EWU School of Social Work

MSW Practicum Manual

Student, Agency, and Faculty Field Instructors
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Welcome to the School of Social Work Field Practicum – A Manual for Students, Agency, and Faculty Field Instructors

The School of Social Work (SSW), an academic unit of Eastern Washington University (EWU), is accredited by the Council on Social Work Education (CSWE) to offer Baccalaureate (BASW) and Master (MSW) degrees in social work. The School is committed to preparing students for collaborative social work practice with populations at risk in rural, regional, and smaller urban settings. The practicum experience is an integral part of graduate social work education. The School of Social Work forms partnerships with community agencies to create opportunities for students to engage in social work practice.

General Practicum/Seminar Objectives

- Provide students with opportunities to engage actively in professional tasks that supplement, complement, and reinforce classroom learning
- Provide learning opportunities in the community relevant to MSW program advanced generalist practice objectives
- Help students recognize the political, economic, social, and cultural influences on social services
- Encourage students to explore theoretical and practice issues through critical thinking and self-reflective learning
- Enable students and the school to assess student interest, commitment, and competence related to professional practice
- Help students develop a strong sense of professional social work identification with a firm commitment to service with populations at risk
- Instill in students an understanding of the Council for Social Work Education (CSWE) Policy and Accreditation Standards

CSWE Core Competencies:
1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply social work ethical principles to guide professional practice;
3. Apply critical thinking to inform and communicate professional judgments;
4. Engage diversity and difference in practice;
5. Advance human rights and social and economic justice;
6. Engage in research-informed practice and practice-informed research;
7. Apply knowledge of human behavior and the social environment;
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services;
9. Respond to contexts that shape practice; and
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Practicum Partners

The practicum experience is a collaborative partnership between the School of Social Work and agencies in the community that practice social work with individuals, families, communities, and broader systems. The SSW Office of Field Education and Training
oversees the operation of the practicum program, identifies quality field placements in the community, provides training, supervision and support to Faculty Field Instructors (FFI) and Agency Field Instructors (AFI), and works with students to ensure a quality field experience that provides opportunities to integrate social work theory with social work practice.

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**Faculty Field Instructors (FFI's)** are faculty of the SSW who monitor the students' practicums, help students identify opportunities for learning in the field, and facilitate seminars designed to help students make conceptual linkages between classroom and field experiences. They serve as a liaison between agencies and the School, meeting with students and AFI's in the community and assessing students' progress.

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

**Agency Field Instructors (AFI's)** are post-two-year social work professionals who work in affiliated community agencies willing to provide students vital on-site learning experiences and opportunities for professional development. AFI's provide professional supervision to students in their practicum, and they collaborate with the FFI to ensure students receive opportunities to meet their graduate core competencies.
The Practicum/Seminar Experience

Time Requirements
A total of 1032 hours are required for students to successfully complete a MSW social work practicum experience: 952 hours in the community in and 80 hours in seminars.

*No course credits or exemptions are granted on the basis of life experience.

<table>
<thead>
<tr>
<th>Full-time Program</th>
<th>Foundation Practicum</th>
<th>Foundation Seminar</th>
<th>Full-time Program</th>
<th>Advanced Practicum</th>
<th>Advanced Seminar</th>
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</thead>
<tbody>
<tr>
<td>First Quarter</td>
<td>16 hours a week over 11 weeks = 176 hours</td>
<td>16 hours a quarter</td>
<td>First Quarter</td>
<td>20 hours a week over 10 weeks = 200 hours</td>
<td>16 hours per quarter</td>
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<tr>
<td>Second Quarter</td>
<td>16 hours a week over 11 weeks = 176 hours</td>
<td>16 hours a quarter</td>
<td>Second Quarter</td>
<td>20 hours a week over 10 weeks = 200 hours</td>
<td>16 hours per quarter</td>
</tr>
<tr>
<td>Total</td>
<td>352 minimum hours</td>
<td>32 hours</td>
<td>Third Quarter</td>
<td>20 hours a week over 10 weeks = 200 hours</td>
<td>16 hours per quarter</td>
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<tr>
<td></td>
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<td></td>
<td>Total</td>
<td>600 minimum hours</td>
<td>48 hours</td>
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<thead>
<tr>
<th>Part-time Program</th>
<th>Foundation Practicum</th>
<th>Foundation Seminar</th>
<th>Part-time Program</th>
<th>Advanced Practicum</th>
<th>Advanced Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Quarter</td>
<td>10 hours a week for 11 weeks = 110 hours</td>
<td>11 hours a quarter</td>
<td>First Quarter</td>
<td>12 hours a week for 10 weeks = 120 hours</td>
<td>10 hours a quarter</td>
</tr>
<tr>
<td>Second Quarter</td>
<td>11 hours a week for 11 weeks = 121 hours</td>
<td>11 hours a quarter</td>
<td>Second Quarter</td>
<td>12 hours a week for 10 weeks = 120 hours</td>
<td>10 hours a quarter</td>
</tr>
<tr>
<td>Third Quarter</td>
<td>11 hours a week for 11 weeks = 121 hours</td>
<td>10 hours a quarter</td>
<td>Third Quarter</td>
<td>12 hours a week for 10 weeks = 120 hours</td>
<td>10 hours a quarter</td>
</tr>
<tr>
<td>Total</td>
<td>352 minimum hours</td>
<td>32 hours</td>
<td>Fourth Quarter</td>
<td>12 hours a week for 10 weeks = 120 hours</td>
<td>9 hours a quarter</td>
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<tr>
<td></td>
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<td>Fifth Quarter</td>
<td>12 hours a week for 10 weeks = 120 hours</td>
<td>9 hours a quarter</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>600 minimum hours</td>
<td>48 hours</td>
</tr>
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* In the part-time program when practicum/seminar occurs during summer quarter, the students will need to spread the practicum hours out over 10 weeks this will apply to foundation only.

**Practicum hours** in the community include agency practice, supervision time with the AFI, and site visits with the FFI and the AFI.
**Seminar hours** include time spent in foundation and advanced practicum/seminar with the FFI and colleagues. The timing of seminar meetings through the quarter will be determined by the FFI. Students are responsible for fitting seminar dates and times into their schedules.

For liability reasons students in agencies are expected to follow the SSW quarterly schedule. Some agencies will expect the student to continue hours outside of the quarter. Those hours are considered volunteer hours.

It is the responsibility of the student to ensure the minimum time requirements are completed by the end of each quarter. If the student is unable to meet the time requirements, it is the responsibility of the student to contact the FFI and develop a plan to complete the hours. This plan must show the hours per day the student will be at the agency and the core objectives that the student will be focusing on during the hours and must be approved by the Director of Field.

**Seminar**
A major purpose of practicum is to help students integrate classroom learning, social work theory, and social work practice. Each student in practicum works with an assigned FFI, who facilitates seminars for a small group of students throughout their practicum experience.

These seminars are designed to help students apply classroom learning and social work theory to their work with clients, confront gaps in their understanding, increase their critical thinking and self-reflective skills, assess their readiness for professional practice, and develop advanced generalist skills that will increase their effectiveness in the community. In seminars, FFI's provide students the support they need for reflection, integration, and learning, as well as the challenge they need to take the risks inherent in the development of professional skills.

Students are required to participate in 32 hours of seminar for foundation and 48 hours of seminar for advanced during the time they are in practicum. Seminar attendance is mandatory and is a part of the learning agreement. Failure to attend and participate in all seminar activities with a professional demeanor in behavior, appearance, and communication can cause a student to fail practicum seminar.

**Seminar Make-up Policy and Procedure**
Situations may arise that keep students from full attendance in seminar. Students who have unavoidable conflicts that cause them to miss seminar hours should work with their FFI to plan how to make up those hours. Options include:
- Attend a make-up seminar held at the end of each quarter by the Office of Field (except summer quarter);
- Research, develop and present in seminar information related to the foundational social work knowledge addressed during the missed seminar; or
- Complete a relevant project as identified by the FFI.
Students must work with their FFI to identify the option taken. The FFI will inform the Office of Field if the student will attend the make-up seminar. Continued absence from seminar may cause the student to fail practicum/seminar.

