



COLLEGE OF ARTS AND SCIENCES  
**SOCIAL WORK PROGRAM**  
*"...engaging leaders for just and humane world."*

SEATTLE UNIVERSITY

FIELD MANUAL





















EP 2.1.10(b) Assessment

Social workers:

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

EP2.1.10(c) Intervention

Social workers:

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

EP2.1.10(d) Evaluation

Social workers:

- critically analyze, monitor, and evaluate interventions

**C. Seattle University's BSW Program's Conception of Generalist Practice (for a complete statement please see the BSW Program Manual)**

Generalist Practice

Seattle University's BSW program's conception of generalist practice further defines the goals of the field program to prepare students to be social work generalist practitioners. This conception involves the use of social work knowledge, professional values and an array of skills that can be adapted to work with diverse clients systems of all sizes in a variety of settings. Generalist practitioners are prepared to employ critical thinking to flexibly choose among practice skills and roles employed through a process of planned change to intervene with individuals, families, groups, communities and organizations and with a variety of social problems.

Students educated for generalist practice are prepared to assist clients from an ecological and systems perspective, which locate the focus of work within the person in the environment interaction. Together these perspectives influence and inform the elements of practice by situating the difficulties and remedies within and between the nested systems of micro, mezzo, and macro. This holistic view of the client allows for comprehensive assessments and intervention plans that address all implicated systems. Within the macro system, students in social work at Seattle University are prepared to understand the impact of the organizational realities in which they practice as it affects clients, workers, and the client-worker relationship. In addition, global factors that influence international, national and local social climates and thereby the human condition is also a part of the macro system knowledge. Overall, this framework prepares graduates to look broadly at the nature and context of the concerns and needs identified so that they may identify the full range of factors involved and all the levels at which intervention may be desirable.

Central to competent generalist practice are the Social Work profession's values as articulated by the National Association of Social Workers Code of Ethics, including: service to others, social justice, human dignity and self-worth, importance of human relationships, integrity and competence. Values of the profession remain

a common thread and point of orientation for practice as students are prepared to work across settings, with a diversity of clients and an array of difficulties. In particular, given the Jesuit Catholic tradition at Seattle University, and its resulting articulation of undergraduate education, social justice is at the heart of our program. Social justice focuses on social problems and contemporary policies and programs enacted to address them. Students in social work are heavily steeped in the understanding of inequities, poverty, oppression and discrimination and strategies to pursue justice within the core liberal arts curriculum, social work curriculum and campus life. In Seattle University's preparation of generalist practitioners, students are taught and trained to engage in community, organizational and civic efforts to enhance client system wellbeing through systemic change.

Social Work skills for generalist practice are based on a strength-based perspective and empowerment theory within a process of planned change. Practice that incorporates empowerment theory views the client as possessing the capacity for change and central to the process. Collaborative practice engages and incorporates a client's strengths when identifying areas within systems for desired change and unmet needs to improve well-being. The process of planned change including engagement, assessment, contracting, intervening, terminating and evaluation is taught to be used with client systems of all sizes. Successful engagement for collaborative practice is informed by

knowledge, respect and valuing of diverse populations and developed through strong communication skills. Identification of client strengths within their environment is a component of assessments. Contracting and intervention techniques use empowerment strategies to assist clients to resolve areas of concern and unmet needs. In addition to a variety of skills, generalist practitioners may assume various roles including that of broker, educator, advocate, case manager, community organizer and counselor depending on what is needed and the organizational setting and services.”

#### **D. Components of the Field Education Program**

The field experience is comprised of two components: the Practicum which is the signature pedagogy of Social Work Program's educational experience and the seminar. The practicum is experiential and collaborative between the program, the agency, the student and the greater Seattle community. It integrates the learned classroom foundational knowledge and skills with the experiential in a social service agency, working with clients and within supervision. All courses lead to the student being able to demonstrate their acquisition of the knowledge, values, and skills necessary for beginning competence in generalist practice by the end of the field experience. Coursework is solidly built upon a liberal arts foundation and is derived from the social work program's stated mission, goals, and objectives. Coursework includes classes in human behavior and life stages, diverse populations, social policy, research methods, empirical-based theories and skills for practice.

The second component of the field education program is the weekly seminar. This weekly classroom seminar provides a venue for discussions that are peer led and based on peer-consultation. They model, instruct, and reinforce the purpose, values, ethics and skills of the Social Work profession. Students are always expected to adhere to the NASW Code of Ethics and while cases are discussed, confidentiality is strictly adhered to.

#### **E. Field Education Program Competencies**

To achieve the desired outcomes and competencies, the field program has adapted the following competencies for students to achieve so as to be able to work at a beginning generalist level, by the end of the practicum experience. These are integrated with the Social Work Program's outcomes. The student will

1. Identify as a professional social worker and conduct oneself accordingly. (PO 1)
2. Apply social work ethical principles to guide social work practice. (PO 2)

3. Apply critical thinking to inform and communicate professional judgments (PO 3)
4. Engage diversity and difference in practice. (PO 4)
5. Advance human rights and social and economic justice. (PO 5)
6. Engage in research-informed practice and practice-informed research. (PO 6)
7. Apply knowledge of human behavior and the social environment. (PO 7)
8. Engage in policy practice to advance social and economic well-being and social work services. (PO 8)
9. Respond to contexts that shape practice. (PO 9)
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (PO 10)

## **F. Practicum Schedule and Hours**

Students will spend 15 hours per week at the practicum for each quarter's 10-week session. This translates to 150 hours each quarter for a total of 450 hours over the academic year. To accomplish this, most students work 7.5 hours on the field days of Monday and Wednesday. With this in mind, the Program does not offer senior social work courses on Mondays and Wednesdays to allow students to be at their practicum site on those days. If there is a competing University obligation for these hours, students can, with consent of the practicum instructor, adjust the practicum hours to maximize the ability to achieve a consistent and rigorous experience. There may be agencies that require students to attend meetings on days other than Monday/ Wednesday or to work flexible hours. Students must accommodate the agency requirements in consultation with their practicum instructor. Attendance at the practicum is strongly discouraged during the university Thanksgiving, winter and spring breaks.

## **G. Integration of Empirical-based Knowledge and Practice**

The Field Education content area courses (SOCW 460, 461, 462 - Field Seminar I, II, III and SOCW 470, 471, 472 - Practicum I, II, III) provide the major integrative and experiential experience of theory and practice and are taken concurrently each consecutive quarter (fall, winter, spring) of their senior year. Integration is insured in several capacities:

1. Practicum Instructors are selected, trained, and supported for their ability to integrate "hands on" field knowledge and foundational social work theory. They should possess a strong and evolved professional identity that reinforces the purpose, values, and ethics of social work. In addition, practicum instructors are required to attend 6 hours of initial training that covers an overview of the program, sequencing of courses and content, purpose of the field, tools for educational contracting and evaluation and skills for supervision. Other continuing education opportunities, along with CEUs, are offered throughout the year. Practicum Instructors must have either a BSW or an MSW from an accredited social work program, a minimum of two years post degree experience and be competent in the work done by their agency (with agency employment for a minimum of 6 months). They also must demonstrate a commitment to, and an interest in, educating and mentoring future social workers.
2. Field liaisons are highly experienced social work professionals who are associated with the university, usually the field director and an adjunct faculty member. The field liaison supports students and practicum instructors. Regular contact assures that Practicum Instructors are prepared and supported to assist students in bridging the classroom-field divide and that students are able to clearly communicate their learning needs. Faculty field liaisons are a resource to Practicum Instructors by providing consultation in areas of concern and about theories taught, skills practiced, practice evaluation ideas, and agency based experiences appropriate for the Baccalaureate students with generalist skills. While liaisons are always available to consult, they are scheduled to visit the student and practicum instructor at the agency fall and spring quarters. The winter quarter contact is by phone or email, but the liaison can visit the agency, if requested.

3. Field seminar. The faculty facilitated concurrent field seminar builds upon and further supports the field experience by providing a forum in which students continue to integrate foundation knowledge with social work experience in human service settings. Each quarter, seminar topics and readings are presented in an evolving, developmental manner that is designed to complement and enhance the students' deepening experience, skills and professionalism in the field. This seminar is heavily dependent on student participation and peer consultations that provide the opportunity to discuss practice challenges and ethical dilemmas in the field, which furthers the students' personal and professional growth through self-assessment.
4. Field seminar assignments. The primary written assignments within the seminar, (i.e., Fall: Agency Profile; Winter: Cultural Awareness; and Spring: Professional Growth-Reflection) are designed to foster the application of course knowledge to the field experience. Students are urged to develop and research these assignments in consultation with their Practicum Instructor and agency sources. Students will complete process recordings and weekly logs with short reflective journals. The mandatory practicum assignments for each quarter are the educational plan, field evaluation and log of hours.

## H. The Development of Professional Competence

The Field Practicum content area has several components and activities in place to insure the students' evolving development, rather than mastery, of professional competence. Professional competence is developed through increased knowledge and skills gained through deepened self-awareness and reflective, evaluative practice. In addition, professional competence requires a clear adherence to social work values and ethics as well as the development of a professional social work identity. In this manner, students can create a formula for professional growth throughout their careers.

A formal request for self-assessment is made within the Educational Plan where students are asked to identify their strengths, interests, and areas of needed skill development based on their learning styles and the practicum objectives. Ongoing self-assessment is encouraged and supported throughout the supervision process. Incorporating this self-assessment and the feedback from the practicum instructor will inform the student about competencies attained and areas for continued growth. During the seminar, students read and discuss the components of social work professionalism including the effective use of supervision, reflective practice, secondary trauma, ethical dilemmas and planned change. In each quarterly evaluation students are asked to provide a reflective self-assessment of their professional growth and identify areas of learning to focus on for the upcoming quarter. Further seminar discussions encompass professional development such as obtaining a MSW education, social work employment, resume writing and other professional interests.

In the two research courses students take during winter and spring quarter, they will plan, complete and present research that is based on a case within their practicum experience. This case study is designed to evaluate the effectiveness of their practice interventions with client systems along with critical thinking. This project also includes a self-assessment component.

Students are strongly encouraged to take advantage of trainings, consultations, consortiums, and program meetings offered by their agency sites as well as attending national conferences. The Program offers seminars and meetings on a broad range of social work subjects that are available for both practicum instructors and students. In addition, professional journals and newspapers are available to the student. Students are urged to discuss the role and professional identity of social workers at their respective agencies and programs.

Professional affiliations further enhance both competence and professional identity. Many students are active in the university social work club. Membership in NASW and participation at the Washington State NASW conference is strongly encouraged as is attendance at annual CSWE or BPD conferences. The Social Work program sponsors an annual "Professional Development for Social Work Majors" with Seattle University's Career Development Center and an annual MSW Program fair.

