodations and Support Services (SASS): <https://inside.ewu.edu/sass/>

WORKPLACE PRACTICUM REQUEST POLICY

Students may be eligible to complete their practicum at their current place of employment, but this option is not guaranteed. Approval is based on multiple factors, including academic standing, agency qualifications, and adherence to School of Social Work (SSW) practicum policies.

ELIGIBILITY AND APPROVAL REQUIREMENTS

The agency's policy regarding workplace internships takes precedence. The Field Office defers to the agency's decision on whether a workplace practicum is permitted. If the agency does not allow workplace practicums, the SSW will not move forward with the request, regardless of other conditions. **Note:** Agencies that offer paid internships or stipends without formal employment are not considered workplace practicums and therefore do not have to complete a Workplace Practicum Request.

To be considered for a workplace practicum, the following criteria must be met:

1. **Good Standing:** The student must be in good academic and professional standing with both the School of Social Work and their employing agency.
2. **Agency Compliance:** The agency must meet all requirements outlined in the *Agency Roles & Responsibilities* and have a current *Affiliation Agreement* with the University.
3. **Learning Alignment:** The duties and tasks must allow the student to demonstrate the nine social work competencies and meet their learning agreement goals.
4. **Separate Supervision:** Practicum supervision must be distinct from employment supervision.
 - a) Ideally, a different supervisor (Agency Field Instructor, or AFI) will provide practicum instruction.
 - b) If not possible, the employment supervisor may serve as the AFI only if they meet the qualifications and are approved by the Field Director and applicable PT Program Director. They must provide practicum supervision/evaluation separate than employment supervision/evaluation.
5. **Flexible Scheduling:** The agency must allow time for the student to attend all required seminars and classes by offering:
 - a) Release time,
 - b) A flexible schedule, or
 - c) Use of PTO.

PROCESS OF REQUESTING A WORKPLACE PRACTICUM (WPA)

1. Initiate Request Early:
 - a. Obtain the *Workplace Practicum Agreement (WPA) Request Form* from the Practicum Manual or the IPT Home page.
 - b. Begin the process well in advance, as approvals may take a month or more depending on the agency's procedures and affiliation status.
2. Meet with Your Employer: Discuss your intention with your employment supervisor and obtain their support for the WPA.
3. Submit WPA Request:
 - a. Complete and submit the WPA form following the instructions provided on the form.
 - b. The request must be approved by the Director of Field Education or the Associate Director of Field and, if applicable, the PT MSW Program Director before any employment hours or duties may count toward practicum.
4. Wait for Approval:
 - a. Do not begin practicum tasks at your job site until formal approval is granted.
 - b. Students who leave a placement or job prematurely to pursue a WPA without prior approval may face disciplinary action, including a pause in their field education.
5. Maintain Communication:
 - a. Notify the Field Director or Associate Field Director and/or PT MSW Program Director if you are job searching with the intent of requesting a WPA.
 - b. If your employment changes during your practicum, you must submit a new WPA request for the new position.

RISKS AND CONSIDERATIONS FOR WORKPLACE PRACTICUM

While a workplace practicum may offer convenience, students should carefully consider the following risks:

- **Role Confusion:** Balancing job responsibilities with learning objectives can blur boundaries and limit new learning experiences.
- **Bias or Favoritism:** Supervisors may struggle to distinguish between the employee and student role, which can affect evaluation and learning opportunities.
- **Limited Exposure:** Students may have fewer opportunities to grow if they remain in familiar environments with limited new challenges.

- **Subject to Approval:** All WPA requests require approval and are not guaranteed. Unauthorized WPAs or premature transitions may result in suspension from field education.
- **Missed hours:** Students who delay or leave a practicum for the purpose of WPA approval must make up any missed practicum hours.

For forms and instructions, download the *Workplace Practicum Agreement (WPA) Request Form* from the IPT Home page or request a copy from the Field Office.

Questions? Please reach out to your Field Faculty Liaison or the Field Director for guidance before beginning the process.

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 additional learning objectives and behaviors. The Generalist learning agreement guides foundational learning for both BASW and first-year MSW students completing their foundation (generalist) 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 (specialized) practicum.