**Seminar Location**
Seminars will be located at a university classroom, seminar room, or in an agency conference room. Seminar may not be located in a public open place or within the home of a student or FFI. Seminar is treated as a class, and the FFI’s guide the experience for the students. Seminar should be scheduled for the whole quarter at the same facility, if possible.

**Certification for School Social Work – Educational Staff Associate (ESA)**
The state of Washington requires “Residency Certification” to qualify for employment in the public school system. The School of Social Work offers required coursework to prepare students for the certification. Contact the state of Washington website [http://www.k12.wa.us/certification/ESAMain.aspx](http://www.k12.wa.us/certification/ESAMain.aspx) for more information on ESA and residence certification.

**Center for Studies in Aging**
The Center for Studies in Aging provides interested students an opportunity to focus their coursework and practicum experience in the growing area of practice with older adults. Such careers include management of public and private agencies servicing older persons, administration of residential care facilities for the elderly, and the management and direction of social, leisure, and health services to older persons.

**Child Welfare**
**Washington Child Welfare Training and Advancement Program (CWTAP)**
MSW students interested in a career in public child welfare may apply to CWTAP. The program is federally funded and a partnership between Washington Children’s Administration (CA) and EWU. The program is designed to increase the skills of the child welfare workforce and increase the number of MSW-level practitioners in the field. CWTAP students complete their practicum with Children’s Administration. Students accepted into the program receive a stipend for educational expenses.

**Idaho IVE Scholars Program**
MSW students interested in a career in public child welfare in Idaho can apply for the Idaho IVE Scholars Program. Students are placed in public child welfare as their practicum experience. Students accepted into the program will receive a full tuition reimbursement and educational financial assistance.

**Non-Discrimination and Sexual Harassment Policies**
Eastern Washington University and the School of Social Work are administered and conducted without discrimination on the basis of race, color, gender, age, creed, religion, ethnic or national origin, disability, political orientation or sexual orientation in all aspects of their operation.
The University’s Sexual Harassment Policy, Equal Opportunity and Affirmative Action Policy, and Cultural Diversity Policy are printed in the Eastern Washington University Graduate Student Catalog available online at http://grad.ewu.edu.

**Safety Guidelines for Enhancing Safety and Minimizing Risk in the Practicum**

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

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

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 Agency Field Instructor is not available in such situations, there must be a written and fully understood protocol for notifying another staff person, a protocol for calling 911, or getting the client or patient to an emergency facility that can meet their needs.

Students are expected to receive a specific orientation to the agency’s policies and procedures regarding risk management. If the Agency Field Instructor does not provide this orientation, then students must ask for it. Students should also learn about the agency’s informal methods for assessing and handling risky situations.

**What Students Should Do if Attacked, Injured, or Seriously Threatened During Practicum**

1. Follow agency procedures to manage the immediate situation and to report the incident.
2. Get any needed medical care.
3. Notify and debrief with your Agency Field Instructor.
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).
**Mandatory Reporting**
Social work students are mandatory reporters of abuse and neglect of vulnerable persons. If during the course of their practicum students observe abuse or neglect, they must follow agency protocol for reporting this as mandatory reporters.

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

**Transportation**
Practicum students are sometimes asked to use their cars for agency businesses; e.g., transporting clients, making home visits, or attending client’s conferences, court hearings or organizational meetings. Before responding to such requests, the student should ask whether or not the agency has an agency car or agency insurance for the use for privately owned vehicles to cover those activities. If the answer is no, students should immediately check with their insurance agent to determine if their current automobile policy covers such endeavors. In no case should students undertake agency business in their personal vehicles without adequate insurance coverage. Students are advised that the student’s own automobile insurance will be the primary coverage for any accident or injury.

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

Pre-requisites for Entering MSW Practicum/Seminar
To enter foundation practicum/seminar:
- Students must complete or be in the following courses the quarter practicum begins: 525, 531, 532, 533, and 580;
- Students must complete all social work courses with a cumulative grade point average of **3.0 or better, with no outstanding incompletes**; and
- Students must pass Practicum Prep Seminar offered prior to the student beginning practicum.

Professional Liability Insurance
The School of Social Work requires all students to be covered by professional liability insurance through the university. The cost of the professional liability insurance, which is required by the School of Social Work, is up to $20 per year (September through August) and will cover the student for $1,000,000. Students will be billed the quarter they begin practicum/seminar.

If you have questions regarding the information, please contact the Office of Field Education and Training at the School of Social Work. Students who are doing a workplace practicum are still required to purchase the professional liability insurance that will cover them while they are doing their practicum as a student within the agency.

Additional Requirements
All students are required to pay for a criminal background check prior to placement. Some agencies will request that students have a clear background check prior to interviewing them. Some agencies require students to have immunizations, AIDS training, and CPR Training (particularly in a health agency placement). Some agencies may require students to work more hours per week in the agency, particularly in part-time programs, School of Social Work Settings, and in clinical placements.

Behavioral Readiness for Field
Students are expected to meet the criteria outlined in the Student Handbook and the NASW Code of Ethics. Students are required to take a behavioral readiness for field test and be interviewed by the Office of Field. All students must receive 100% on the test before being placed in practicum. All answers to the test can be found within the MSW Practicum/Seminar Manual.
Placement Procedure for Students in the MSW Program

Students will be interviewed by the Office of Field and sent one referral at a time to interview at an approved agency for a practicum placement. Students may not pursue interviewing for a practicum without a referral from the Office of Field. Students will register for Practicum Prep (10 contact hours), held prior to practicum beginning. In order to pass the class all students will need to complete and demonstrate the following:

- Review of practicum manual (pass Behavioral Readiness Test);
- Login to Intern Placement Tracking (IPT) and update information, including CSWE statistics;
- Current professional resume approved by the Office of Field;
- Knowledge of how to fill out forms in IPT – learning agreement, time sheet, and evaluations;
- Supervision expectations;
- Knowledge of core competencies and practice behaviors;
- Assessment of practice skills;
- Integration of theory with practice;
- Professional development within a field placement;
- Knowledge and responsibility for seminar expectations; and
- Knowledge for grading for practicum/seminar.

Practicum Outside of the Established Timelines

It is the expectation that students will complete their practicum within the established timelines (quarters) set by the School. Few exceptions are granted. Students need to speak to their FFI to see what qualifies for an exception. All exceptions need to be approved by the Office of Field. Examples of exceptions: agency is offering an event or training that a student can only participate in outside of the established quarters, agency was shut down due to weather or student had a medical or emergency situation outside of his/her control. Students may request a waiver from the Office of Field. The form will need to be filled out and signed by the student, AFI, FFI, and the Director of Field. Waivers are there for exceptional situations and may not consist of more than 20% of the students’ hours for that particular quarter.

Practicum Hours

Students may not count any hours spent in seminar or in any other academic activity for which the student is receiving credit toward the completion of practicum hours. Practicum hours are to be done at the agency or in the community during the time students can be supervised by their AFI (in person or by phone). Exception to this policy would be regarding students’ inability to accomplish core objectives. The exception must be approved and signed by the AFI and FFI and must be reflected in the learning agreement.
Banking Hours
Due to unforeseeable events (illness, holidays, weather) students may end up short on hours. For this reason students may bank up to one-week's worth of hours per quarter; for example, if a student is required to do 20 hours a week, then the student can bank up to 20 hours that quarter. The hours can be used the quarter they are banked or in another quarter of the particular practicum. The hours may only be used with approval from the AFI and FFI. Once students have accomplished their minimum number of hours for the quarter, they can track additional hours on their time sheet writing “BANKED 5.5 HOURS” in the description box before the description of the activity. When the hours have been approved by the AFI and FFI, the student would put in the description of the time sheet “USING 5.5 BANKED HOURS – SEE TIME SHEET QUARTER - DATE”.

Practicum Location
The location of practicum will vary depending on the agency. Students are not allowed to do practicum hours at their home. This policy is established to support the student and the need for supervision while doing their practicum. Exceptions to this policy require approval from the AFI and FFI, and must be noted in IPT and the learning agreement regarding why the exception was approved.