## I. Criteria for Admission to the Field Practicum

Students begin the field practicum in the fall quarter of their senior year. Students must meet the following eligibility criteria prior to being admitted to the field:

1. Acceptance into the BSW Program.
2. Complete required coursework in human behavior and the social environment content area. (SOCW 300 Human Behavior in the Social Work Environment and SOCW 301 Human Development and Social Work). Students are strongly encouraged to complete these mandatory social work courses prior to entering the field, due to the scheduling of our sequenced courses.
  - A. Introduction to Social Work (SOCW 250)
  - B. History of Social Welfare Policy (SOCW 303)
  - C. Biology 101
  - D. Race and Ethnicity (SOCW 317)
  - E. Language 115, 125, 135
3. Complete first practice class (SOCW 310 Social Work with Individuals and Families)
4. Cumulative G.P.A. in social work classes of 2.0
5. Be able to concurrently enroll in second and third practice courses (SOCW 410 Social Work with Groups-fall quarter and SOCW 411, Social Work with Organizations and Communities, winter quarter) in the senior year.
6. Attend “Introduction to the Practicum” sequence in the winter quarter of their junior year along with completing and submitting to the Field Director the “Application for the Field”, following the stated criteria for placement
7. Be able to be placed in a field agency
8. Approval by the Field Director.

As fieldwork involves contact with the public, especially with vulnerable individuals, students must also possess interpersonal capacities, skills, and attitudes. Therefore we look for the following academic criteria in our students:

1. Ability to identify own feelings, attitudes, and biases with respect to how they influence behavior.
2. Recognize the skills possessed and demonstrate an awareness of the limits of own professional competence.
3. Ability to work cooperatively and effectively with colleagues and other professionals in the community.
4. Ability to make appropriate use of supervision, supervisory feedback and other agency administrative structures.
5. Ability to present ideas and information in written and verbal form clearly, succinctly, and with grammatical correctness.
6. Have sufficient beginning understanding of individual behavior and family dynamics to begin practice interventions, with supervision.
7. Demonstrate a special awareness, sensitivity and commitment to people who are the most vulnerable and discriminated against.
8. Ability to continually evaluate one’s own professional growth and development through assessment of practice behaviors and skills.
9. Have the personal characteristics and behavioral traits regarded as necessary for professional Social Work practice, this includes responsible and accountable behavior and demeanor.
10. Possess a value system congruent with the National Association of Social Workers’ Code of Ethics, such as the aspects of honesty, integrity and appreciation of diversity.

11. Be free from significant deficits in memory, attention, impulse control, or judgment that will interfere with service to clients.
12. Have the emotional and mental stability and capacity to cope with the stress inherent to social work practice

Students who are not ready for a placement at the time of the field application or who do not have the required skills, attitudes, and capacities will not be placed in an agency. If this occurs, the student will not be able to complete the Program. This is a very serious decision made only under conditions in which respect is given to due process and student rights. More information on this process can be found in the section “Student Fair Policy” (See Appendix).

## **J. Placement Process**

Students will follow the established process for practicum placement. Placement sites and experiences have been developed to meet specific standards set forth by the Social Work Program and its accrediting partner, Council on Social Work Education. The quality of the practice experience, breadth of exposure to learning activities that ensure a well-rounded generalist training, and supervision that embodies and reflects social work values and perspectives are the core underpinnings for site selection and the screening of supervisors. The placement application will be completed on Alcea. The process for placement is as follows:

1. Students will attend the two-part Introduction to the Field training in the winter quarter of their junior year to review the specifics of the Field Practicum and the application and placement process. This includes the web-based data program. Following this, students will attend a presentation from practicum instructors and senior-year students currently in practicum who will present information about their agency, expectations for students, and current experiences.
2. Students will complete the Practicum Application on Alcea and upload a current resume. Students will be asked to identify several agencies and populations of interest on the application. The names and descriptions of the available agencies and contact information can be found on our web based data program, Alcea. Past student’s evaluations of agencies and practicum instructors are available in binders accessible in the Social Work Office. Students should use these resources to help them with their choices. Students should not indicate a practicum experience choice in an agency where prior relationships exist including: student is a former or current client or employee of the agency or has relatives or previously established close relationships with staff.
3. Students will meet individually with the Field Director to discuss their field readiness based on the established criteria, experiential interests, identified placement potentials, and learning needs in accordance with the Social Work Program’s goals.
4. It is the student’s responsibility to discuss any special circumstances that would affect a placement such as needing accommodations within a placement or criminal history that could affect placement. Accommodations, criminal history or other considerations may NOT impact being placed, however, an appropriate placement may not be able to be made without this discussion. Students will also understand and agree that the Field Director can share this information with the perspective practicum instructor.
5. Students will be referred to an agency that best matches their learning needs. Students will be notified of their match by the Field Director via Seattle University email within several days after the placement meetings are completed. Every effort will be made to match students within their top three preferences,



however due to several constraints (i.e. agencies ability to take a limited number of interns, agency budget fluctuations, supervisory staff turn over, special conditions, etc.) this may not always be possible.

6. Students must interview at the agency assigned by the Field Director. Students will contact the agency and arrange this interview with the practicum instructor. Some agencies may require a separate application, criminal history check, medical health information, and acquisition of registration and/ or additional time for an agency background check and/or finger printing.
7. Students must complete a minimum of four (4) hours shadowing the practicum instructor or a person of his/ her choosing in the agency prior to acceptance to further discern the appropriateness of the match between the student and the agency.
8. Students and the agency contact (practicum instructor) will provide written (email permitted) confirmation to the Field Director indicating whether the placement match was accepted or rejected. If the placement is rejected, the student must notify the Field Director immediately and the placement match process will begin again. The reason for rejection will be made in writing to the Field Director by the student and/ or the agency contact.
9. Students must be able to secure a placement for their practicum experience. Students for whom the Field Director is unable to secure a placement site after repeated efforts will be referred to the Program Director for a review of the circumstances.
10. Students will comply with all the requirements of the agency prior to beginning practicum, such as obtaining intern counselor registration, completing agency orientations, additional criminal history checks, additional interviews, attending approved HIV courses, providing proof of immunizations, etc.
11. In the fall quarter of the student's senior year, students will attend a practicum orientation session the morning of their first practicum day (usually the first day of classes for fall quarter) from 8:30am to noon, on campus.

## II. Field Education Curriculum

### A. Practicum Course Description

SOCW 470, 471, 472    Practicum

The field practicum is the signature pedagogy of social work education and significant program strength. This is where students will combine their learned theory, policy, research, values/ ethics and skills with work with real clients and is crucial in helping students meet the personal objectives that attracted them to study social work. Students will begin the 3-course sequenced Field Practicum in the fall of their senior year having completed their required course work in human behavior and social work practice with individuals and families. Concurrent with beginning the practicum in fall quarter they will be taking their second practice course- SOCW 410, Practice with Groups. The third practice course, SOCW 411, Practice with Organizations and Communities, will be taken concurrently winter quarter.

Students will enroll in 3 credits of Field Practicum per quarter for a total of 150-contact agency hours that ends in a total of 450-contact hours across three quarters. The Program has structured its senior level courses so the student can spend 15-hours/ week in the agency for each 10-week quarter on Mondays and Wednesdays. The student is not required to be in the agency on Seattle University's Thanksgiving holiday, winter and spring breaks. If the agency is closed for a national holiday, the student and the practicum instructor will reschedule the student's hours so the 150 contact hours can be met.

The commitment to 450 hours of field practicum is unique to the social work program among undergraduate majors at Seattle University. Students should be aware that while this represents a significant commitment, these hours are valuable to the student in preparation for employment in social work or in application to graduate education in Social Work. Students who graduate from C.S.W.E. accredited BSW programs, with a minimum "B" GPA, are eligible to apply for advanced standing in M.S.W. programs. Employers and graduate admissions committees will look at success and experience in the field as a significant indicator of "fit" and appropriateness for the social work profession. In limited cases work-study funds are available to students in practicum. These opportunities should be discussed with your faculty advisor, university financial advisor and practicum instructor.

Grading for this sequence of courses is Credit/ No Credit. In some cases the student may not be able to complete the field instruction requirements during the assigned quarters. In those cases the student may be able to continue in the field placement beyond the spring quarter of the senior year. In these cases a grade of 'N' will be given until the course work is completed under the terms established in the Seattle University Undergraduate Bulletin of Information:

'N' (No Grade) is a suspended grade used only in courses in which work is not scheduled for completion until after the quarter closes, e.g. internships and thesis or research courses at the graduate level. It is the responsibility of the student to arrange with the supervising instructor to remove the N within the following four consecutive academic quarters, per the schedule given below. Once the closing date has passed, re-registration and payment of regular tuition is required in order to obtain credit for the work completed, Once a degree has been posted, removal of an N grade is not permitted.

Students have 13 months to complete the field experience. Extensions are provided only if the student has arranged the terms and conditions with the Field Director prior to the end of the quarter/s involved and there is written documentation of the need and of approval. The student must provide evidence for

the reasons why s/he was unable to complete the requirements. In addition, the student is responsible for working with the Field Director and an agency representative to develop a plan for the completion of the field practicum. This plan, must be in a written proposal, must outline the specific plan for meeting the required hours, a plan for supervision, the tasks and responsibilities of the student, the agency, the practicum instructor and the Field Director. The plan if approved will be signed by the student, the Practicum Instructor, and the Field Director.

Practicum Instructors and students will receive a copy of the syllabus for SOCW 470, 471, 472 at the beginning of fall quarter. This syllabus is written once/ year and covers all three quarters.

## **B. Field Seminar Course Description**

### SOCW 460, 461, 462 Field Seminar

The student's field education is developmental in both the experiences and learning activities provided at the agency and the students' practice of generalist skills. The seminar design and sequencing of delivered content strives to keep in mind the whole student and their process of educational growth. In each quarter, seminar themes and topics are presented in an evolving manner that is designed to complement and enhance the students' deepening field experience, sense of professionalism and foster integration of theory and practice. Also within the BSW course of study, the senior year has concurrent required classes that seminar assignments are designed to integrate with and build upon, such as the practice and research courses.

The purpose of the field seminar is to provide a forum in which the student can integrate classroom learning in social work practice, human behavior in the social environment, social welfare policy, research, diversity, social and economic justice, ethics and values, and at-risk populations with experience in relevant human service settings. Seminar topics will focus on the application of foundation course knowledge and professional practice to generalist social work practice issues arising out of student experiences in the field. Group process and communication skills will be utilized as students are coached to provide peer consultation while discussing practice challenges and ethical dilemmas to further personal and professional growth.

The first field seminar is an orientation for students prior to entering the field designed to re-introduce them to the program's conceptualization and components for learning. This is held on the first day of classes of fall quarter. The orientation will include: an overview of the program's Field Education goals and objectives, curriculum, roles and responsibilities, an introduction the Educational Plan and, most importantly, discussion about start-up activities for beginning in an agency.