Both practicum learning agreements will guide student behavior in completing specific activities within the agency, community, and seminar meetings that demonstrate the student's application of social work knowledge, values, skills and processes in accordance to the nine social work competencies. 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 to demonstrate the nine social work competencies within the learning agreement. Failure to meet competency at a level 3 or better on the practicum evaluation(s) may result in remediation through the use

of a Student Success and Support Plan. Students may not move forward in or pass their practicum if they are unable to meet competency at a level 3 or better. Refer to the Grading Policy for more information on how to pass practicum.

PRACTICUM TIMESHEETS & EVALUATIONS

Timesheets and evaluations are an integral part of a student's social work education and practice.

TIMESHEETS

All students are required to complete a practicum timesheet to document their daily activities and reflect on their learning in relation to the core social work competency practice behaviors.

To ensure meaningful reflection and accurate tracking, students should complete their timesheet at the end of each practicum day. This practice helps students connect specific tasks to the competencies and identify areas where further growth is needed.

WEEKLY REQUIREMENT FOR TIMESHEETS

Timesheets must be updated weekly and submitted according to the FFI/L's instructions. It is best practice to complete entries immediately following each practicum shift to ensure accuracy and promote intentional reflection. Students may record up to one hour per week of time spent completing their timesheet as part of their total practicum hours. Students can only count documentation time if their timesheet is updated weekly. Timesheets are date stamped and instructors can verify the days and times the practicum timesheet has been updated. Students cannot pre-fill their timesheet with hours. All practicum hours are recorded in real-time spent.

SUPERVISION REQUIREMENT FOR TIMESHEETS

Students are expected to review their timesheet with their Agency Field Instructor (AFI) during weekly supervision. The timesheet should serve as a tool for discussion about the student's progress, challenges, and alignment with learning goals and practice behaviors. AFI's may cancel supervision if the timesheet is not current or incomplete.

Consistent and timely completion of the timesheet supports professional accountability and enhances the student's learning experience in both field and seminar settings. Failure to consistently complete timesheet documentation in a timely manner may negatively impact a student's evaluation for Competency 1: Demonstrate Ethical and Professional Behavior. In such cases, a Student Success and Support Plan may be implemented to address and support improvement in professional accountability.

EVALUATIONS

Students are expected to actively participate in the evaluation process and reflect on their development throughout the practicum. Self-assessment and awareness of one's professional use of self are foundational to social work practice.

Agency Field Instructors (AFIs) and Faculty Field Instructors/Liaisons (FFLs/FFIs) are responsible for evaluating the student's progress toward demonstrating the CSWE core competencies. Formal evaluations will be completed at the end of each academic quarter and will assess the student's performance in basic or advanced generalist social work practice behaviors, skills, and cognitive/affective processes appropriate to the BASW or MSW level.

Agency Field Instructors are strongly encouraged to develop an evaluation rubric tailored to the specific expectations of their agency or practice setting. A rubric can help clarify performance standards and guide student learning and accountability. A rubric template is available on the IPT Home page for reference. Field instructors may request support from the Field Office at any time to assist in developing evaluation tools or addressing concerns related to student performance.

PRACTICUM MAKEUP POLICY AND PROCEDURE

Students are required to make up all missed practicum hours. If a student falls behind, they must collaborate with their agency, Agency Field Instructor (AFI), and Faculty Field Instructor/Liaison (FFI/L) to develop a makeup plan. This plan may include making up hours during University breaks (e.g., winter or spring break) under a Practicum Waiver. For details, see the *Practicum Waivers* section.

Students may also request to bank hours in advance for emergencies or planned and approved absences. Refer to the *Banking Practicum Hours* policy for more information.

If a student misses a seminar, they are required to make up the time by completing a relevant field project or assignment assigned by their Field Faculty Liaison (FFL/FFI). Refer to the course syllabus for additional attendance expectations established by the instructor.

Students who demonstrate a consistent pattern of falling behind in practicum or seminar hours may be placed on a Student Success and Support Plan to support timely practicum progress and professional accountability.

PRACTICUM WAIVERS

While completing practicum, students are expected to follow Eastern Washington University's quarterly academic calendar. The current academic calendar can be found here: [EWU Academic Calendar](#).