Practicum in the Workplace
The Office of Field may allow a practicum student to complete a practicum in his/her workplace if the site meets all the criteria outlined below. A signed practicum in the workplace form must be submitted to the Director of Field for review, with a copy to the program coordinator in the part-time programs. If the Director of Field approves the proposal in writing, then the student is authorized to complete the practicum experience in his/her workplace.

The proposed workplace practicum site must meet the following non-negotiable criteria:
- Proposed practicum activities must constitute new learning;
- Practicum assignments must be educationally focused;
- Proposed practicum activities must constitute MSW-level learning;
- Agency must provide student with MSW supervision;
- Participating agency must identify who, other than the student’s current supervisor, is qualified and available to serve as the on-site AFI; agency must be in compliance with all other required practicum criteria (Affiliation Agreement and Agency Information Sheet);
- Agency agrees to release time for student to attend practicum seminar and required courses; and
- A student entering a workplace practicum setting without the workplace practicum form approved cannot count any time spent in such settings as practicum hours.
Distance Practicum
Practicum placements for the full-time program will be within 100 miles of the Cheney campus. In the rare instances when the Office of Field is unable to secure an appropriate placement for a student within those geographic limits, consideration will be given on a case-by-case basis to comparable placements outside the 100-mile range. Placements outside the 100-mile range are viewed as exceptions to policy and are granted with the clear understanding that the student will travel to the school for practicum/seminars and other mandatory coursework. All requests for exceptions to the policy must be based on objective considerations that directly relate to learning. An example of such would be an agency that offers a unique learning opportunity which cannot be replicated in the 100-mile area. Personal convenience and preference are not considered sufficient reasons for requesting exceptions to policy.

Learning Agreements
The Council for Social Work Education (CSWE) has identified core competencies and practice behaviors for students. The SSW has developed a learning agreement based on these CSWE core competencies that will guide students’ activities in their practicum experience.

Each student will be required to acknowledge the practice behaviors on the learning agreement. The agreement will guide each student to participate in specific activities in the agency, community, and seminar that will help the student meet SSW practicum core competencies and practice behaviors. The student’s FFI and AFI will work with the student in the development of additional practice behaviors based on the agency’s mission. It is the student’s responsibility to review and establish a routine based on the practice behaviors within the learning agreement. Failure to comply with the learning agreement can cause a student to fail practicum/seminar.

Evaluations
Evaluation is an integral part of social work education and social work practice. The assessment and evaluation of one’s own practice and awareness of one’s use of self are basic to social work.

The AFI and FFI will evaluate the practice behaviors of the student, encouraging active student participation and input. The student will be evaluated on his/her progress in meeting the core competencies and on his/her performance of basic generalist social work practice behavior, skills, and attitudes expected from an MSW student.

Evaluations are completed at the end of each quarter. Practicum/seminar grades are either pass, fail (NC), X-grade or Y-grade. The FFI assigns the grade, and the AFI’s evaluation weighs heavily in the grade. If a student receives an area of concern in the evaluation, the FFI and AFI will develop a plan on how the student will resolve the concern during the next quarter and document it in the evaluation. A passing
grade cannot be given if there is an area of concern, and a definite time frame should be developed to re-evaluate the area of concern.

A student may not move forward in the MSW program if he or she has not completed all the core competencies and practice behaviors with an level three or above during the last quarter of the practicum. If the student receives a fail for the quarter, this stops the progress in the practicum.

**Time Sheet**
The Office of Field requires all students to fill out a practicum time sheet weekly. The following information is needed to contribute to the evaluation and ensure that the core competencies (practice behaviors) are being met within the practicum. Completing the time sheet at the end of a practicum day will allow the student to focus on practice behaviors that they focused on that day. The process of recording practice behaviors will prepare the student for seminar and future interviews and will allow students to track practice behaviors that still need to be accomplished. See example below of how to fill out the time sheet and connect the focus of the day to core competencies and practice behaviors.
Partner Roles and Responsibilities

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

- The agency does not discriminate in hiring or service delivery on the basis of race, creed, gender, spirituality, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran, and in the selection, assignment, and education of students;
- The agency will allow the student to practice within the NASW Code of Ethics;
- The agency will provide the necessary work space and other office support to allow the student to function effectively in the practicum and agrees to reimburse students for expenses incurred on agency business;
- The agency will provide an orientation for the student covering rules, regulations, procedures, facilities, and equipment of the agency;
- The agency will provide meaningful and challenging learning activities respective to the course objectives for practicum;
- The agency will assign a post-two-year MSW Agency Field Instructor (AFI) who meets the criteria set forth by the Office of Field and CSWE accreditation requirement;
- The agency may not change the designated supervisor (AFI) without the agreement of the Office of Field;
- The agency will consent to the student seeking learning experiences outside the agency, if necessary, to obtain opportunities unavailable in the agency in order to meet the core competencies. All time outside of the agency needs to be agreed to by the AFI and the FFI prior to the experience;
- Tasks should allow students to work with staff members within the agency and with outside resources significant to agency services; and
- Increased complexity of tasks will be expected as the student gains confidence and competence.

Student Responsibilities
All students who are admitted to professional education have four general responsibilities, which must be fully assumed:

- To comply with the Student Handbook Code, the NASW Code of Ethics and the Practicum/Seminar Manual;
- To learn social work knowledge, values and skills;
- To participate fully in the learning process; and
- To act in accordance with the ethics, values and other norms of social work.
In addition to these general responsibilities, practicum students have responsibilities to the agency, their client, and the school:

**Student Responsibilities to the Agency**
- In coordination with the AFI, identify activities that will accomplish the core competencies in the learning agreement;
- Participate as a partner in goal-directed learning and related activities;
- Offer services to and on behalf of client systems with increasing autonomy and knowledge;
- Know agency policies and practices; and
- Offer services in harmony with the policies and practices of the field setting and, as appropriate, seek to improve them.

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

**Student Responsibilities to the School**
- Maintain open, honest communication with the FFI and the Office of Field;
- Complete all assignments and expectations in a timely manner; and
- Attend fully and participate actively in all practicum seminars with professional demeanor in behavior, appearance and communication.

**Failure to comply with the above student responsibilities to the agency, client, and the school can cause the student to fail practicum/semiar.**

**Client Rights**
Historically, social work's concern for clients' rights is well documented. These rights center on the profession’s Code of Ethics and broaden to include advocacy and self-determination. Students must demonstrate the ability to work effectively and ethically with a variety of clients, including individuals, groups, and communities. The student may work directly with the client or on behalf of the client system. Either way, the client situation is the context in which the student’s knowledge, understanding, and actions are evaluated.

Every client has the right to be told he/she is entering into a relationship with a MSW student. Every client has the right of refusing help from a student. Research has demonstrated that very few clients report difficulty working with students; they are more concerned with getting help with their problems and less concerned with who will help them. Students may use their student status as an advantage by telling the client that as a student, they will have more time to work on concerns and really get to know the client.
Grading for Practicum/Seminar

Grades are assigned by the FFI. There are four grades for practicum/seminar: Pass, Fail (NC), X-grade, and Y-grade. The grading criteria are listed below.

Passing Grade – Student successfully moves forward in the practicum if all the following are true:

1. **Learning Agreement** is acknowledged and signed by the AFI, FFI, and the student;
2. **Time Sheet** is filled out weekly, making connections to core competencies and practice behaviors, and signed by the AFI, FFI, and the student at the end of the quarter with the minimum of hours required by the practicum quarter;
3. **Evaluation** is completed and signed by all parties at the end of the quarter with no areas of concern, and student must be at a level three or above to proceed the last quarter of the learning agreement;
4. **Seminar** - students must attend, participate, and present with a professional demeanor in behavior, appearance and communication; and
5. **Follow policy and procedures** within the practicum/seminar manual for students’ responsibilities.