Each student will complete required readings and participate in seminar meetings, within peer group consulting groups and complete written assignments each quarter. The seminar will be conducted using various readings, class discussion, and participatory activities, written reflection and/ or weekly practicum activity logs and guest speakers. A detailed syllabus that includes the seminar meeting schedule, assignment descriptions, and due dates for evaluations will be given out at the beginning of each quarter. These assignments may be incorporated into the supervision sessions between the PI and the students. The Field Seminar Course Syllabus (SOCW 460-2) will be made available to PIs, students and field liaisons.

The following is a sample list of topics and assignments covered in seminar:

SOCW 460 (Fall) Topics & Assignments

Orientation to the Field  
First Impressions,  
Educational Plan  
Practicum Supervision  
Personal Self-care, Safety and boundaries  
Professional Communication  
Contexts of Practice: Agency, Community, Social Problem, and Policy  
Post-BSW study  
Process Recording  
Reflective journals  
Weekly logs  
Chapter questions  
Paper: Agency Analysis Profile -written assignment and oral seminar presentation  
Quarter Evaluation: Assessing Your Growth as a Social Worker – Skills and Knowledge Gained

SOCW 461 (Winter) Topics & Assignments

Personal Self-care, Safety and Boundaries  
Social Work Practice as Planned Change  
Issues in Professional Ethics and Practice Dilemmas  
Practice Legalities  
Cultural Diversity and Awareness  
Resume Development  
Process Recording  
Reflective Journals  
Weekly logs  
Chapter questions  
Paper: A Reflection on Cultural Awareness - written assignment and oral seminar presentation  
Quarter Evaluation: Assessing Your Growth as a Social Worker – Skills and Knowledge Gained

SOCW 462 (Spring) Topics & Assignments

Personal Self-care, Safety and Boundaries  
Professional Identity as a Social Worker  
Termination and Closure from Your Agency and with Clients  
Merging Self and Professional Self  
Professional Development: Resume development, Professional Networking, Effective Job Search Skills  
Process Recording  
Reflective Journals  
Weekly logs  
Chapter questions  
Paper: Social Work and You- written assignment and oral seminar presentation  
Quarter Evaluation (summative): Assessing Your Growth as a Social Worker - Skills and Knowledge Gained

### C. Relationship to Other Social Work Content Areas

Social Work education content areas, in addition to Field Education, include: Ethics and Values, Diversity, Populations At-Risk and Social and Economic Justice, Human Behavior in the Social Environment, Social Welfare Policy and Services, Social Work Practice, and Research. Field Education as delivered in the field experience and in the field seminar draws from and builds upon foundation knowledge gained in the other foundation content areas.

#### Ethics and Values

Examination of personal values and their interface with professional social work values and ethics is a key component of the field experience in order to prepare the student for reflective and ethical practice. The understanding and application of social work values and ethics within agency based supervision and within the field seminar is encouraged as a basis for life-long personal and professional growth and development. Students are required to adhere to NASW Code of Ethics as a practicing social worker while in the practicum setting. Within the field supervision students are prompted through required learning activities to discuss NASW Code of Ethics as it relates to the agency mission and provision of services. Students are also asked to discuss ethical standards as it relates to client systems, colleagues, the practice setting, the broader society, and as a professional with their Practicum Instructor. Throughout the field seminar, students have time to raise and discuss emergent value dilemmas. In addition, within seminar dilemmas are specifically examined via readings and faculty led discussions, on topics such as client confidentiality, self-disclosure, and client /social worker boundaries.

#### Diversity

Students increase their understanding, knowledge, and skills in working with diverse populations within the field experience, supervision and integrative seminar. Students' placement sites are selected in part based on their ability to provide experiences and supervision with diverse populations. The understanding and provision of culturally competent service by the student within the field is prompted through learning activities described in the Educational Plan and Quarterly Evaluation. Within the field seminar, students write an analysis of their agencies. Included in this organizational analysis is an examination of level of cultural competency at the agency. The assessment of the client system includes cultural, values, beliefs and practices.

#### Populations At-Risk and Social and Economic Justice

Students enter the field practicum sequence with a very strong foundational knowledge about populations at-risk and social and economic justice. The ability to increase understanding, knowledge, and skills in working with those at-risk for oppression is prompted through learning activities described in the Educational Plan and Quarterly Evaluation, such as:

“Discussed and applied knowledge gained from course work and research on oppressed populations, which result in equitable access and delivery of services or advocacy for those services with Practicum Instructor.”

Students are encouraged to attend agency sponsored trainings and seminars on oppression, social justice, and institutional racism. Within the field seminar, students are required to write an in-depth reflection paper on a population at risk they are working with during their second quarter in the field.

#### Human Behavior and the Social Environment

Students apply their theoretical knowledge of biological, psychological, sociological, cultural, and spiritual development across the life span as well as knowledge of the range of and impacts of social systems on human functioning and well-being to actual client situations within the field experience and integrative seminar. While in the field, students apply content knowledge when doing assessments and creating intervention plans with client systems. Specifically, students are asked to demonstrate the ability to formulate an assessment that includes a person-in-the-environment perspective. During the field seminar students complete readings and discuss for example, “The Community Context of Practice” and “The Social Problem Context of Practice”.

### Social Welfare Policy and Services

Students' understanding of social welfare policy and its implication for service delivery from prior coursework is further built upon and applied within field education. Students are encouraged to research and understand their organization's structure (agency history, mission, funding sources, clients served, policies and role within the continuum of local social services). Students are also requested to understand any current pending policies that may impact their organization's ability to deliver services. This may take the form of participating in coalitions, community forums and lobbying efforts. Within the seminar students present their written assignment, Agency Analysis Profile to their fellow students. This agency description includes discussion of any current policy and/or legislative issues impacting service.

### Social Work Practice

Students have the opportunity to apply, reflect on, and improve their beginning skills with client systems within the field experience, supervision and the seminar. While in the field, students have the opportunity to implement previously studied and role-played generalist social work skills with systems of varying sizes under the supervision of their Practicum Instructor. Students are prompted to utilize and refine interviewing skills, formulate an assessment, develop and evaluate an intervention plan and terminate with clients. Within the seminar, students read and discuss topics such as Professional Communication and Examining Client Interactions. Students regularly discuss practice examples with their fellow students and the Field Director who leads the seminar.

### Research

Students' ability to utilize research to inform and evaluate practice is strongly emphasized within the field practicum. Knowledge of the scientific method and the process of social work research are synthesized into the field practicum as students consider how to apply research knowledge to evaluate practice. Within the field experience and supervision, students evaluate interventions implemented with clients. There is collaboration between the seminar and the student's research classes as they begin to look for areas of research based on their agency work. The primary outcome is for students to demonstrate their ability to evaluate their own practice.

### III. Roles and Responsibilities

Students will be working with the Field Director during the placement process and have a faculty field liaison from Seattle University while in the field. They will also have a supervisor within the agency, the practicum instructor. It is useful to understand the roles and responsibilities of all parties, including the student once they are in practicum.

#### A. Field Director

The Field Director:

- Works collaboratively with students to arrange the field placement including holding the pre-placement meeting in winter and spring quarters of their junior year and the Orientation Meetings at the beginning of fall quarter in the senior year
- Maintains relationships with field sites
- Before the placement begins, the director will share information about the student and the Program with the agency. This review of the student's education and experience, interests, and learning needs, becomes the source of information for the development of an early plan for the student's learning in the field and the selection of the Practicum Instructor
- Serves as field liaison—the faculty contact with the student and the agency, along with other faculty members
- Hires, assigns to agencies and students, and consults with faculty field liaisons
- Reviews and approves all student Educational Plans
- Conducts regularly scheduled meetings/workshops with Practicum Instructors for the purpose of reviewing and clarifying the Program's requirements for field instruction and augmenting their supervisory skills to include working with students and furthering their adult learning
- Provides practicum instructors with information about the theoretical content of courses to maximize their ability to help students make linkages between classroom and field
- Consults with Practicum Instructors in the development and implementation of appropriate learning experiences for students
- Facilitates the weekly field seminar
- Assigns student grades after consulting with the field liaisons.

#### B. Field Liaison

A Field Liaisons will be assigned to the student and the agency. The field liaison can be a faculty or adjunct faculty member in the Program. The Field Director may serve in this role. Adjunct faculty liaisons are qualified social work practitioners with an MSW and at least 2 years of social work experience that are employed by the Program to perform liaison duties. Responsibilities of the field liaison are:

- Contacts the practicum instructor at the beginning of the placement and arranges for an initial visit to discuss educational goals and assignments as well as the process of evaluating student learning in the context of the Program's goals. In this and subsequent contacts, the field liaison works with the student and practicum instructor to evaluate the learning opportunities available to the student and the agency's plans to provide appropriately for the student's learning.
- Makes at least 2 agency visits, in fall and spring quarters and one phone contact in winter quarter for the purpose of facilitating and reviewing student progress.
- Reviews the student's performance with the practicum instructor and the student for the purposes of recommending a grade for the student each quarter.
- Provides consultation to the practicum instructor, student and the Field Director, as necessary, if problems or concerns arise in the placement.

### C. Field Education Agencies

Agencies providing field education hold high standards in both practice, ethics and the value of social work education. They understand and agree that students are learners and that the field practicum is an educational experience. Agencies will designate, with the Field Director's concurrence, an agency staff member who will serve as practicum instructor and will direct student learning at the placement. The practicum instructor must meet the qualifying criteria stipulated by the Council of Social Work Education ("CSWE") and set forth in this Field Practicum Manual.

The Agency agrees to:

- Provide the student with necessary and appropriate support and instruction.
- Make available a diversity of appropriate cases and learning opportunities in accordance with Seattle University's BSW Program policies including opportunities to learn and integrate empirically derived knowledge about assessment, intervention and the use of personal and environmental resources.
- Provide the student the opportunity to attend staff meetings, in-service training, or other such meetings that occur for regular staff.
- Make provisions for student safety while doing fieldwork in potentially high-risk situations, such as home visits and with agitated clients.
- Provide the concrete needs that are necessary for professional practice e.g. room, desk, telephone, computer, passwords, etc. At the same time, the agency needs are respected; student learning assignments should not interfere with the agency's everyday functioning.
- Commit time for their practicum instructors to provide at least 1 hour of supervision a week and the accompanying time to complete written evaluations.
- Inform the Seattle University BSW Program of changes in the agency's contact information (e.g., address or telephone number, agency director or coordinator, and practicum instructor) and of other significant information (e.g., absence of Practicum Instructor from the agency for more than one week, student absence of more than three days, significant program or agency changes that affect day to day work).
- Accept students without discrimination.
- Demonstrate and practice policies in regard to staff and clients that prohibit discrimination.