It is the student's responsibility to meet the minimum required practicum hours each quarter. In some cases, agencies may request students to continue volunteering outside of the academic term to support program or service delivery continuity. However, hours completed outside the academic quarter will not count toward the minimum required practicum hours unless:

- Approved as part of a Practicum Waiver (e.g., makeup hours, banking hours or as part of a Student Success and Support Plan); and/or,
- Included in an official University accommodation plan.

Practicum hours completed during University breaks require school supervision by a designated SSW faculty member or Field Office staff. This supervision must be confirmed in advance and may not always be available. Full time students do not have school supervision during the summer term, and therefore, no Practicum Waivers will be granted for summer hours unless an extension is granted to complete practicum hours for the spring term. Extensions will not be granted past June 30th.

All Practicum Waivers must be pre-approved by the AFI, FFL/FFI before submitting the request to the Director of Field Education, and, if applicable, the PT MSW Program Director for authorization.

REQUESTING A PRACTICUM WAIVER

Students must notify their Agency Field Instructor (AFI) and Field Faculty Liaison (FFL/FFI) if they plan to request a Practicum Waiver. The Practicum Waiver form is linked on the IPT Homepage. Students will use the Practicum Waiver link to submit their request to the Field Director.

WAIVERS FOR COMPLETEING PRACTICUM HOURS

If a student is unable to complete the required hours within the quarter, their Practicum Waiver request must include:

- A clear plan for completing missed hours outside the academic quarter (e.g., during breaks),
- Specific competency-based activities and practice behaviors the student will focus on,

- Identification of the SSW faculty or Field Office staff who will oversee the practicum during the waiver period.

Students who are unable to complete their required hours by the end of the quarter will receive an “X – Incomplete” grade until hours are completed, verified, and evaluated. Students who fall behind on practicum hours may be placed on a Student Success and Support Plan to support their progress and alignment with their cohort. Students have up to one quarter to catch up on hours unless they have accommodation authorized by the University. See *Practicum Accommodations* section for more information.

WAIVERS FOR BANKING EXTRA PRACTICUM HOURS

If a student wants to accrue extra practicum hours for emergencies or planned and approved absences (also known as “banking”), they must also submit a Practicum Waiver request. The Practicum Waiver request must include:

- The number of hours the student will accrue during the waiver period, with a clear start and end date.
- The competency-based activities and practice behaviors they will focus on during the waiver period.
- Identification of the SSW faculty or Field Office staff who will oversee the practicum during the waiver period.

Students must follow the Banked Hours Policy to document their additional practicum hours and when requesting to utilize their bank of hours. Students who bank additional hours cannot utilize these hours to end their practicum earlier than the 10-week quarter. Banked hours are for emergencies, accommodations, and/or during planned, approved absences.

OTHER PRACTICUM WAIVER CONDITIONS

Students placed within K-12 school district may follow the school district’s academic schedule without requesting a Practicum Waiver.

In some cases, students may be required to complete additional hours beyond the minimum to demonstrate satisfactory progress toward the nine (9) CSWE social work competencies. Satisfactory achievement is defined as a score of 3 or higher on the Practicum Evaluation.

BANKING PRACTICUM HOURS

Banked practicum hours allow students to proactively accumulate and reserve additional hours to cover unplanned absences or emergencies (e.g., illness, weather events, holidays) or pre-approved planned time off (e.g., medical leave, family obligations).

The goal of banking hours is to support flexibility without compromising the integrity of the learning experience. Banked hours may not be used to complete practicum early, except under extraordinary circumstances such as a declared emergency in which early completion is approved by the Council on Social Work Education (CSWE) and/or EWU School of Social Work. Students are expected to use this option responsibly and in close coordination with their AFI and FFI/L. Any exceptions to this policy must be reviewed and approved in advance by the Field Office and the applicable PT MSW Program Director.

ELIGIBILITY AND APPROVAL OF BANKED HOURS

Students must meet their minimum required practicum hours for the quarter before they are allowed to bank additional hours. Students must also consult with and receive approval from both their Agency Field Instructor (AFI) and Field Faculty Liaison (FFL/FFI) before requesting to bank hours. Students must submit a Practicum Waiver when requesting to bank additional practicum hours during a University scheduled break. Refer to the Practicum Waiver policy for more information.