Fail (NC) – Student will not be able to move forward in the practicum if any of the following are true:

1. **Learning Agreement** is not acknowledged and not signed;
2. **Time Sheet** is not filled out weekly, student did not connect activity to core competencies or practice behaviors, student did not complete the required hours needed that practicum quarter, and the AFI, FFI, and student have not signed the form;
3. **Evaluation** is not competed and not signed by AFI, FFI, and student;
4. **Seminar** – student did not attend, participate, present with a professional demeanor in behavior, appearance and communication;
5. **Student did not follow policy and procedures** within the practicum/seminar manual for students’ responsibly; or
6. **Student was terminated from the agency.**

X-Grade – Student will need to complete the work prior to the next quarter, if any of the following are true:

1. The evaluation is completed with an “area of concern” that the student would not be able to address within the remaining time in practicum/seminar. A corrective plan has been developed by AFI and FFI and reviewed with the student and is entered in IPT;
2. Student was not able to complete the minimum number of hours for practicum and has at least 75% of the hours for that quarter, and the student has a plan documented in IPT under field notes about how the hours will be completed and the core competencies will be addressed; or
3. The IPT forms (learning agreement, time sheet and evaluation) are not signed by AFI, FFI, or student.

X J Grade – Student will need to complete the work prior to the next quarter, if any of the following are true:
Y-Grade – Student will need to complete the work prior to the next quarter, if any of the following are true:

1. Student was placed within a practicum late due to no fault of the student and was not able to complete 1-5 listed above under Passing Grade. A plan is documented in IPT under field notes to establish a timeline to complete the requirements; or

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

Practicum Disruption

The School of Social Work views a disruption in the practicum experience as a very serious situation. Optimal student learning is facilitated when continued uninterrupted learning takes place in the same agency over a practicum period. The School of Social Work expects students, AFI’s, and FFI’s to make a concerted effort to identify and resolve potential problems at an early stage in the placement. A student that experiences a practicum disruption at any point of their practicum will be expected to start over at the beginning of the practicum experience and redo all hours and practice behaviors within the learning agreement. The following information will provide students with a clear understanding of the process and levels of practicum disruption.

Level One – Agency Withdrawal from Practicum – Agency Driven

An agency may withdrawal a student for the following reasons:

- Agency no longer can meet the core competencies and practice behaviors;
- Agency no longer can give supervision time to the student;
- Agency is restructuring;
- Agency is closing down; or
- Agency no longer has room for student.

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

1. The agency is to contact the FFI or the Office of Field with the reason for ending the practicum;
2. The FFI will inform the Office of Field regarding the situation; and
3. The Office of Field will work with the student to secure a new placement.

Level Two – Student Withdrawal from Practicum – Student Driven

A student may request to withdraw from a practicum at an agency. The request would be made to the Office of Field to withdraw him/her from an agency for personal reasons, which may include health or financial circumstances that make it impossible for a student to complete practicum.

If a student requests withdrawal from an agency because of difficulties that have arisen in the practicum, the following procedure must be followed:
Policies and Procedures for Withdrawal from Practicum Placement

1. A student may request the Office of Field to withdraw him/herself from practicum placement following documented efforts as outlined below to address the identified issue(s) in question.

2. Students are responsible for identifying and addressing issue(s) with the AFI and the FFI as they arise. They are also responsible for keeping FFI’s informed of any problem(s) in the practicum that may require intervention.

3. If the issue(s) cannot be resolved between the AFI and the student, then the FFI should be invited to participate jointly in a meeting to pursue resolution with the student and the AFI.

4. The FFI provides the Director of Field a written summary, outlining attempts to address and resolve the situation, which precedes the request for the change in practicum placement.

5. If the issue(s) cannot be resolved between the student, AFI, and FFI, then a **Formal Written Request** is submitted to the Director of Field requesting his/her participation in the situation. The student will also provide copies of the request, which include the reason for the change, to the AFI and the FFI. If after reviewing the documentation, the Director of Field agrees to withdraw the student from the practicum placement, an exit strategy will be established and implemented under the direction of the FFI.

6. Any request to the Director of Field by student, AFI, or FFI MUST contain signed and dated documentation of all efforts taken by all parties to resolve the issue(s) in question.

7. Students should be aware that the Office of Field, in honoring a student’s request to be withdrawn from a particular placement, is not automatically committed to placing the student in a different practicum.

8. A withdrawal from practicum counts as a disrupted placement, and the student may be asked to meet with the Practicum Panel to determine the student’s readiness to be placed in another agency.

9. The student will write a letter to the agency, acknowledging that the agency spent time and resources preparing the student to work with clients. The purpose to the letter is to maintain healthy relationships between the student and the community.

Level Three – Termination from Agency – Agency Driven

Students may be terminated from practicum for serious violations of the EWU Student Conduct Code (see Student Handbook) or the NASW Code of Ethics, or if their behaviors threaten safety. A termination of practicum is an automatic fail for practicum/seminar. No further placements will be made after student termination from practicum for serious violations until the student has met with the Practicum Review Panel. For serious violations a student will be terminated from the MSW program, upon recommendation from the graduate administrative panel.

Termination of Practicum

Practicum history indicates that some students experience significant challenges in the development of professional behavior and identity. Students in field practicum are expected to demonstrate professional behavior, attitude, and demeanor in their practicum
agency and in their community. Occasionally serious situations occur in which students fail significantly to adhere to key professional expectations. These professional expectations mandate students to:

- Demonstrate respect, empathy, and tolerance with peers, colleagues, and clients;
- Utilize an assertive and direct style of communication, both verbally and non-verbally;
- Demonstrate an understanding of one’s student role within the formalized structure of the organization;
- Use established lines of authority appropriately within the organization;
- Seek guidance from one’s identified supervisor and prepare for scheduled supervisory sessions;
- Comply with supervisor’s directives and utilize supervisor feedback;
- Dress and act in compliance with agency protocol;
- Respect the principle of confidentiality at all levels within and outside the agency;
- Give precedence to professional responsibilities over personal concerns;
- Model a strengths-based perspective in professional interactions;
- Practice in conformance with the NASW Code of Ethics; and
- Be truthful with information to clients, AFI, FFI, and the Office of Field.

**Practicum Review Panel**

Students who are unsuccessful in a practicum placement will be required to meet with the Practicum Review Panel that will assess the student’s readiness for practicum. When students are not successful in a practicum setting, we consider this a very serious situation, and the process will focus on whether to place the student again. The review panel will consist of the Director of Field, Associate Director of Field, and the FFI. The goal of the panel is to determine what would need to change in order for the student to be successful in field. Students are often required to seek out counseling, take time away from the program and/or for serious situations be dismissed from the social work program. Students will be required to participate in a plan, contact the Office of Field the quarter determined in the plan, and demonstrate how they have changed behavior. If the student successfully demonstrates his/her behavior has changed, the Office of Field will begin working with the student on a new field placement. If the practicum review panel determines the student will not be allowed back into field again, they will refer the student to the Graduate Director to determine if the student will be allowed to continue with the program at this time.

**Appeals Process for Grades Only**

The School of Social Work follows EWU’s Grade Appeal policy and procedures. The policy, summarized here, is fully articulated in the EWU catalog, [www.ewu.edu](http://www.ewu.edu).

In general, students have the option of appealing any grade they believe is unfair. To file an appeal, an Intent to Appeal a Grade form must be submitted within 10 working days after instruction begins for the next regular quarter. Forms are available from the Graduate Office, the School of Social Work, or each part-time program site. An appeal begins with a discussion between the instructor and the student. If resolution is not achieved, and the
student wishes to continue the appeal process, s/he must confer with the MSW director. If the conflict is not resolved and the student wishes to continue the appeal, a written explanation is prepared. These informal procedures occur before an official Grade Appeal form is filed. Since Practicum/Seminar is graded pass/fail, it is difficult to appeal. The Office of Field has gone to great lengths to establish policy and procedures so that every attempt will be made to protect the rights of the student, along with the rights and responsibilities of the agencies and populations they serve. It is a student’s responsibility to track his/her activity on the time sheet on a weekly basis and to document attempts to solve problems with the AFI and FFI.