### D. Practicum Instructors

The Practicum Instructor is a professional role model for the student who provides direction regarding general and specific knowledge and skills, provides an agency-based context in which the student can reflect on social work theory and practice, and constructs student-centered paced learning experiences. The special educational relationship that is established in field instruction is crucial to the learner. Practicum instructors help students move between general theories of social work practice and the specific practice or methodological orientations of their agencies in order to understand the integration of practice with theory. This requires skill in moving back and forth from inductive to deductive levels in teaching. Effective field instruction provides knowledge, encourages appropriate independent use and testing of the various content areas, sets clear goals, and fosters a systematic progression in learning that incorporates the student's individual learning needs and goals.

Primary responsibilities of the Practicum Instructor include:

- Meet with the student in an arranged interview to determine the suitability of the agency to meet the student's learning needs and provides an opportunity for the student to shadow them.
- Prepare for the student's arrival so that there are appropriate initial activities for the student to reduce initial anxiety and ensure that the student feels like they have something to contribute to the agency.
- Provide a suitable orientation to the agency that will include a review of agency policies, introduction to the



- staff and essential support personnel and safety and risk management procedures of the agency.
- Develop, with the student, the Educational Plan, which includes the student's learning goals and proposed tasks within the agency that will enable the student to reach these goals.
- Provide the student with a diversity of sequenced learning experiences, including systems of different sizes and a variety of client populations
- Provide a minimum of 1 weekly regularly scheduled hour of field supervision and instruction time to the student. This conference time should be protected from interruptions and may be divided into more than one session. Practicum instructors will insure that student conference times are planned for, and prepared for, by both student and practicum instructor.
- When the student is first placed in the agency, brief periods of conference time may be required in addition to the scheduled 1-hour conference time to help the student become oriented to the setting and the nature of the work.
- Involve the student in on-going evaluations of his or her performance focusing on the learning assignments informs the student about any difficulties in performance and develops approaches to address these issues.
- Prepare the final evaluation at the end of each quarter and discuss this with the student prior to signing.
- Meet once per quarter with the field liaison and the student to review and assess student progress towards identified learning goals.
- Inform the field liaison as soon as possible of any difficulties or problems with the student's progress throughout the quarter.
- Inform the Field Director of any changes in supervision as soon as possible
- Participate in workshops held by the University for practicum instructors.
- Provide the Program with an updated CV, resume, or Program practicum instructor profile

#### **E. Task Supervisor:**

A task supervisor is an agency-based instructor who does not possess a BSW or a MSW. Task Instructors are utilized when the Practicum Instructor is either not on site, or when the student is assigned to work on a task under the daily supervision of an experienced agency staff while the practicum instructor continues to provide the required weekly supervision. The task supervisor must agree to:

- Provide on-site supervision for specific tasks assigned by the practicum instructor
- Keep the practicum instructor apprised of the student's tasks and progress
- Participate with the MSW supervisor and the student in the development of the educational plan, the liaison site visit, ongoing assessments and the quarterly evaluations.

#### **F. BSW Students**

The Field Practicum gives students the opportunity to apply classroom learning to the agency setting. Students are encouraged to be self-directed adult learners in this process who actively participate in the selection of appropriate field sites and in the identification of learning needs and goals. However, as noted previously, the prime consideration is that the field placement be able to offer a generalist practice experience.

Student responsibilities include:

- Develop the Educational Plan with the practicum instructor, having taken responsibility for identifying her/his own personal learning goals.
- Fulfill the time requirements of the Field Practicum – a total of 450 contact hours over three quarters—to be completed at the rate of 150 hours per quarter or 15 hours per week.
- Follow agency policies and procedures. Students are expected to conform to the standards the agency sets for its employees with respect to client welfare and agency operations.
- Satisfactorily complete the educational goals (both personal and those mandated by the Program) identified in the Educational Plan. This includes the completion of tasks assigned by the agency to meet these goals.

- Make appropriate arrangements to cover for any absences.
- Keep appropriate records and documents as directed by the practicum instructor.
- Prepare for field instruction supervision by arriving with an appropriate summary of work completed since the last conference, identify pertinent questions about the mandate or function of the agency, the clientele, inter-agency relationships, and use critical thinking and questions to plan the appropriate next steps to be taken, given the nature of the tasks the student is engaged in.
- Practice ongoing self-reflection and adult learning including completion of the student self-assessment on the quarterly evaluations.
- Insure that the NASW Code of Ethics is followed at all times, as well as to professional standards of practice.
- Inform the field liaison of all concerns and issues related to problems experienced in the agency.
- Attend, participate and satisfactorily complete the assignments that are a part of the field seminar.

### **G. Practicum Advisory Board**

The members of the Practicum Advisory Board consist of social work faculty, field liaisons, agency representatives who are Practicum Instructors and two senior social work students, chosen by their peers. A primary function of the Board is to ensure that both the content of the field practicum program outcomes and competencies adapt and change to meet emergent needs in the field. This ensures a standard of excellence in practicum instruction.

The board links the academic and field curriculum with the community as partners in the education process with open communication and respect towards the complementary roles each serve. Through providing consultation to the field program on issues that impact the training and supervision of students, the board oversees that the objectives of the Field Practicum are met. The evaluative process and results inform the program, regarding ongoing continuing education to meet the needs of our community of practicum instructors.

Members of Practicum Advisory Board will advise the Field Program on:

- Development of field sites that serve diverse populations in terms of gender, ethnicity, and special populations and ensure the field program meets emerging community needs
- Professional development of practicum instructors and promotion of the Program
- Provide learning experiences for students and inform the field program of employment opportunities for student
- Needed policies for student and agency safety and learning

## IV. Field Practicum Education

### A. Nature and Level of Generalist Practice Assignments

The field placement agency provides students with a generalist practice experience in accordance with the BSW program's concept and definition. Students expect to be provided a variety of assignments with multi-level practice, in which they have direct service contact with individuals, families, groups, organizations and communities. At a minimum, the agency should provide opportunities for the student to work with clients at 3 different client system levels, with at least one at the macro level of organization or community (in addition to work with individuals, families and/or groups). It is preferable that students have the opportunity to work with clients at four (4) different client system levels. If an agency is searching how to provide this minimum level of experience the Field Director or the Field Liaison will assist the practicum instructor in exploring possible alternatives.

Students experiences in practicum must include their ability to spend at least half their time (225 hours) to direct service to clients, including collaborative and agency visits. All students should have a minimum of 1 hour of supervision per week with their practicum instructor. If the student works with a task instructor, supervision can be collaborative between the student, PI and task instructor. However, meeting with the task supervisor does not count towards the supervision time. The remaining hours should be used for administrative responsibilities, including recording, telephone calls, preparing for conferences, and report writing. This time may also be used for consultation with the practicum instructor, staff meetings, and other types of learning experiences approved by the practicum instructor.

### B. Field Practicum Competencies, Outcomes and Practice Behaviors

Students are expected to achieve beginning generalist practice competency in the goals of the program. Based on all of the above, and directly in relation to the BSW program mission, goals, objectives and conception of generalist practice, the field practicum objectives and the practice behaviors are designed to help students meet these competencies:

1. Identify as a professional social worker and conduct oneself accordingly. (PO 1)
Practice Behaviors
1. Advocates for client access to the services of social work
2. Practices personal reflection and self-correction to assure continual professional development
3. Attends to professional roles and boundaries
4. Demonstrates professional demeanor in behavior, appearance and communication
5. Engages in career-long learning
6. Utilizes supervision and feedback
2. Apply social work ethical principles to guide social work practice. (PO 2)
Practice Behaviors
1. Recognizes and manages personal values in a way that allows professional values to guide practice
2. Makes ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
3. Tolerates ambiguity in resolving ethical conflicts
4. Applies strategies of ethical reasoning to arrive at principled decisions

3. Apply critical thinking to inform and communicate professional judgments (PO 3)
Practice Behaviors
1. Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom
2. Analyzes models of assessment, prevention, intervention and evaluation
3. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues
4. Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues
4. Engage diversity and difference in practice. (PO 4)
Practice Behaviors
1. Recognizes the extent a culture's structures and values may oppress, marginalize, or alienate, or conversely, may create or enhance privilege and power
2. Gains sufficient self-awareness to eliminate the influence of own personal biases and values in working with diverse groups
3. Recognizes and communicates understanding the importance of difference in shaping life experiences
4. Views themselves as learners and engages those with whom they work as informants
5. Treats all clients and colleagues with respect irrespective of diversity
5. Advance human rights and social and economic justice. (PO 5)
Practice Behaviors
1. Understands the forms and mechanisms of oppression and discrimination
2. Advocates for human rights and social and economic justice
3. Engages in practices that advance social and economic justice
6. Engage in research-informed practice and practice-informed research. (PO 6)
Practice Behaviors
1. Uses practice experience to inform research
2. Uses research evidence to inform practice.
3. Understands the importance of using research as an aid in understanding an agency's evaluation efforts (grants, needs assessments, client progress, etc)
7. Apply knowledge of human behavior and the social environment. ( PO 7)
Practice Behaviors
1. Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation
2. Critiques and applies knowledge to understand person and environment
3. Demonstrates knowledge of life-stage development in the process of assessment, intervention and evaluation.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (PO 8)

Practice Behaviors

1. Analyzes, formulates, and advocates for policies that advance social well-being
2. Collaborates with colleagues and clients for effective policy action

9. Respond to contexts that shape practice. (PO 9)

Practice Behaviors

1. Discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
2. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (PO 10)

Practice Behaviors

Engagement

1. Substantively and effectively prepares for action with individuals, families, groups, organizations, and communities
2. Uses empathy, reflective listening, and other interpersonal skills
3. Develops a collaborative and mutually agreed-on focus of work and desired outcomes
4. Establishes rapport with clients s/he works with

Assessments

5. Collects, organizes, and interprets client data
6. Assesses client strengths and limitations
7. Develops mutually agreed upon intervention goals with clients
8. Selects appropriate intervention strategies.

Interventions

9. Initiates actions to achieve organizational goals
10. Implements preventions and/or interventions that enhance client capacities
11. Helps clients resolve problems
12. Negotiates, mediates, and advocates for clients services

Transitions and Terminations

13. Facilitates transitions and endings

Evaluations

14. Critically analyzes, monitors, and evaluates interventions with programs,

### C. Field Practicum Educational Plan and Supervision

The student's placement in the field under the supervision of a qualified social worker, while concurrently attending a faculty led seminar, offers a strong and dynamic learning opportunity. The Educational Plan (See Appendix 2) has been designed to clearly convey the desired competencies and practice behaviors in which the student should gain beginning generalist competency upon completion of the field experience. The Educational Plan is the critical frame upon which all learning in the field is planned and accomplished and assists the student and practicum instructor to map out areas of needed knowledge and skill development.

#### 1. Educational Plan

The Educational Plan is a living document that contains a student self-assessment of strengths, interests, and areas for skill development. Mindful of outcome competencies and the student's self assessment, students, in consultation with the practicum instructor, can identify additional site-specific individual objective learning activities that scaffold each practice behavior and competency. Incorporating site-specific learning activities ensures and provides flexibility to utilize the agencies' unique educational opportunities and customizes the Educational Plan. The practicum instructor, as a collaborator with the student, can identify these potential learning activities and experiences at the agency site. The Educational Plan is designed to be revisable, dynamic and cumulative, incorporating new student identified objectives as these learning goals are identified.