UTILIZING BANKED HOURS

Students are allowed to bank as many additional hours as they would like but are only allowed to utilize up to two-weeks' worth of banked hours to cover absences and emergencies in subsequent quarters unless the student has a University-approved accommodation plan. NOTE for MSW Students: MSW students cannot use hours banked during their generalist practicum to cover emergencies or planned absences during their specialized practicum.

EXAMPLE: If a student has banked four (4) weeks of additional hours during their winter break, they are allowed to utilize up to two weeks' worth in the following quarter to cover emergencies. If the student has an accommodation plan approved by the University, the student utilized all four (4) weeks of banked hours if necessary.

EXAMPLE: If a MSW student has two (2) weeks of additional hours banked during their generalist practicum, but do not utilize them, they cannot carry these hours over to utilize during their specialized practicum.

DOCUMENTING BANKED HOURS

All practicum hours are recorded in real time. Students approved to accrue (bank) additional practicum hours must record them in real-time on their timesheet. Students will record their additional hours on the timesheet following the completed quarter to ensure proper completion of quarterly practicum forms.

EXAMPLE: If a student has successfully completed Fall Quarter practicum but submits a Practicum Waiver to bank additional hours during their winter break, the student's Fall Quarter timesheet will be signed/completed, and the student will begin documenting their additional hours in real-time on their Winter Quarter timesheet.

EXAMPLE: If a student has successfully completed Winter Quarter practicum hours and submits a Practicum Waiver to bank additional hours during their spring break, the student's Winter Quarter timesheet will be signed/completed, and the student will begin documenting their additional hours in real-time on their Spring Quarter timesheet.

When a student is ready to utilize their banked hours, they must let their AFI and FFI know what dates and how many hours they will need to utilize to cover absences and emergencies. Students will record the use of their banked hours on their timesheet, denoting zero (0) hours on the dates they are utilizing the banked hours.

EXAMPLE: If a student has two (2) weeks of banked hours, and they would like to utilize one week of those hours to take care of a family member who is sick, the student will record the utilization of these hours in their current timesheet, denoting zero (0) hours and documenting why they are using banked hours. See example below:

Date	Hours	Comments	Competencies
4/5/2025	0	Using approved banked hours to cover absence for the day	N/A
4/6/2025	0	Same as above	N/A

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

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 students 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

While every effort is made to ensure successful field placements, not all placements will proceed as planned. In some cases, a practicum disruption may be necessary. Disruption should only occur after reasonable attempts to resolve issues or conflicts have been made. Disruptions are considered in consultation with the student, agency, and faculty, and must consider the time remaining in the student's practicum. A student must have at least two (2) quarters of practicum remaining to be eligible for a replacement placement after a disruption.

Students are expected to fulfill all required practicum hours, regardless of the disruption level. Practicum disruptions may delay graduation. In most cases, the student, agency, or instructor must submit a [Practicum Disruption Form](#) to the Field Office.

LEVEL I – AGENCY OR SCHOOL INITIATED DISRUPTION

A Level I disruption is initiated by the agency or the School of Social Work (SSW) and is not due to any fault or action of the student. These situations may include:

1. The agency cannot provide sufficient or appropriate learning opportunities aligned with social work competencies.
2. The agency lacks an eligible practicum instructor or is unable to provide adequate supervision, and the SSW is unable to assign a university-sponsored AFI.
3. The agency undergoes restructuring, closure, or losing capacity to host students.
4. A local, national, or global emergency renders continued placement unfeasible.

5. The agency fails to meet the students' learning or safety needs, as determined by the SSW.

Agencies with repeated disruptions may be reviewed for continued eligibility to host practicum students.

LEVEL I – WITHDRAWAL PROCESS

Agency Initiated Process:

- a) The AFI and/or other agency representative must contact the FFI/L to discuss the issue and any attempted resolutions.
- b) If a disruption is unavoidable, the Practicum Disruption Form must be completed and submitted to the Field Office.
- c) The Field Office reviews the form and determines the next steps.
- d) The Field Office will update IPT to formally release the agency from the student's placement.
- e) If applicable, the Field Director and/or PT Program Director will work with the student to identify a new placement or convene a field panel to determine the next steps.