**NASW Code of Ethics Principles and Standards**

**Principles**

**Value: Service**

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

**Value: Social Justice**

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

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

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

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

Value: Integrity

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

Value: Competence

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

Standards

1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers’ primary responsibility is to promote the well-being of clients. In general, clients’ interests are primary. However, social workers’ responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to self-determination when, in the social workers’ professional judgment, clients’ actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.
1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third party payer, relevant costs, reasonable alternatives, clients’ right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients’ comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients’ interests by seeking permission from an appropriate third party, informing clients consistent with the clients’ level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients’ wishes and interests. Social workers should take reasonable steps to enhance such clients’ ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients’ right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

**1.05 Cultural Competence and Social Diversity**

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

**1.06 Conflicts of Interest**

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients’ interests primary and protects clients’ interests to the greatest extent possible. In some cases, protecting clients’ interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers’ professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or
who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker’s, employer’s, and agency’s policy concerning the social worker’s disclosure of confidential information among the parties involved in the counseling.
(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client’s consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients’ written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients’ records are stored in a secure location and that clients’ records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

**1.08 Access to Records**
(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients’ access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients’ access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients’ requests and the rationale for withholding some or all of the record should be documented in clients’ files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients
are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients’ ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers’ employer or agency.

1.14 Clients Who Lack Decision-making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.
1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues. (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments.
that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability. (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers’ obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.
3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.
3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.
(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor management disputes, job actions, or labor strikes should be guided by the profession’s values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.
4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations,
services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client’s prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should
seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

### 5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.
6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

Website for NASW Code of Ethics:
http://www.socialworker.org/pubs/code/default.asp
**AFFILIATION AND PRACTICUM PLACEMENT AGREEMENT**  
**BETWEEN THE**  
**SCHOOL OF SOCIAL WORK**  
**EASTERN WASHINGTON UNIVERSITY AND**

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This agreement is established between the School of Social Work at Eastern Washington University (hereinafter referred to as "SSW") and the above-mentioned agency (hereinafter referred to as the "Agency") for the purpose of cooperation in providing practicum placements for students of the University. Practicum placements serve as an educational experience for students, and enhance Agency services.

- **This agreement entered into this day**  
  2015

- **By and between SSW and the Agency, terminates on this day**  
  2021

**MUTUAL RIGHTS AND RESPONSIBILITIES**

There will be no discrimination with regard to race, creed, gender, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran, in the selection, assignment, and education of the students.

1. Autonomy of SSW and the Agency will be observed at all times.

2. Visits by SSW staff to the Agency for the purpose of planning and evaluating the program, discussing student performance, and arranging for additional educational experiences will be welcome.

3. There shall be no exchange of funds between SSW and the Agency.

4. Students shall be required to follow all rules, regulations, and procedures of the Agency as required of Agency employees; these rules, regulations, and procedures shall be made available to the student through the Agency’s assigned supervisor.

5. Each party to this agreement shall be responsible for damage to persons or property resulting from negligence on the part of itself, its employees, its agents, and its officers. Neither party assumes any 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. Students are not employees or agents of SSW.
RESPONSIBILITIES OF THE AGENCY

1. The Agency has the right to interview and approve students proposed for placement consistent with Agency and SSW policies with regard to nondiscrimination.

2. The Agency will designate a qualified person (post-two-year BASW for BASW students and post-two-year MSW for BASW or MSW students) to be the agency supervisor, also referred to as Agency Field Instructor (AFI), with responsibilities as may be mutually agreed upon between the Agency and SSW.

3. The Agency may not change the designated supervisor without the agreement of the Office of Field.

4. The Agency will provide an orientation for the student covering rules, regulations, procedures, facilities, and equipment of the Agency.

5. The Agency understands that the placement of practicum students is designed primarily to develop skills in the student and secondarily to enhance the Agency services.

6. The Agency will provide meaningful tasks for the student to test and develop skills and knowledge, appropriate to the student's educational level.

7. Assigned tasks will provide the opportunity for the student to:
   - Work with various staff members within the Agency.
   - Work with significant outside resources and clientele that the Agency serves.

8. The Agency will assign increasingly complex tasks as the student gains confidence and competence.

9. The Agency will provide necessary facilities and supplies to enable the student to handle assignments, including an Agency vehicle or mileage if travel on agency business is expected of the student.

10. The Agency agrees that all students' work will be directly supervised.

11. The Agency will give the student time off to attend all mandatory field seminars with the understanding practicum field hours will be made up.

12. The Agency may request the withdrawal of the student from the Agency. Procedures for withdrawal shall follow those listed in attachment 1.

RESPONSIBILITIES OF SSW

1. SSW assumes responsibility for the academic preparation of students and guarantees that each student shall have satisfactorily completed such preparation prior to being assigned to the practicum.

2. SSW will provide information regarding a student's level of preparation and prior experience and will provide access to materials for the evaluation of the student.

3. SSW shall appoint a faculty field instructor (FFI) to act as a liaison between the parties to this agreement and to arrange the schedule of student assignments in cooperation with the Agency.

4. SSW will provide practicum seminars during field placement for the student.

5. SSW retains the responsibility for the determination of a student's final grade for the practicum.
6. SSW does not carry insurance to cover health or accident coverage for students, and assumes no responsibility for the practice of the agency or student.

7. SSW may withdraw the student from the Agency. Procedures for such withdrawal shall follow those listed in attachment 1.

8. In order to be placed in practicum, all students will purchase professional liability insurance through the university. The professional liability insurance coverage is in the amount of $1,000,000 per occurrence.

Attachment 1. Changes in Practicum Placements or Removal from Practicum

Changes in practicum placements may be made at any time and may be requested by the student, School of Social Work, or agency. Changes are serious for it disrupts the student's learning.

In fairness to students and agency personnel, the School of Social Work believes most practicum problems offer the potential for resolution. Therefore, a concerted effort will be made to discover and assess problems at an early date, seek to resolve problems, and retain the placement before a change is contemplated. The Faculty Field Instructor (FFI), Agency Field Instructor (AFI) and student should meet to attempt resolution of difficulties. If this situation cannot be resolved or is so serious that it requires immediate action, then the Director of Field should be notified immediately.

Reasons for Practicum Removal

Student Request: A student might request a practicum change or removal for personal reasons (e.g., health, financial or other personal concerns that make it impossible for a student to complete a particular practicum), for professional reasons (e.g. core competencies cannot be met in the assigned agency or the agency, cannot meet expected agency responsibilities as stated in policy 4.5.2.). In either case the student should first discuss such concerns with the FFI. The FFI AFI and the student should meet together in an attempt to resolve the difficulties. If the difficulties cannot be resolved, the student should then provide a written request for removal and/or agency change. If an agency change is requested, the student must include a statement of core competencies, why the competencies cannot be met at the present agency, and a plan outlining how the practicum can be successfully completed at a second agency.

FFI or the Director of Field: The FFI or the Director of Field may request the removal of a student from an agency or from the practicum program. This request may be made to enable the School to provide a quality field experience to the student in another placement if learning goals are not being met. Other reasons for removal might include the agency's inability to fulfill agency responsibilities as stated in this contract, or the student's inability to meet either the agency's or the School's requirements (e.g., failure to work cooperatively with the agency supervisor, or failure to complete a learning agreement or to attend seminars.)

Agency Request: The agency may request removal of a student. This may occur if the agency becomes unable to provide a quality field experience meeting the School's requirements, if problem resolution attempts are unsuccessful, or if a student is unable to meet agency requirements (e.g., confidentiality, or inappropriate behavior with a client). The agency supervisor should first discuss their request with the FFI.

All requests for change of practicum should be given to the Director of Field, who will work with the student, FFI and AFI to establish termination procedures and implications, if any, for the student's status in the program.

Issues of student performance

The FFI is responsible for written documentation of any student or agency problems that may result in potential change of practicum. In any situation of potential discontinuance of a student for academic or nonacademic reasons, there should be clear documentation of the problem areas as well as verification that the School has discussed these with the student and attempted to ameliorate them. Documentation must specify dates and content of meetings with the student, including verbal and written notification of problems. Documentation must specify attempts made to rectify any problems and any meetings with the FFI, Director of Field and AFI.

When rating a student, the criteria used should be clear to the student. Any reasons for rating a student low in particular categories of behavior should be clear (stated in behavioral terms) and should be discussed with the student. A corrective action form should be completed and signed by the AFI, FFI and student acknowledging what behavior will need to change in order for the student to continue at the agency.