#### 2. Completion of Educational Plan

The Educational Plan is to be completed on Alcea and is due three weeks after the start of the practicum. This is a living document and meant to be amended. Whenever amended, the Field Director and field liaison must be notified of the amended plan and must receive the updated copy by the third week of placement in each quarter. The field liaison uses the Educational Plan as a focus for discussion at all liaison meetings. The identification of learning activities will often reflect an effort to scaffold experiences working toward overall competency in a field program outcome. An example: for competency 10.5, completing an assessment on their own, students may:

- Read completed assessments
- Observe an assessment being done by their Practicum Instructor,
- Write up an observed assessment and compare their results with their PI
- Collaborate with PI on an assessment, performing part of the interview
- Complete an assessment with PI observing and receiving feedback on the process and write-up

It is important for learning activities to have an educational purpose that is clearly defined. In addition, learning activities should reflect a progression toward increasing responsibility and use of knowledge and skills. As the student demonstrates greater competence, their practice will be increasingly self-directed. Often, at the completion of the field experience, practicum instructors will describe students as functioning fully as an agency staff person with commensurate beginning generalist social work skills and knowledge.

#### 3. Weekly Supervision

The importance of the educational function of ongoing weekly supervision by the PI cannot be overstated. It provides the venue for continuous learning for the student. Students are encouraged to fully participate asking critical questions, providing full weekly summaries and be reflective in their assessment of their work and the practicum instructor's critique of their work. This enhances the professional education leading to the knowledge and skills necessary to complete assigned tasks. The student's ability to integrate and utilize this input to grow professionally is the core dynamic component in supervision. When the PI does not provide weekly supervision, students often feel they are not fully benefitting from this experience. Any supervision given to the student by a task supervisor does NOT constitute this supervision.

## V. Evaluation of the Field Practicum

### A. Field Practicum Evaluation and Grading of Student

#### i. Process of Evaluation

The process of evaluating the student's performance while in the field is meant to be continuous and collaborative throughout the quarter. The end-of-quarter evaluation provides an opportunity for both the practicum instructor and the student to thoughtfully analyze, note, and summarize the student's progress at that given time. Areas of concern should be raised throughout the placement experience within supervision rather than being initially identified in the quarterly evaluation.

A student's field education, as documented in their individualized Educational Plan and assessed in the Quarterly Evaluation (Appendix 2), is organized around the Field Practicum Competencies and ultimately the overall program objectives. These learning competencies and corresponding practice behaviors remain constant for the entire field education experience. It is recognized that student learning in the field is highly developmental. It is expected that the longer the student has contact and experience at the agency their knowledge and skills will evolve and grow. Fall and Winter Quarterly Evaluations are formative. Students are evaluated on their performance on specific practice behaviors as well as an overall rating of the field program competency. The Final Evaluation, completed at the end of spring quarter, is summative - a complete and comprehensive assessment of the students' knowledge and skills for effective social work practice. Therefore, it is meant to reflect a summative and cumulative evaluation of their performance in the field.

Both the practicum instructor and the student complete the quarterly evaluation on Alcea, web-based program. The student and practicum instructor should meet to discuss the practicum instructor's evaluation, the student's self-assessment, and areas of focus for the next quarter. It is to be signed by both the PI and the student on Alcea only after they have reviewed the ratings and comments together. If there is a task supervisor, this person's input should be considered by the practicum instructor. The field liaison will read and sign the evaluation on Alcea and recommend a "credit" or "fail" grade to the Field Director. The Field Director will then read the evaluation and assign the final grade.

A copy of the form is available in this manual in Appendix 2. Below are the definitions for the likert ratings on this evaluative form.

#### ii. Criteria for Quarterly Evaluation of Student's Performance in the Field

Practicum Instructors rate student's performance for the practice behaviors and field program competencies according to the following criteria:

1	2	3	4	5	N/O
Unsatisfactory	Marginal	Satisfactory	Good	Excellent	No opportunity to observe

1 = Unsatisfactory\* Student's performance is far below expectations. Student does not demonstrate the knowledge and skills to complete learning activities. Student has not displayed sustained changes in performance despite corrective action requested within supervision.

2 = Marginal\* Student's performance is below expectations. Student marginally or inconsistently demonstrates the knowledge and skills to complete learning activities. Student's performance requires a high degree of supervision and direction.

3 = Satisfactory Student's performance meets expectations for beginning generalist practice. Student demonstrates the knowledge and skills to complete learning activities. Student consistently utilizes supervision for enhanced practice.

4 = Good Student's performance consistently and strongly exceeds expectations. Student demonstrates strong knowledge and skills to complete learning activities. Student actively uses supervision to enhance practice and professional development.

5 = Excellent Student's performance far exceeds expectations. Student consistently demonstrates excellent knowledge and skills to complete learning activities. Student assertively uses supervision.

N/O = No opportunity to observe or complete the practice behavior and/ or competency. At the time of the evaluation a student may not have had the opportunity to demonstrate the particular competency or practice behaviors. It is expected that all competencies and practice behaviors will be accomplished by the end of the 450 clock hours of field experience.

- If a student receives a rating of marginal or unsatisfactory the practicum instructor is required to write comments noting what professional behavior is missing and the field liaison should be notified.

In an effort to further clarify and create more objective and standardized expectations, the program understands a rating of "5=excellent" or "4=good" to mean that a student's performance is reflective of what one would expect for a practicing BSW in the field. A rating of "3=satisfactory" would indicate that a student's performance is measured with what one would expect for a BSW student given their level of experience.

### iii. Grading

Field Practicum is graded on a mandatory Credit/Fail (CR/F) basis. This is the grade the University has identified for use in practice courses, some field experiences, and internships. Students are expected to obtain a grade of "CR" each quarter in order to fulfill degree requirements. Students are expected to receive a "Satisfactory" rating (3.0) for most of the learning objectives in their competencies. The grade for Field Practicum is given by the Field Director after reading each evaluation and taking into account the practicum instructor's evaluation and the grade recommended by the Field Liaison. A student must have the satisfactory average of 3.0 from all competencies to receive Credit.

Students will not be eligible for the BSW degree with a "Fail" grade in even one of the three field practicum courses regardless of the overall grade-point average or grades in other courses. If a student cannot complete the requisite number of agency clock hours in a quarter, with the permission of the practicum instructor and field director, the student may extend the length of time to complete the hours and receive an "N" grade. Once these missing hours are completed and the quarterly evaluation is turned in, the Field Director will assign a final quarter grade. (Note that this provides 13 months to complete the field experience—although extensions are provided only if the student has pre-arranged the terms and conditions with the Field Director.)-see IIa

## B. Evaluation of the Practicum Program

The Social Work Program is committed to an ongoing process of evaluating the quality of all program components. Students and field liaisons evaluate in writing, field sites and practicum instructors' ability to offer a field experience that is congruent with the desired program outcomes. Through site visits and ongoing contacts field liaisons have a sense of the placements and the work of the practicum instructors, which informs their evaluation. The Field Director reviews all field evaluations. Given that the Field Director develops, screens



and approves all of the field sites, s/he has a comprehensive view of the agencies and the practicum instructors. Practicum Instructors and students evaluate the responsiveness of the Field Liaison and the practicum instructors evaluate the general responsiveness of the Field Program.

Students and Field Liaisons will use the Faculty Evaluation of the Field Practicum Setting and Practicum Instructor and Student Evaluation of the Field Practicum Setting and Practicum Instructor forms (Appendix 3) when formally evaluating the experience provided at the agency and the practicum instructor's effectiveness at the end of the practicum experience. The forms assess particular areas using a Likert scale (1-5) and narrative. Example areas assessed include:

- Agency's ability to provide experience in generalist practice with systems of varying sizes
- Type of systems experienced was gained (i.e., individual, family, group, communities, Organizations, and public policy) and availability of experience with diverse and oppressed client populations
- Agency's commitment, support, and instruction to student as a learner
- Practicum instructor's knowledge about agency policies and procedures,
- Practicum instructor's adherence to supervision requirement and ability to effectively communicate expectations and constructive feedback
- Practicum instructor's knowledge about their area of social work practice and process and organization of assigning responsibilities

All evaluations are kept on Alcea. The student evaluation of the agency and practicum instructor is available to future students looking for placements. The Field Director reviews the data about the agencies and uses this information to inform decisions about continued involvement of the agency as a practicum site or the continued use of the practicum instructor, or to help the practicum instructor be more effective in subsequent years.

The spring quarter summative evaluation is used to measure the overall achievement of competencies and the student's evolution as a generalist practitioner. Student input is present. Effective and clear communication is one of the elements of a successful experience and professional practice. Lastly, students participate in a focus group and a survey at the end of their experience that allows them to rate the degree the Program met objectives and can elaborate on their field and educational experiences.

## **VI. Field Practicum Policies and Procedures**

Only the Field Director can make exceptions to these policies.

### **A. Life Experience or Previous Work Experience**

Policy: Seattle University's Social Work program does not accept, nor offer credit for life experience or prior professional experience. The Program requires 450 contact-clock hours in the field for all students regardless of past employment or experience.

### **B. Placement in Approved Agencies with Qualified Social Work Supervisors**

Policy: Students are placed in agencies that can provide a generalist experience with at least three different levels of systems (i.e., micro, mezzo, macro), with diverse populations and with persons at-risk for social and economic injustice.

Procedure: Agencies complete and submit to the Program Director: Agency Profile, Statement of Understanding and Agreement between Seattle University's Bachelor of Social Work Program and Agency and CV/ resume from practicum instructor. (See Appendix 2 Practicum Agency forms). The Field Director will then interview a representative of the agency director.

### C. Qualification and Requirements for Practicum Instructors

Policy: Practicum Instructors must be graduates of accredited schools of social work. Practicum Instructors must have a MSW or BSW and two years of post-degree experience as a social worker, along with knowledge of the work of the agency. They must also have been employed at the current agency for a minimum of 6 months prior to accepting a student.

Procedure: When a person applies to be a practicum instructor, s/he will complete an application form (see appendix 2). Qualified social workers will then submit a Practicum Instructor Profile (See Appendix 2) and/ or a curriculum vita or resume to verify degree and experience.

In recommending a Practicum Instructor, agencies attest to the supervisor's ability to impart the knowledge, values and skills of the social work profession. Supervisors new to field instruction at Seattle University must attend 6 hours of training which includes: Part I Orientation to the Field Practicum for Practicum Instructors and Part II: Effective Field Supervision and Evaluation. The purpose of the Orientation is to give new Practicum Instructors the skills and knowledge necessary to meet the educational responsibilities effectively and an orientation to the expectations of Seattle University's Social Work Program. Practicum Instructors will also be invited to attend other advanced workshops that will be held on a quarterly basis. All trainings carry CEU credits.