School Initiated Process:

- a) The FFI/L must consult with the Field Director and, if applicable, the PT Program Director, and provide documentation of resolution efforts.
- b) If approved, a meeting will be held between the student, FFI/L, and Field Director to discuss transition options.
- c) The Field Director will communicate the disruption and exit plan to the agency.
- d) The Field Office will update IPT accordingly.

LEVEL II – STUDENT-INITIATED DISRUPTION

A Level II disruption is initiated by the student due to personal or practicum-related reasons, including:

- a.) Health or mental health concerns
- b.) Financial or life circumstances
- c.) Safety or learning concerns at the agency
- d.) Poor fit between the student and agency or AFI/ATS

Students must have at least two (2) quarters remaining to be eligible for a student-initiated disruption and new placement. All efforts to resolve the issue should be made before requesting a withdrawal.

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

1. The student must first raise concerns with the AFI or ATS. If the concern involves the AFI/ATS, the student should speak directly with the FFI/L.
2. The FFI/L should be kept informed throughout, and may assist in addressing concerns, such as lack of learning opportunities.
3. If the concern cannot be resolved, a joint meeting with the student, AFI/ATS, and FFI/L should be held to pursue resolution. A Student Success Plan may be developed.
4. If resolution fails, the student or instructor may submit a Practicum Disruption Form to the Field Office and PT Program Director.
5. If a disruption is approved, the student must:
 - Develop a transition plan with their FFI/L.
 - Submit a letter of resignation to their practicum supervisor.
 - Complete any final assignments as requested.
6. The Field Office will update IPT to release the agency.

The decision to assign a new placement—including how many hours must be repeated—is at the discretion of the Field Director and Program Director. A new placement is not guaranteed. Students assume full responsibility for any delays or academic consequences resulting from the disruption.

LEVEL III – DISMISSAL OR TERMINATION BY AGENCY

A Level III disruption involves student dismissal or termination from a placement due to performance-related issues. Agencies are encouraged to attempt resolution through a Student Success and Support Plan before pursuing dismissal.

However, agencies may immediately dismiss students if required by their policies, particularly in cases of egregious conduct or serious policy violations.

LEVEL III – WITHDRAWAL PROCESS

1. The AFI/ATS must immediately notify the FFI/L of the decision and submit a Practicum Disruption Form.
2. The FFI/L will notify the Field Director and PT Program Director.
3. The AFI/ATS will formally communicate the dismissal to the student, either verbally or in writing.

4. The student will work with the FFI/L to complete any required closure activities.
5. The Field Office will update IPT to release the agency from the student's placement.
6. A Field Panel Meeting will be convened with the student, Field Director, FFI/L, and PT Program Director(s) to review the situation and determine next steps.

LEVEL III - ADDITIONAL CONSIDERATIONS AND STEPS

During the Field Panel meeting, the student will have an opportunity to present their perspective. The panel will determine whether a second placement attempt is appropriate and, if so, how to avoid future issues. A dismissal may result in a No Credit (NC) grade for the quarter. The Program Director(s) will determine whether the student may continue coursework during the disruption. If a second placement also ends due to performance issues, the student may be dismissed from the program following the Performance Review process as outlined in their Student Handbook.

FIELD PANEL POLICY

The Field Panel is a formal process used to review significant concerns related to a student's practicum, including but not limited to dismissal from a placement, repeated performance issues, unresolved disruptions, or patterns of professional behavior inconsistent with social work values and competencies.

The purpose of the Field Panel is to:

- Provide the student an opportunity to be heard.
- Assess the circumstances surrounding the disruption or concern.
- Determine appropriate next steps, including whether a new placement is feasible.
- Identify academic or professional supports that may be needed.
- Ensure alignment with CSWE competencies and ethical expectations.