EWU School of Social Work
208 Senior Hall – Cheney, WA 99004
Revised: 2015
This agreement may be modified at any time by mutual consent of the parties. The agreement may be terminated at any time by mutual consent or by failure of any party to fulfill its responsibilities.

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<td>NAME</td>
<td>LISA PARISE, MSW, LICSW</td>
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<td>DIRECTOR, FIELD EDUCATION &amp; TRAINING</td>
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EWU School of Social Work – MSW Practicum in The Workplace Agreement

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<td>Agency Field Instructor Name</td>
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Any agency accepting an employee as a practicum student in the EWU School of Social Work agrees to the following statements and operation principles:

1. The agency agrees to comply with all practicum policies delineated in the SSW Practicum/Seminar Manual and Agency Affiliation Agreement.
2. The agency agrees to identify new and challenging activities for the student, outside of their normal duties that encompass broad and transferable skills/knowledge relevant to the learning agreement, core competencies and practice behaviors. For those students in the job for less than six months, current job responsibilities will suffice for new learning. The agency agrees to release the student during his/her practicum hours to go outside of the agency, if necessary, to obtain practice opportunities for these new knowledge and skills, with prior agreement by the FFI and the AFI.
3. The agency understands and accepts that the time set for practicum learning comes out of the regular workweek.
4. The agency will provide a post-two-year BASW or MSW for supervision with BASW students. **The practicum agency field instructor must be different from the (workplace) agency supervisor.**
5. The agency will be aware and sensitive to the potential conflicts inherent in being both student and employee, and will be supportive of the student during the transitional period.
Practicum hours cannot be counted until the Office of Field approves all paperwork. In order for a workplace agency agreement to be approved, the following must be provided to the Office of Field:

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

The Office of Field will review the current job description and the proposed practicum learning activities and determine the suitability for a workplace practicum. A site visit or phone call will be arranged by the Office of Field with the Agency supervisor(s) prior to acceptance of this agreement.

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<td>EWU Director Of Field Signature</td>
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**School of Social Work Practicum Waiver**

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

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**Specific Waiver request:**

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**Signatures:**

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

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**EWU School of Social Work**

208 Senior Hall – Cheney, WA 99004
Revised: 2015
## Student Behavioral Advancement Form

**Student Name**  
**Date**

**Faculty Making Referral**  
**Quarter-Year**

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

**Nature of Concern:**

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

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

**Timeline to demonstrate needed improvement:**

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

**Student’s Signature**  
**Date**

My signature below indicates that I have discussed this report with the involved student and copies have been provided to the Director of Undergraduate Programs, Director of Field, and the student’s file.

**Faculty’s Signature**  
**Date**

This concern/issue has been satisfactorily resolved.

**Faculty Signature and Date**  
**Student Signature and Date**
Foundation Learning Agreement Instructions

The Council on Social Work Education (CSWE) establishes core competencies for field education. The learning agreement is designed to provide a framework for the practicum student to experience all aspects of professional social work, guiding the student to develop practice behaviors in these core competencies and curriculum content. Each core competency and practice behaviors are developed as building blocks for a student to continue moving deeper into the core of social work.

Under each core competency is a list of practice behaviors that guides students to engage in activities that will demonstrate they have achieved the core competencies. We have provided an activity that corresponds with each practice behavior as a starting point for all students to achieve. The Agency Field Instructor’s (AFI) primary responsibility is to provide opportunities in the practice setting to meet the students’ learning needs and to discuss with the student the opportunities available in the agency to meet these core competencies. If the agency is unable to provide opportunities for specific required activities, the student should work with the Faculty Field Instructor (FFI) (as a resource) and Agency Field Instructor (AFI) to identify additional opportunities that would allow the student to fulfill practicum expectations.

Evidence that the student has accomplished the core competencies will be seen in the time sheet and the evaluation at the end of each quarter. Assessment/Measurement Methods may include observed practice, review of oral/written reports, review of video/audio tapes, submission of reflective journal entries, presentations to AFI, staff or FFI, feedback regarding case/project consultations, or documentation of assessment and interventions.

This is a working agreement between the student, the agency, the FFI, and the School, and it is expected that changes and additions will be made throughout the student’s practicum experience. All students must complete at a minimum the one activity below each practice behavior. All parties must approve all changes; signatures on the form indicate approval of the agreement each quarter. **This form must be completed and signed by the student, AFI, and FFI before an end-of-quarter grade can be submitted by the FFI.**
1. Professional Identity - Identify as a professional social worker and conduct oneself accordingly.

**Required Practice Behaviors:**

A. Demonstrate professional demeanor in behavior, appearance, and communication

*To demonstrate this behavior in practice, I will:* Behave professionally, dress according to agency policy, communicate changes in schedule with AFI, use appropriate agency language within the agency

B. Establish and maintain professional roles and boundaries with clients and colleagues

*To demonstrate this behavior in practice, I will:* Read and follow agency policy and procedures, review and follow NASW Code of Ethics, discuss appropriate roles and boundaries of a student with AFI, and practice these behaviors

C. Use supervision and consultation

*To demonstrate this behavior in practice, I will:* Prepare for and attend weekly supervision meetings, present to weekly supervision meetings with a list of topics to discuss, and consult with agency staff when appropriate to discuss social work-related issues

D. Practice professional reflection and self-correction to assure continual professional development

*To demonstrate this behavior in practice, I will:* Keep reflective journal log of self-correction and discuss needed areas of development with AFI or FFI and implement strategies toward growth

E. Become familiar with community resources that address client needs

*To demonstrate this behavior in practice, I will:* Explore and begin a written log of commonly used local and community resources for clients and most effective referral process

F. Prepare to engage in career-long learning

*To demonstrate this behavior in practice, I will:* Seek and attend learning opportunities through trainings, conferences, or other agency connections that enhance social work and attend one that adds to social work knowledge

2. Ethical Practice - Apply social work ethical principles to guide professional practice.

**Required Practice Behavior:**

A. Make ethical decisions by applying standards of the NASW Code of Ethics

*To demonstrate this behavior in practice, I will:* Review NASW Code of Ethics standards and apply an ethical decision-making model to resolve an ethical dilemma

B. Tolerate ambiguity in resolving ethical conflicts
To demonstrate this behavior in practice, I will: Identify a conflict or ethical dilemma that contains ambiguities and discuss a strategy to increase tolerance of ambiguity with AFI or FFI

C. Apply strategies of ethical reasoning to arrive at principled decisions
To demonstrate this behavior in practice, I will: Discuss the application of principled decision making to a specific situation in the agency with agency professional and learn how ethics drive his or her practice

D. Recognize and manage personal values that may conflict with the NASW Code of Ethics and establish a plan to manage these conflicts
To demonstrate this behavior in practice, I will: Identify conflicts between personal values and agency values and initiate at least one discussion of any personal or ethical or value dilemmas with AFI or FFI on how these can affect work with clients

3. Critical Thinking - Apply critical thinking to inform and communicate professional judgments.

Required Practice Behaviors:

A. Use multiple sources of knowledge, including research-based knowledge and practice wisdom, to demonstrate critical thinking
To demonstrate this behavior in practice, I will: Read at least one related journal article and then discuss with members of a team for varying perspectives

B. Analyze models of assessment, prevention, intervention, and evaluation
To demonstrate this behavior in practice, I will: Review the agency’s assessment, prevention, intervention, and evaluation models and discuss with AFI the reasons the agency chooses to use these models

C. Demonstrate effective oral and written communication with individuals, families, groups, organizations, communities, and colleagues
To demonstrate this behavior in practice, I will: Staff at least one case at agency, solicit feedback regarding documentation, and participate in community work groups geared towards effective practice in field, learn computer program at agency and enter data or case notes


Required Practice Behaviors:

A. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (age, class, culture, disability, ethnicity, gender, gender identity and expression, immigration status,
political ideology, race, spirituality, sex, and sexual orientation) on clients and their environment

To demonstrate this behavior in practice, I will: Use assessments that include sections of diversity/culture/spirituality as identified by client

B. Gain sufficient self-awareness to lessen the influence of personal biases and values in working with diverse groups

To demonstrate this behavior in practice, I will: Share with AFI personal experiences with clients in which I suspect personal bias and reflect on diverse perspectives of diverse populations

C. Articulate the understanding of the importance of difference in shaping life experiences

To demonstrate this behavior in practice, I will: Research and apply knowledge related to diversity to enhance client well-being, discuss with AFI and FFI

D. Learn about and engage with diverse populations

To demonstrate this behavior in practice, I will: Recognize the diversity in a caseload of clients and discuss with AFI and FFI for new learning


Required Practice Behaviors:

A. Identify and understand the forms of systemic oppression, discrimination, and social and economic injustice

To demonstrate this behavior in practice, I will: Discuss with AFI how a particular client is impacted by systemic oppression, discrimination, or social/economic injustice. Become familiar with the strengths and weaknesses of our system in relation to social justice or the strengths and weaknesses of our public safety net. Explore the extent of public investment in preventing or addressing those problems.