There are times when supervisors assign students, as a part of their learning experience, to special projects that are part of another program or department. It may then be necessary to assign another supervisor to help the student with this task. The task supervisor is expected to consult with the student's practicum instructor as to learning needs and progress. The primary responsibility for the student's learning and supervision rests with the practicum instructor.

### D. Work-Study and Field Practicum

Policy: The Program allows students to be paid through work-study funds for practicum hours provided that all requirements for field practicum experiences are met. Given the high cost of tuition and the need of many students to earn funds to pay for their education, work-study assignments are in fact strongly supported by the Program in such situations. The Field Director may have suggestions for students regarding work-study eligible agency sites that provide such experiences. However, the Program itself does not arrange work-study and students are advised that not all agencies allow practicum students to be paid.

Procedure: Students must establish eligibility with Seattle University. Eligible students then must negotiate work-study arrangements with their placement agency. The Program does not do so. Generally, work-study funds are applied to positions that are the practicum placement. Should the student have previously been employed by the agency, the same strictures noted guiding an employment-based practicum would apply.

### E. Employment-Based Field Practicum

Policy: Students may not do a field practicum in their regular employment setting unless an alternate and new assignment within the organization can be arranged for the field practicum hours that differ from the student's regular assignments and tasks. This new assignment must meet the student's learning needs and all of the Program's requirements and have a practicum instructor that is different then the work supervisor.

Procedure: Students submit a written plan for their proposed experience (See Appendix 3 Employment-Based

Field Practicum Plan). The Field Director will discuss this plan with the practicum instructor and student and then determine the suitability of any proposed Employment-Based Field Practicum Plan.

## **F. Field Practicum Attendance: hours, sickness, religious observance**

### **1. Number of Hours**

Policy: Students must complete a total of 450 clock hours in Field Practicum equally spread out over three quarters. Students will observe agency hours and holidays except during the University's Thanksgiving, winter, and Spring breaks when students will not be in field instruction. If a national or religious holiday falls on a field day when the agency is closed, the student will reschedule the missed hours with the practicum instructor, within the respective grading period.

Procedure: Students will arrange their agency hours with their practicum instructor. They will keep the Field Practicum Log of Hours current, which will be signed by the Practicum Instructor and the student, and attached to the Quarterly Evaluation at the end of each quarter. Mondays and Wednesdays have been set-aside for field practicum days, though individual student schedules may vary. Students are to be in the field 150 clock hours per 10-week quarter, or 15 clock hours per week.

### **2. Banking Hours**

Policy: On a pre-arranged and consensual basis with the PI, students may accrue a maximum of 7.5 clock hours over their normal in-agency hours. The student must obtain prior permission from the PI to earn, to use, to bank or to roll these hours into the succeeding quarter. It is preferable that a student who works overtime has the ability to flex practicum hours within the week they worked and preferably these hours be used within the quarter earned. However, with the PI's prior permission, these hours may be banked and carried from one quarter to the next.

Procedure: Accruing these hours can be done only by pre-arrangement with the practicum instructor. Likewise, using, banking or rolling-over these hours into next quarters can only be done on a pre-arranged basis with the practicum instructor.

The program wants students to balance their hours over the three quarters, which is 150 clock hours per quarter for three quarters, totaling 450 clock hours in the field. The banking of hours is not to be used by students to arrange schedules so they can complete the practicum any earlier than the end of each quarter and no more than 7.5 hours may be accrued "on the books". The rationale for this is:

1. Students' knowledge and skills develop experientially over time
2. Establishing and adhering to a predictable schedule allows the practicum instructor and other agency staff to engage the student in planned and purposeful educational opportunities critical in gaining efficacy in generalist social work skills.
3. The schedule serves as a framework for completion of hours that will guard against over working.
4. Adhering to a standard schedule allows the seminar to be developed and offered in concert with the field experience, thereby achieving a solid integration of theoretical concepts and practice.

In order to insure the student will continue to work ethically s/he must continue to follow all agency procedures for sick leave from practicum. The student will keep a log of hours that will indicate when overtime hours are earned and used. The PI will sign that they have given consent.

### **3. Attendance, Sickness, Vacation, Religious Observances**

Policy: Students are expected to maintain regular attendance and adhere to a planned and predictable schedule. There is no sick leave or vacation leave built into the number of practicum hours.

Procedure: Unplanned absences by students due to illness or personal emergencies must be reported to the Practicum Instructor in the manner detailed and approved by the practicum instructor either before the day of interning or by 8:00am the morning of the interning work. Absences (including illness related) from the field must be made up within the respective grading period. Arrangements for religious observance are made between the student and the practicum instructor. Absence from field instruction over three days or erratic attendance is to be promptly reported to the field liaison. Erratic attendance significantly impedes a student's ability to participate. Agency staff can only successfully integrate and involve students in meaningful experiences if they are predictably present. Students who are unable to complete the requirements in the quarter may be allowed to extend their field experience as previously described.

## G. Travel

### 1. Travel Expenses

Policy: The agency is expected to reimburse students for travel expenses when travel is part of the required fieldwork assignment and if agency staff would be reimbursed for the same assignment.

Procedure: If the student is to be reimbursed for expenses, the student is responsible for obtaining the proper agency paperwork and completing and submitting it in the agency's prescribed manner.

### 2. Transporting Clients

Policy: Students will not be allowed to use their own cars to transport clients. Students can accompany a paid agency staff member while transporting a client in an agency vehicle, but not alone.

Procedure: Due to safety, liability, the high cost of insurance and the unpredictableness of clients, students will not transport clients in their own car or without the accompaniment of a paid agency staff in an agency car. If a student will be using an agency vehicle, the agency will require the student to meet the same criteria that is required of paid staff who drive agency vehicles. Field Agencies should also provide all necessary insurance for the student that includes not holding them liable should an accident occur.

It is the student's responsibility to understand and follow the Agency's procedures and safety guidelines as it pertains to driving an agency vehicle. The student should not use personal vehicles for agency business without adequate insurance. Seattle University does NOT provide health or accident insurance for practicum participants, for passengers in the student's vehicle, or for damage to the vehicle.

## I. Student Safety in the Field and Home Visits

Policy: Students engaged in field practicum experience should engage in behavior that enhances safety and minimizes risk. While home visits are an important part of social work, students may only go on home visits when accompanied by a paid agency staff member who is trained to recognize and de-escalate at-risk situations and all safety guidelines should be followed. Some precautions include:

1. Time of home visits
2. Use of main, busy and populated streets
3. Appropriate dress
4. Agency and practicum instructor must know date, time, location and purpose of visit
5. Have access to a cell phone/ or other emergency device
6. Travel with agency identification

Procedure: To assist students in understanding how to minimize and de-escalate risk and enhance safety; the

agency's practicum instructors are required to orient students to the safety and risk management procedures of the agency at the start of the placement and regularly during supervision. It is the student's responsibility to understand and follow the agency's safety procedures and safety guidelines as described by the practicum instructor to minimize risks and enhance safety while placed at the agency. Students are expected to use caution in fulfilling practicum activities.

The practice of social work involves risks inherent in client contact. The ability to recognize potentially dangerous situations and modify one's actions to enhance safety comes with experience, training, and supervision. Examples of situations that may entail an increased risk include: home visits, driving clients, services to clients outside of the agency setting and its regular hours of operation, and services to clients with a history of violent behavior. When students are engaged in these situations, amongst other possible situations, advance consultation with the practicum instructor to review safety procedures and guidelines would be indicated. Recognizing and paying attention to one's own internal signals as opposed to dismissing and denying these feelings about potential danger has proven to be an important step in social worker's safety. Therefore, when there are any questions about one's safety, students are strongly encouraged to immediately consult with the practicum instructor. Students have the right to refuse any assignment in which they feel physically at-risk.

a. Risk Acknowledgment and Release Form:

Students will be asked to sign the Field Placement, Risk Acknowledgement, and Release form (See Appendix 3) prior to their start at the agencies. As part of the Statement of Understanding and Agreement between Seattle University's Bachelor of Social Work Program and Agency form there is included an appendix entitled, Agency Guidelines for Enhancing Safety and Minimizing Risk in the Practicum. It is recommended that students familiarize themselves with these agency guidelines.

b. Field Practicum Incident Report:

In the circumstance of a student experiencing an unusual event regarding their safety (i.e., being threatened, struck by a client, or sustaining an injury) the student and practicum instructor will notify their field liaison as soon as they are able following the event. The student and practicum instructor will also submit the Field Practicum Incident Report form (See Appendix 3) to the field liaison or directly to the Field Director.

## I. Medical and Malpractice Insurance

### 1. Medical

Policy: All full-time Seattle University undergraduate students must be enrolled in a university-sponsored health plan or a health plan with similar coverage. Students will sign the Field Placement Agreement, Risk Acknowledgement, and Release form (See Appendix 3). Students are not eligible to collect worker's compensation insurance if they are injured or become ill as a result of their placement as they are practicum students and not employees of the agency.

Procedure: If emergency medical treatment as a result of an accident or illness arising during the practicum is required, student consent to such treatment is found on the Field Placement Agreement, Risk Acknowledgement, and Release form (See Appendix 3). Students are financially responsible for any medical bills that may incur resulting from such emergency or other medical treatments. When participating in practicum activities students are doing so as a Seattle University student and not as an employee of the practicum site. Therefore, if the student is injured, hurt or becomes ill in connection with their field assignment, the student is not eligible for workers compensation insurance or benefits.

### 2. Liability Insurance

Policy: Seattle University's liability insurance covers students while they are serving in a supervised internship.

program in satisfaction of course requirements of the Social Work Program. Students, therefore, are not required to purchase individual liability insurance. Field placement agencies are required to acquire and maintain professional and general liability insurance appropriate for its own operations and for the risks associated with the activities and responsibilities of accepting a student.

Procedure: If students choose to obtain their own liability insurance, it is available from the N.A.S.W. Insurance Trust for members (students included) of NASW. There is a reduced fee for students.

## **J. Criminal Record Background Check**

Policy: The Program requires a criminal record background check as a part of the application process. Such background checks will also be required by many agencies prior to the student's entry into the field.

Procedure: At the time of application to the Social Work program, permission to perform a background check is obtained. The results of these back round checks are maintained in a confidential file in a locked file cabinet in the Program Director's office. Agencies will notify students prior to placement if they require their own separate background check. It is the student's responsibility to comply with these agency requests and absorb any necessary costs.

## **K. Sharing of Sensitive Information: Confidentiality and HIPAA**

### **1. Student centered**

Policy: In general, the gathering and sharing of pertinent information about the student between the student, Practicum Instructor, Field Liaison and Field Director facilitates an appropriate field practicum match and successful field experience. All involved parties agree to adhere to the ethical standards set forth in the NASW Code of Ethics regarding confidentiality, responsibility to colleagues and within the supervisory relationship.