The Field Panel will typically include the Director of Field Education (or designee), the student's Faculty Field Instructor/Liaison, the student's Program Director, and additional faculty or staff members depending on the situation (e.g., SASS member, Academic Advisor, AFI, etc.) Students may also request to have a person of support attend from outside the program or University. To invite a person from outside the University, the student must complete a [Release of Information](#)

FIELD PANEL PROCESS

The panel is convened by the Field Director in consultation with program leadership. The student will receive written (email) notice of the panel meeting and its purpose. The student may submit a written statement and/or bring a non-participatory support person to the meeting. A Release of Information is required for person's working outside the

University. During the meeting, panel members will review documentation, hear from the student, and ask clarifying questions. The panel will discuss potential outcomes, which may include:

- a. Reinstatement or reassignment to practicum
- b. Delay or hold on practicum progression
- c. Development of a revised Student Success and Support Plan
- d. Academic or professional referrals (e.g., counseling, writing support)
- e. Recommendation for dismissal from the program (in extreme or repeated cases)

A written summary of the panel's decision and rationale will be shared with the student and placed in their academic file. Students may appeal the panel's decision through the SSW's established academic grievance procedures outlined in the Student Handbook.

STUDENT SUCCESS AND SUPPORT PLAN (SSSP)

All students are expected to meet the minimum requirements for practicum each quarter. If a student is not meeting these requirements, as outlined in Section VI: Grading for Practicum, a Student Success and Support Plan (SSSP) may be initiated to support the student in achieving success.

The Student Success and Support Plan is a formal, structured process designed to help the student address concerns related to performance, professional behavior, learning goals, or other areas impacting success in practicum. The plan is created collaboratively between the student, the Agency Field Instructor (AFI), and the Field Faculty Instructor or Liaison (FFI/L).

The SSSP is intended to:

- Identify specific areas of concern.
- Establish clear and measurable goals for improvement.
- Outline strategies, supports, and timelines to achieve success.
- Monitor the student's progress over a defined period.
- Ensure accountability and alignment with social work competencies and professional standards.

A Student Success and Support Plan may be initiated at any point in the practicum when concerns arise. More than one SSSP may be developed during the practicum sequence if new issues emerge. The plan is not considered punitive is a supportive and educational tool to promote the student's growth and success in field education and must meet the following criteria:

- a. Collaborative Development – The plan is jointly created and agreed upon by the student, AFI, and FFI/L.
- b. Written Documentation – All elements of the plan are documented in writing and signed by all parties.
- c. Defined Timeline – The plan must include clear deadlines for progress check-in and final evaluation.
- d. Supportive Measures – The plan must include additional supervision, academic support, and/or social or skills-based resources.
- e. Performance Expectations – Specific behaviors, skills, or tasks the student must demonstrate are clearly outlined.

PROGRESS AND EVALUATION OF THE SSSP

To receive a passing grade in practicum, the student must satisfactorily complete all aspects of the Student Success and Support Plan. Progress is reviewed regularly by the FFI/L in partnership with the AFI, with feedback provided to the student throughout the process.

If the student demonstrates adequate improvement and meets all goals by the established deadline, they may continue in their practicum without further corrective action.

If a student does not meet the expectations outlined in the Student Success and Support Plan, or if performance continues to decline, additional action may be taken. This may include:

- Revision or extension of the SSSP (if appropriate)
- Practicum disruption or termination
- Referral to a Field Panel
- Recommendation for dismissal from practicum

DISPUTE RESOLUTION

The School of Social Work is committed to supporting a respectful, professional learning environment where concerns are addressed in a fair and timely manner. Students are expected to meet all academic, ethical, and professional standards outlined by the University, EWU Graduate Programs, the School of Social Work, and the NASW Code of Ethics (2021).

If a concern arises about a student's academic performance or professional behavior, the School of Social Work follows a structured process to support resolution and uphold program expectations. Concerns are ideally resolved at the lowest level possible and may involve collaboration with faculty, field instructors, and program directors.

Students must refer to the applicable section in their program handbook for full details:

- **MSW students:** Refer to the “Academic and Professional Standards and Resolution Process” section in the MSW Student Handbook.
- **BASW students:** Refer to the “Procedures for Addressing Concerns” section in the BASW Student Handbook.

These processes are designed to ensure fairness, protect student rights, and support success in the program and profession. If you have questions or need support navigating a concern, please contact the Director or Associate Director of Field Education.