B. Engage in advocacy and policy practices that advances human rights and social justice, including:

1. Case Advocacy - speak for and with clients to help address their needs

   To demonstrate this behavior in practice, I will: Speak for and empower clients to speak up and advocate for themselves, their families, and their communities. Help the client secure resources or information. Practice the role of broker, mediator, or facilitator to assist clients to meet their needs or goals.

2. Legislative Advocacy - speak up to policy makers to pass good policy, stop bad policy, or strengthen existing policy

   To demonstrate this behavior in practice, I will: Contact local, state, or federal
legislators and advocate for a particular bill or public policy that addresses the needs and rights of vulnerable people.

3. Administrative Advocacy - speak up to public administrative agencies to influence policy development and implementation

To demonstrate this behavior in practice, I will: Help clients share their stories and ideas with public agencies to improve services. Share insights with public agencies on ways to improve public programs. Comment on new administrative rules through written or public testimony.

4. Grass-Roots Advocacy - speak up in communities and encourage others to join in advocacy efforts through outreach, education, rallies, marches, etc.

To demonstrate this behavior in practice, I will: Help to mobilize others to speak up for the rights of people, the protection of our public safety net, or practices that increase social and economic justice.

6. Research-Based Practice - Engage in research-informed practice and practice-informed research.

Required Practice Behaviors:
A. Use practice experience to inform scientific inquiry

To demonstrate this behavior in practice, I will: Identify a practice situation that calls for additional information and do research to secure this information, share with AFI

B. Use research evidence to inform practice

To demonstrate this behavior in practice, I will: Read professional journals relevant to the work of the agency and use this information in a client intervention

7. Human Behavior - Apply knowledge of human behavior and the social environment.

Required Practice Behaviors:
A. Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation (Ecological, Generalist, and Strengths Perspectives and other)

To demonstrate this behavior in practice, I will: Become familiar with different assessment tools, be able to identify the relevant theoretical bases of the assessment, the strengths/limitations of each tool, and understand developmental stages of client population and integrate this into assessment process

B. Critique and apply ecological knowledge with people and their environments (PIE)

To demonstrate this behavior in practice, I will: Complete an intake assessment and intervention plan for a case, utilize specific interventions, and explain the theoretical bases
for these interventions to increase understanding of client in environment, discuss with AFI

8. Policy Practice - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

**Required Practice Behaviors:**

A. Analyze and formulate policies that advance social well-being

*To demonstrate this behavior in practice, I will:* Choose a local, state, federal, or organizational policy that impacts the agency’s clients and do a formal analysis on it

B. Collaborate with colleagues and client to learn how policy impacts clients and systems.

*To demonstrate this behavior in practice, I will:* Interview a client to determine how a policy impacts him or her, discuss with AFI

9. Practice Contexts - Respond to contexts that shape practice.

**Required Practice Behaviors:**

A. Become familiar with emerging societal trends that impact client systems

*To demonstrate this behavior in practice, I will:* Participate in or attend a community meeting, local trainings, or workshops relevant to agency issues and discuss a societal trend that impacts clients with AFI or FFI

B. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

*To demonstrate this behavior in practice, I will:* Share relevant information garnered in 9.A. with AFI, FFI, or colleagues

10. Engage, Assess, Intervene and Evaluate - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Required Learning Activities:**

A. **Engagement**

1. Prepare for action with individuals, families, groups, organizations, and communities

*To demonstrate this behavior in practice, I will:* Seek feedback from AFI about ways to build rapport and trust with client population, read about a possible group to join that would focus on client needs

2. Use empathy and other interpersonal skills during engagement with individuals, families, groups, organizations, and communities.

*To demonstrate this behavior in practice, I will:* With AFI observing, engage with an individual, family, group, organization, or community/neighborhood using
attending skills, observational skills, warmth, empathy, genuineness and client self-determination, and discuss with AFI areas of strengths and challenges

3. Develop a mutually agreed-on focus of work and desired outcomes with individuals, families, groups, organizations, and communities

*To demonstrate this behavior in practice, I will:* Listen to client’s desired outcomes, discuss agency services with client, and develop an agreed-on focus with client, discuss with AFI

**B. ASSESSMENT**

1. Collect, organize, and interpret client data

*To demonstrate this behavior in practice, I will:* Observe client assessment and write, organize and interpret client data from a micro, mezzo and macro perspective, and do a family genogram and ecomap as part of the assessment

2. Assess client strengths and limitations

*To demonstrate this behavior in practice, I will:* Conduct an assessment of a client that includes strengths and limitations of the client and his or her resources and discuss it with AFI

3. Develop mutually agreed-on intervention goals and objectives

*To demonstrate this behavior in practice, I will:* Participate in appropriate goal setting with client and continually review goals and objectives with client to monitor progress

4. Select appropriate intervention strategies

*To demonstrate this behavior in practice, I will:* Discuss intervention strategies and their theoretical bases with AFI and FFI, and build caseload of clients and monitor progress toward meeting goals

**C. INTERVENTION**

1. Initiate action to achieve organizational goals

*To demonstrate this behavior in practice, I will:* Learn the organization’s goals then intervene to achieve at least one of the organization’s goals

2. Implement prevention interventions that enhance client capacities

*To demonstrate this behavior in practice, I will:* Plan and implement an intervention that contributes to prevention of a problem addressed by the organization

3. Negotiate, mediate, and advocate for clients

*To demonstrate this behavior in practice, I will:* Identify and connect client to community resources and maintain communication and follow-up with client (when appropriate) to determine client outcomes and potential success
4. Facilitate transitions and endings for individuals, families, groups, organizations, and communities

_To demonstrate this behavior in practice, I will:_ Prepare client for final sessions/meetings and follow up with client (as appropriate) to determine sustained recovery efforts and success related to determined goals

D. Evaluation

1. Critically analyze, monitor, and evaluate interventions.

_To demonstrate this behavior in practice, I will:_ Articulate a specific intervention and design a strategy to monitor and evaluate the impact of the intervention

11. Practicum Seminar

**Required Practice Behaviors:**

A. Attend and participate in all seminar activities

_To demonstrate this behavior in practice, I will:_ Be physically and emotionally present at seminar, participate in discussion and be honest about my feelings and ethical issues, and respond to challenges and take feedback with an open mind

B. Demonstrate the ability to integrate theory with practice

_To demonstrate this behavior in practice, I will:_ Be prepared to apply an integrating model (ITP loop, Integration Model or other) with examples from practicum, and throughout the quarter, to use an integrating model at practicum and demonstrate it with AFI and FFI how to use the model in practicum and seminar

C. Present on core competencies

_To demonstrate this behavior in practice, I will:_ Present at least one ethical dilemma and case study and relate it to the relevant 10 core competencies and 41 practice behaviors, and be prepared to respond to questions regarding my presentations
**Advanced Learning Agreement Instructions**

The Council on Social Work Education (CSWE) establishes core competencies for field education. The learning agreement is designed to provide a framework for the practicum student to experience all aspects of professional social work, guiding the student to develop practice behaviors in these core competencies and curriculum content. Each core competency and practice behaviors are developed as building blocks for a student to continue moving deeper into the core of social work.