Procedure: Within these various roles, responsibilities, and contexts information about the student may be obtained. Further, within the process of the field experience, all parties have the responsibility to acknowledge the student's right to privacy and when appropriate for academic and professional reasons, the discreet and relevant sharing of sensitive information. When sensitive information is shared, best practice would indicate that the student should be apprised whenever possible. The student is aware and signs a permission to share this information, within the field application, to facilitate a successful placement.

More specifically, the Field Director will discuss with the student the release of relevant sensitive information (i.e., criminal record; physical, mental, or sensory conditions as noted with the Office of Disability Services for which reasonable accommodations or modifications are needed) to agencies during the placement process to facilitate the best possible outcome for both student and agency. During the course of the field placement, there are multiple scenarios in which the practicum instructor may consult with the student's field liaison about the student's ability to assume and perform various learning activities and in the field as well as in the area of professional development. This ability to share information is crucial to facilitate a successful learning experience in the field.

### **2. Client centered**

Policy: Students are expected to abide by confidentiality guidelines in the agency and field seminar and abide by HIPAA regulations and guidelines.

#### L. TB/HIV/ Immunizations / X-Rays/ Registrations

Policy: Agencies may request testing for TB, HIV, immunizations or a record of immunizations, X-Rays according to their internal policies governing the acceptance of the student into field practicum. They may also require a student obtain an intern counseling registration.

Procedure: It is the agency's responsibility to inform the student of these needs and it is the student's responsibility to comply in a timely manner and prior to the start of the practicum.

#### M. Difficulties in the Field and Student Request to Change Field Placement Due to Non-performance Reasons

Policy: Students and practicum instructors will attempt to resolve difficulties in the field for non-performance reasons within supervision. If the subject is interpersonal or agency-based, the field liaison will take a facilitative role in assessing, understanding, and problem solving a resolution to the situation. It is understood that in some inter-personal conflicts or "fit" between student and practicum instructor, performance issues may be identified. Students may request a change of placement; however such an action has ramifications and will be made only with thoughtful consideration. The field liaison will keep the Field Director apprised of the situation. It is the field liaison's responsibility to understand the situation necessitating the move and make a recommendation to the Field Director as to its advisability.

Procedure:

1. If the student and practicum instructor are not able to resolve the difficulty, they shall notify the field liaison as soon as possible.
2. The student and practicum instructor are to provide the field liaison with written documentation regarding the problems.
3. The field liaison will evaluate the situation and provide mediation/ consultation.
4. The field liaison will then forward this written information and a written recommendation to the Field Director.
5. The Field Director will make the final decision whether to move a student in consultation with the field liaison and the student's Academic Advisor. This decision may not be reviewed as described under the Fair Process Policy (Appendix 5).
6. If a decision is made to allow the student to terminate at the site, the student is requested to end tasks and client contacts in a professional and ethical manner.
7. The practicum instructor will evaluate the student's performance to date. Students may not receive credit for the time spent at the initial agency, unless it is at the quarter's end. The decision whether any time in this site will be counted toward the total hours needed in the field is made by the Field Director with field liaison input.

Re-placement of the student:

1. The Field Director, with student input, will initiate a re-placement process that will include an interview at the proposed new agency.
2. The Field Director when arranging the match may share information about the prior placement and reasons for termination of the placement within this interview by the student or.

Examples of potential scenarios and reasons for a change in placement can be: the lack of generalist experiences at various systemic levels (i.e. limited or no micro or macro experiences available); limited social work supervision; agency difficulty in articulating and organizing meaningful experiences that lead to generalist competency; Practicum instructor is reassigned or leaves agency and no suitable supervision can be arranged; conflictual interactions between student and practicum instructor that are not performance related.

**N. Serious Performance Related Difficulties in the Field**

Policy: When serious student performance-related problems arise that could jeopardize the student receiving credit for the field or could necessitate termination from the particular field experience, the practicum instructor will clearly discuss the issues with the student and specific areas for needed change, note the discussion in the supervisory file, and notify and involve the field liaison. If these efforts do not result in significant performance improvements on the quarterly evaluation completed by the Practicum Instructor, the field liaison may recommend a failing grade.

Procedure:

1. Student performance-related problems are to be raised by the practicum instructor within supervision. The process of supervision is used to understand, support, and assist the student to make needed changes.
2. The practicum instructor is to describe and note performance related difficulties in an objective and descriptive manner, supervisory requests for change, and any changes or continuance in student performance. These are placed in the student's supervision file.
3. Field Liaisons are to be notified immediately of any concerns that have significant impact on the student's ability to make use of field experience.
4. If the difficulties persist despite confrontation and interventions by the practicum instructor and field liaison, the student may fail the field.

When a student receives a failing grade in the Field Practicum, it is the Program's policy that the student may not continue enrollment in the field, resulting in the student's admission to the Social Work Program being rescinded for at least one calendar year, at which time the student may reapply for admission to the Program. In this matter, the field director will alert the Program Director, who will become involved. The student can consult Seattle University's fair process policies.

**O. Practicum Instructor/Agency Request to Terminate Student from Placement**

Policy: The agency has the right to terminate a student's use of the agency's facilities when necessary to maintain the agency's operation free of disruption and to ensure continued quality of client care.

Procedure:

1. The Practicum Instructor will notify the student and field liaison that the decision has been made to terminate the student from their placement.
2. A meeting for all parties is scheduled as soon as possible. The reasons for termination are described as clearly and specifically as possible by the practicum instructor.
3. A written description of the situation is included with the final Quarterly Evaluation from this site and is provided to the student and field liaison. This becomes a part of the student's record.
4. The field liaison recommends to the Field Director, based on this written evaluation whether hours in the field earned or credit (if at the end of the quarter) is to be given.
5. The field liaison makes a recommendation to the Field Director whether or not the student should be re-placed.
6. If the student is re-placed, the student will again interview at the newly matched agency. The prior situation will be disclosed in order to provide continuity of the learning experience and enhance supervision.
7. If the field director's decision is not to re-place the student, this recommendation will be made to the social work program director who will make the final decision. The social work program will adhere to the Seattle University Professional Conduct: Appeal Procedures, Policy 0-11-2 Issued 9/19/2-11. This is a Seattle University Academic Policy that can be found in the Arts and Sciences webpage:<http://www.seattleu.edu>



edu/searchresults.aspx?cx=013219616395457722490:ave\_ey\_xavm&cof=FORID:10&ie=UTF-8&q=professional%20conduct%20appeal%20policy

## **P. Student Violation of Social Work Ethics**

Policy: A student may be terminated from the Field Practicum and the Social Work Program if they engage in unethical (NASW Code of Ethics), unprofessional, or unsafe conduct.

Procedure: The decision to terminate a student from the Field Practicum will be made by the Field Director in consultation with the field liaison. Such a decision is a professional judgment based on a comprehensive review of the circumstances. Such a termination constitutes grounds for dismissal from the Program by the faculty. The program will adhere to the Seattle University Professional Conduct: Appeal Procedures, Policy 2011-2 Issued 9/19/2-11. This is a Seattle University Academic Policy that can be found in the Arts and Sciences web page: [http://www.seattleu.edu/searchresults.aspx?cx=013219616395457722490:ave\\_ey\\_xavm&cof=FORID:10&ie=UTF-8&q=professional%20conduct%20appeal%20policy](http://www.seattleu.edu/searchresults.aspx?cx=013219616395457722490:ave_ey_xavm&cof=FORID:10&ie=UTF-8&q=professional%20conduct%20appeal%20policy).

From nursing: The decision to dismiss a student or to place a student on disciplinary probation because the student has engaged in unethical, illegal, unprofessional, or unsafe conduct or because the student has will be reviewed under the Seattle University Professional Conduct Policy, Policy 2011-2.

APPENDIX 1: PRACTICUM AGENCY FORMS

Statement of Understanding and Agreement with Agency

Practicum Agency Profile  
(available on Alcea)

Practicum Instructor Application

Practicum Instructor Profile

STATEMENT OF UNDERSTANDING AND AGREEMENT  
BETWEEN  
SEATTLE UNIVERSITY'S BACHELOR OF SOCIAL WORK PROGRAM  
AND  
AGENCY

\_\_\_\_\_ (THE "AGENCY")  
Name of Agency

\_\_\_\_\_  
Division

PREAMBLE

The Bachelor of Social Work Program (the "BSW Program") at Seattle University and many community agencies share common interests in and commitments to the value of field experience in social work education. Seattle University students register for and receive college credit for agency-supervised practicum education. Therefore, this Statement of Understanding and Agreement (this "Agreement") delineates areas of responsibility for the BSW Program and the Agency, respectively.

AGREEMENTS

A. THE BSW PROGRAM AGREES TO:

1. Appoint a faculty member to be Field Director for the BSW Program. The Field Director will administer the BSW Program's responsibilities for the practicum, including assigning faculty members as "Field Liaisons" to students and the Agency.
2. Assist the Agency in identifying and maintaining practicum placements that meet the criteria established by the BSW Program for a generalist practice experience and educational outcomes.
3. Endeavor to make student placements that are appropriate to the Agency's mission, type of learning experience offered, type of clients served, and expectations of student interns. The BSW Program will provide the Agency with appropriate information about each student's background and professional interests.
4. Provide copies to the Agency of the BSW Program Field Practicum Manual (the "Field Practicum Manual") and other relevant instructional material, such as course outlines and the University calendar.
5. Approximately three (3) times during each twelve (12) month period, make available classroom instruction, workshops, or other training to assist the professional development of Practicum Instructors (as described in Section B.1) as social work educators.
6. Inform students that they are expected to conform to the rules, standards, and protocols the Agency sets with respect to client welfare, ethics, professional conduct, and Agency operations.
7. If requested by the Agency, provide evidence of professional liability coverage for Seattle University students and faculty working in practicum placements pursuant to this Agreement.
8. Indemnify the Agency, its employees, and its agents against and hold them harmless from any loss, claim, or damage arising out of the negligence of Seattle University faculty, staff, or students in their performance of this Agreement.