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:

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 Policies. 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



SOCIAL WORK STUDENT AFFILIATION & PRACTICUM PLACEMENT AGREEMENT

This Agreement is made and entered into by and between **Eastern Washington University** (“EWU”), located at 526 5th 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/> <hr/> Email: _____ Phone: _____ Fax: _____	Procurement & Contracts Eastern Washington University 218 Tawanka Hall Cheney, WA 99004-2456 Email: contracts@ewu.ed u Phone: (509) 359-2253 Fax: (509) 359-7984

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:

1a - 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;

1b - use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

1c - demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

1d - use technology ethically and appropriately to facilitate practice outcomes; and

1e - 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:

2a - apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

2b - present themselves as learners and engage clients and constituencies as experts of their own experiences; and

2c - 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:

3a apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

3b - 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:

4a - use practice experience and theory to inform scientific inquiry and research;

4b - apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

4c - 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:

5a - Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

5b - assess how social welfare and economic policies impact the delivery of and access to social services;

5c - 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:

6a - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

6b – 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:

7a - collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

7b - 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;

7c – develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

7d - 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 communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

Behaviors:

8a – critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

8b – apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

8c - use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

8d - negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;

8e - 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:

- 9a – select and use appropriate methods for evaluation of outcomes;*
- 9b – apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;*
- 9c – critically analyze, monitor, and evaluate intervention and program processes and outcomes;*
- 9d - 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:

- 10a – attend and participate in all seminar activities with a professional demeanor in behavior, appearance and communication;*
- 10b – are fully present – in body, mind and spirit;*
- 10c – actively listen to colleagues and provide thoughtful feedback;*
- 10d - contribute to discussions, and be open to others’ feedback; and*
- 10e - 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:

1a - 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

1b - advance internal and/or external policies that reflect social work values, challenge discrimination and social inequities, and prioritize the voices of affected populations

1c - 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

1d - 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

1e - accurately record relevant and factual information as necessary to document, report, and/or summarize critical information in a timely manner

1f - apply aspects of cultural humility into ethical decision making processes

1g - 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:

2a - 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

2b - manage conflicts that arise from cultural, political, and social differences between and within diverse groups

- 2c - 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*
- 2d - recognize impacts of positionality, power, oppression, and systemic inequity on clients or constituents*
- 2e - 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:

- 3a - research and integrates knowledge of historical legacies of oppression and discrimination into contemporary practice*
- 3b - identify and engages key stakeholders to advocate for access to resources, services, benefits, and opportunities for vulnerable and marginalized clients, constituencies, and communities*
- 3c - 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*
- 3d - identify issues, develops strategies, and evaluates outcomes to promote human rights and social/economic/environmental justice*
- 3e - 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:

- 4a - identify, evaluates, and uses data to strengthen knowledge and inform advocacy, policy making, program design, or evaluation to improve policies, programs, services, and interventions*
- 4b - collaborate with constituents, stakeholders, and colleagues to engage in and/or inform research to promote human rights and social/economic/environmental justice*
- 4c - 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:

5a – apply frameworks for critical policy analysis, design, implementation, and evaluation that integrate a commitment to social/economic/environmental justice, human rights, and intersectionality

5b - disseminate information to key decision-makers about strengths and program accomplishments, as well as identifying unmet needs and /or areas of injustice

5c - identify and engages with professional organizations, coalitions, industry, and/or other groups that advocate for social/economic/environmental justice, equity, and fairness

5d - use communication, relationship building, and organizing skills to engage, mobilize and/or connect constituents to coalitions, key decision-makers, and/or advocacy groups

5e - 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:

6a – 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

6b – demonstrate an applied and critical understanding of interpersonal, relational, and systemic factors when engaging clients and/or constituents

6c – apply critical theories to the engagement of clients and/or constituents relevant to the environmental and social context

6d – 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:

7a – 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

7b – examine personal and systemic biases to mitigate the potential impact on the assessment process

7c – 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:

8a – critically choose and implements interventions to achieve practice goals and enhance capacities of clients and constituencies

8b – 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:

9a – integrate and utilize diverse theoretical and conceptual frameworks when evaluating

client and/or program outcomes to inform practice
9b –utilize and/or develops timely evaluation plans that include culturally relevant goals, outputs, and outcomes in partnership with the client population
9c – utilize findings of diverse evaluation processes to inform practice and promote change

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