Under each core competency is a list of practice behaviors that guides students to engage in activities that will demonstrate they have achieved the core competencies. We have provided an activity that corresponds with each practice behavior as a starting point for all students to achieve. The Agency Field Instructor’s (AFI) primary responsibility is to provide opportunities in the practice setting to meet the students’ learning needs and to discuss with the student the opportunities available in the agency to meet these core competencies. If the agency is unable to provide opportunities for specific required activities, the student should work with the Faculty Field Instructor (FFI) (as a resource) and Agency Field Instructor (AFI) to identify additional opportunities that would allow the student to fulfill practicum expectations.

Evidence that the student has accomplished the core competencies will be seen in the time sheet and the evaluation at the end of each quarter. Assessment/Measurement Methods may include observed practice, review of oral/written reports, review of video/audio tapes, submission of reflective journal entries, presentations to AFI, staff or FFI, feedback regarding case/project consultations, or documentation of assessment and interventions.

This is a working agreement between the student, the agency, the FFI, and the School, and it is expected that changes and additions will be made throughout the student’s practicum experience. All students must complete at a minimum the one activity below each practice behavior. All parties must approve all changes; signatures on the form indicate approval of the agreement each quarter. **This form must be completed and signed by the student, AFI, and FFI before an end-of-quarter grade can be submitted by the FFI.**
1. **ASSESSMENT**

Required Practice Behaviors:

A. **Micro**
   1. Apply knowledge of DSM to inform the assessment process
      
      *To demonstrate this behavior in practice, I will:* make a tentative diagnosis or review a completed diagnosis on an individual client and discuss this diagnosis and its implications for practice with my AFI.
   2. Utilize an applicable social work assessment rubric or tool for your agency setting or client situation
      
      *To demonstrate this behavior in practice, I will:* complete an assessment using an agency assessment tool or other social work framework.

B. **Mezzo**
   1. Use a theoretical model to assess a group
      
      *To demonstrate this behavior in practice, I will:* utilize a theoretical model to assess a group in the community or in the agency and discuss my assessment with my AFI.

C. **Macro**
   1. Review the policy literature to assess the impacts of public policies on the agency and client systems
      
      *To demonstrate this behavior in practice, I will:* identify a federal or state public policy that impacts the agency or its clients, and then research the policy literature (including client perspectives) to determine the impacts of this policy.
   2. Identify and assess the impacts of cultural stereotypes on a client population
      
      *To demonstrate this behavior in practice, I will:* focus on a client aspect (for example, class, ethnicity, gender, sexual orientation, age, or other aspect of identity) that engenders stereotypes, and discuss the impacts of these stereotypes on our clients with my AFI.

2. **INTERVENTION**

Required Practice Behaviors:

A. **Micro** – Implement at least one research-informed intervention with a client
   
   *To demonstrate this behavior in practice, I will:* discuss research-informed intervention with my AFI and complete this activity.

B. **Mezzo** – Implement at least one research-informed intervention with a group
   
   *To demonstrate this behavior in practice, I will:* discuss research-informed interventions with my AFI and complete this activity.
C. Macro – Implement at least one research-informed intervention at a macro level pertinent to your agency

*To demonstrate this behavior in practice, I will:* discuss research-informed intervention with my AFI and complete this activity.

3. **LEADERSHIP**

Required Practice Behaviors:

A. Program Development – Analyze an existing program in your agency and contribute to program effectiveness

*To demonstrate this behavior in practice, I will:* analyze the practices and effectiveness of an agency program, identify how I am contributing to the effectiveness of this program, and discuss with my AFI.

B. Program Coordination – Participate in the coordination of an agency program

*To demonstrate this behavior in practice, I will:* contribute to the coordination of any agency program and discuss best practices in this endeavor with my AFI.

C. Program Administration – Understand and critique diverse administrative styles, skills, and practices

*To demonstrate this behavior in practice, I will:* appraise and discuss the diverse administrative styles I encounter in my practice in the agency and community with my AFI.

D. Supervision – Understand and critique diverse supervisory styles, skills, and practices

*To demonstrate this behavior in practice, I will:* appraise and discuss the diverse supervisory styles I encounter in my practice in the agency and community with my AFI.

E. Leadership – Demonstrate formal or informal leadership through modeling collegiality, professionalism, ethics, or advocacy

*To demonstrate this behavior in practice, I will:* discuss with my AFI my ability to model and continue to build these qualities throughout my advanced practicum experience.

4. **ADVANCED POLICY PRACTICE**

Required Practice Behaviors:

A. Policy Analysis – Complete an analysis on a policy related to the agency

*To demonstrate this behavior in practice, I will:* use a policy analysis model to analyze a public or organizational policy.
B. Policy Development – Propose a policy that addresses a need, either at the organizational, community, or systemic level

*To demonstrate this behavior in practice, I will:* identify where a new policy (local, state, or federal) would be beneficial to implement, and discuss with my AFI the potential for this policy to become reality.

C. Legislative Advocacy – Communicate ideas for policy or program improvement to legislators

*To demonstrate this behavior in practice, I will:* write, email, call, or visit a legislator and advocate for policy or program improvement.

D. Community Development – Participate in a community development activity

*To demonstrate this behavior in practice, I will:* discuss community development with my AFI and complete this activity. Share my observations and learning with my AFI and FFI.

5. **RESEARCH AND EVALUATION**

**Required Practice Behaviors:**

Using evidence-based research methods:

A. Evaluate the effectiveness of your practice

*To demonstrate this behavior in practice, I will:* discuss with my AFI what model they use to evaluate the effectiveness of their practice and use it.

B. Evaluate the effectiveness of a program

*To demonstrate this behavior in practice, I will:* use a model employed by my agency evaluate the effectiveness of the program and discuss this evaluation with my AFI.

C. Evaluate the evidence supporting specific interventions

*To demonstrate this behavior in practice, I will:* use a model employed by my agency evaluate the evidence supporting specific interventions and discuss this evaluation with my AFI.

6. **PROFESSIONAL PRACTICE**

**Required Practice Behaviors:**

A. Ethics – Understand and apply the principles from the NASW Code of Ethics to one case

*To demonstrate this behavior in practice, I will:* resolve an ethical dilemma using an ethical decision-making model.

B. Diversity – Employ cultural sensitivity at a micro, mezzo, and macro level
To demonstrate this behavior in practice, I will: review the principles of cultural sensitivity/competency, assess my strengths and areas for growth in employing these principles, and assess my abilities on all levels with my AFI.

C. Supervision – Prepare for and engage in regular supervision with AFI

To demonstrate this behavior in practice, I will: prepare for and participate in regular weekly supervision each week, with my AFI.

7. ADVANCED KNOWLEDGE AND SKILLS

Required Practice Behaviors:

A. Identify and demonstrate the use of the social work theories and perspectives pertinent to practice in a specific area (aging, palliative care, disabilities, public health, mental health, addiction, school social work, child welfare, etc.)

To demonstrate this behavior in practice, I will: identify a focus of practice, specify an area of interest (theories/perspectives) demonstrate a variety of technics and discuss with AFI.

B. Explore current research findings related to theories and advanced practices in the area of practice you chose

To demonstrate this behavior in practice, I will: research and share these findings with my AFI, other professionals in the community, or my seminar group.

C. Identify and develop advanced skills specific to this area of practice

To demonstrate this behavior in practice, I will: discuss what advanced skills I need with my AFI and utilize these skills in my practice.

8. SEMINAR

Required Practice Behaviors:

A. Attend and participate in all seminar activities with a professional demeanor in behavior, appearance, and communication

To demonstrate this behavior in practice, I will: be physically and emotionally present at seminar, participate in discussions and be honest about my feelings and ethical issues, and respond to challenges and take feedback with an open mind.

B. Demonstrate the ability to integrate theory with practice

To demonstrate this behavior in practice, I will: be prepared to apply the Integration Model with examples from practicum, and throughout the quarter I will use the model in practicum and seminar.

C. Present on advanced competencies

To demonstrate this behavior in practice, I will: respond to questions and
articulate in seminar related to the advanced practice behaviors.