B. The Agency Agrees To:

1. Designate, with the Field Director's concurrence, an Agency staff member who will serve as Practicum Instructor and will direct student learning at the placement. The Practicum Instructor must meet the qualifying criteria stipulated by the Council of Social Work Education ("CSWE") and set forth in the Field Practicum Manual.
2. To interview (and reserves the right to approve) students or faculty proposed for placement consistent with Seattle University's nondiscrimination policies that prohibit discrimination against persons on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran.
3. Adhere to the purposes, policies, and procedures of the social work educational program as presented in the Field Practicum Manual.
4. Provide the BSW Program faculty with written policies, procedures, standards of care and protocols of the agency that apply to BSW students and faculty involved in the placement site.
5. Be committed to students as learners, and understand that the field practicum is an educational experience. Accordingly, the Agency agrees to:
  - a. Provide the student with necessary and appropriate support and instruction;
  - b. Make available a diversity of appropriate cases and learning opportunities in accordance with BSW Program policies;
  - c. Provide the student the opportunity to attend staff meetings, in-service training, or other such meetings that occur for regular staff; and
  - d. In accordance with the requirements of Appendix A, which is incorporated here by this reference, make provisions for student safety while doing fieldwork in potentially high-risk situations, such as home visits.
6. Retain full responsibility for client services and for establishing standards for the quality of services rendered by the students. Students placed within the Agency for instruction function as representatives of the Agency, and the Agency will maintain administrative and professional supervision of students insofar as their presence affects the operation of the Agency or the direct or indirect services to clients. In addition, the Agency will maintain the quality of client care without relying on the students' clinical training activities for staffing purposes.
7. Provide the basic facilities and instruments necessary for students to accomplish their work, such as an office area, a desk, a telephone, and reimbursement for travel expenses on Agency business on the same terms as provided to the Agency's staff.
8. Allow reasonable time for Practicum Instructors to carry out their responsibilities under this Agreement.
9. Inform the BSW Program of changes in the Agency's contact information (e.g., address or telephone number, Agency director or coordinator, and practicum instructor) and of other significant information (e.g., absence of practicum instructor from the Agency for more than one week, student absence of more than three days, significant program or Agency changes that affect day to day work).

10. To take immediate temporary action to correct a situation where a student's actions endanger client care. As soon as possible thereafter, the Agency's Practicum Instructor will notify the Field Director of the action taken. The BSW Program has final authority over the student's academic status in such situations and will review the matter and consider whatever written factual information the Agency provides. The Agency, however, has the right to terminate a student's use of the Agency's facilities when necessary to maintain the Agency's operation free of disruption and to ensure the quality of client care.
11. Indemnify Seattle University, the BSW Program, and their faculty, staff, and students against and hold them harmless from any loss, claim, or damage arising out of the negligence of Agency employees or agents in the performance of this Agreement.
12. Acquire and maintain professional and general liability insurance appropriate for its own operations and for the risks associated with the activities and responsibilities the Agency assumes under this Agreement and provide evidence of such insurance at the BSW Program's request.

C. The BSW Program Field Liaisons Agree To:

1. Meet with the Practicum Instructor and the student at the beginning of the placement to discuss educational goals and learning activities contained within the "Educational Plan" (as described in the Field Practicum Manual), as well as the process of evaluating the student's learning in the context of the BSW Program goals.
2. Maintain regular contact with the Practicum Instructor and the student throughout the placement via email, phone, and site visits for the purpose of facilitating and reviewing the student's progress.
3. Review the student's performance with the Practicum Instructor and the student as participants throughout the placement for the purposes of recommending to the Field Director a grade for the student each quarter.
4. Provide consultation to the Practicum Instructor and the Field Director as necessary if problems arise in the placement.

D. The Agency's Practicum Instructors Agree To:

1. Provide a suitable orientation to the Agency.
2. Develop with the student the "Educational Plan" (as described in the Field Practicum Manual), which includes the student's educational and experiential goals and the learning activities at the Agency that will facilitate the student in attaining these goals.
3. Assume primary responsibility for the implementation of the student's Educational Plan at the Agency's placement and coordinate with other staff, such as task supervisors or administrators, involved with the student.
4. Provide a minimum of one (1) hour of field instruction time weekly to the student in regularly scheduled supervision.
5. Provide the student with a diversity of sequenced learning experiences, including systems of different sizes and a variety of client populations.

6. Involve the student in on-going evaluations of his or her performance focusing on the learning assignments. Inform the student about and examine with him or her any difficulties in performance and develop approaches to address these issues. Meet with the Field Liaison and the student to review and assess the student's progress under the Educational Plan. At the end of each quarter, complete a final evaluation with the student of the student's practicum. The BSW Program has the final and exclusive authority for assessing the student's academic and clinical progress and awarding the student's grade.
7. Inform the Field Liaison as soon as possible of any problems a student is having in the field placement and follow BSW Program procedures towards resolution.
8. Attend any required trainings for Practicum Instructors.

E. General Provisions:

1. The parties acknowledge and agree that no fees, charges, or other payments have been or will be exchanged between the Agency and the BSW Program or Seattle University in connection with this Agreement.
2. The students who are placed at the Agency for field experience pursuant to this Agreement have the status of learners, remain students (not employees) of Seattle University, and in no sense become or are considered employees of the Agency. Any services the students render are incidental to the educational purpose of the field education program.
3. The parties acknowledge that many student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), and that generally student permission must be obtained before releasing specific student data to anyone other than Seattle University.
4. In the event there is a claim against the University, a student, or a BSW faculty member arising out of their performance under this Agreement, the Agency agrees to provide the University access and authority to investigate claims and to obtain such information from the Agency as it may require in the defense of claims related to students or faculty in the field placement.
5. This Agreement commences as of \_\_\_\_\_, 20\_\_, and will continue in effect unless terminated by either party on at least thirty (30) days' prior written notice to the other party. Notwithstanding any such termination, any student already enrolled and participating in the field placement shall be allowed to complete the course upon approval of the BSW Program.
6. This Agreement may not be assigned by either party without the advance written consent of the other.
7. Any notice to either party hereunder must be in writing signed by the party giving it, and shall be deemed given when mailed postage prepaid by U.S. Postal Service first class, certified, or express mail, or other overnight mail service, or hand delivered, when addressed as follows:

To Agency:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To Social Work Program:

Seattle University  
901 12<sup>th</sup> Avenue  
Seattle, WA 98122-1090

With a copy to:

Mary S. Petersen  
Vice President and University Counsel  
901 12<sup>th</sup> Avenue  
P.O. Box 222000  
Seattle, WA 98122-1090

8. The Agency is performing the duties and services required under this Agreement as an independent contractor and not as an employee, agent, partner, or joint venturer with the BSW Program or Seattle University.
9. This Agreement contains all the terms between the parties and may be amended only in writing signed by both parties.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

AGENCY: [NAME]

SEATTLE UNIVERSITY BSW PROGRAM

[Address and Phone]

Dept. of Anthropology, Sociology and Social Work  
901 12<sup>th</sup> Avenue  
Seattle WA 98122-1090  
206-296-5906

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Signature of Dean  
College of Arts and Sciences

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Signature of  
Agency Representative/Agency Director

---

Printed Name of Dean  
College of Arts and Sciences

---

Printed Name of  
Agency Representative/Agency Director

---

Signature of Field Director

---

Printed Name of Field Director

Approved as to form by the  
Office of University Counsel

---

Douglas M. Duncan  
Associate University Counsel

Date: \_\_\_\_\_



Revised 11-9-2010: RZ

## APPENDIX A

### Agency Guidelines for Enhancing Safety and Minimizing Risk in the PRACTICUM

A report from the Washington State Department of Labor and Industries confirms that social workers are at great risk of assault and violence. The BSW Program is requesting practicum agencies 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 the following: 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 and may result in threats of violence. This list is not to be considered exhaustive and each agency is to be responsible for determining its own situations where students' safety may be put in jeopardy.

Supervision of students must be consistent and adequate enough to allow time for the Practicum Instructor to be assured of the student's competence, to apprise the student of potential risk, to deal with agency policy addressing safety and security, and to attempt to address the student's feelings about any risk that may be present.

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The student should not be the sole representative of the agency in making critical decisions about client or patient disposition especially where there are physical or legal implications such as involuntary hospitalization, threats of suicide or homicide. If the practicum 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.

It is the agency's responsibility to train students in the safety policies of the agency. Do not have students see clients alone unless the student clearly has the knowledge and skills to do so. Students have a right and responsibility to refuse any assignment that they deem too dangerous to pursue at the time. The Agency should maintain the quality of client care without relying on the student's placement activities for staffing purposes.

Students should also 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 clients, by one's own behaviors. Because some life-threatening illnesses are transmitted through the exchange of blood or body fluids (blood borne pathogens), train students about the potential of such risk in the agency (i.e., restraining a patient in the ER, cleaning the bloody lip of a child who has fallen), as well as the agency's procedures to reduce risk of infection.

Seattle University does not provide health and accident insurance for students participating in field placements.

adapted from University of Washington School of Social Work Practicum Manual, 2001.

Date: \_\_\_\_\_

PRACTICUM AGENCY PROFILE  
SEATTLE UNIVERSITY  
Bachelor of Social Work Program

Please Note: This Practicum Agency Profile form is the primary source of information utilized by students when they are looking for placement preferences. This form will be copied and placed in Field Education Practicum Site resource binders. The clearer your description of the actual role and learning activities the student will be able to be engaged in, the better the student can assess the potential “fit”.

Agency Information			
Agency Name _____			
Phone _____	Fax: _____	Web site: _____	
Address _____	City _____	State _____	Zip _____
Agency Director _____			
Agency Mission: _____			
_____			
Program within Agency (if different from above): _____			
Address (if different from above) _____			
City _____ State _____ Zip _____			
Client population: _____			
_____			
Services provided: _____			
_____			

Practicum Description

Seattle University BSW students will be in the agency 450 hours over the course of Fall, Winter, and Spring quarters, averaging 15 hours per week. Students should spend approximately 50% of their time in direct services with clients and receive 1 hour of weekly supervision by a BSW or MSW with 2 years post degree experience. Field agencies are expected to provide students with a generalist practice experience. At a minimum, agencies should have opportunities to work with clients on 3 different systemic levels, (e.g., micro, mezzo and macro). One of these levels of experiences must be with communities or organizations (macro).

NUMBER OF PLACEMENTS AVAILABLE \_\_\_\_\_

Specific description of practicum experience and learning activities: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mark the box (x) and briefly describe the program and /or services that a student would likely be involved in:

Individuals (micro): \_\_\_\_\_

Families (micro): \_\_\_\_\_

Groups (mezzo): \_\_\_\_\_

Communities (macro): \_\_\_\_\_  
(Outreach, organizing, advocacy, networking)

Organizations (macro): \_\_\_\_\_  
(Administration of organization, Coalitions)

Public Policy (macro): \_\_\_\_\_  
(NASW Lobby Day; Legislative awareness of issues pertaining to your agency services and client population)

Additionally, experience with diverse client populations (i.e., ethnicity, culture, race, age, gender preference, people with disabilities, socioeconomic) is desirable. How can this practice goal be met at your agency?

\_\_\_\_\_

\_\_\_\_\_

Hours available: \_\_\_\_\_ Weekday \_\_\_\_\_ Evening \_\_\_\_\_ Weekend

Work Study availability \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Interested in establishing work study position for practicum

Tranportation

Is your agency accessible by bus? \_\_\_\_\_ Are students required to use their own cars? \_\_\_\_\_ Transport Clients? \_\_\_\_\_

Agency meetings students are required or strongly encouraged to attend (day and time): \_\_\_\_\_

Practicum Instructor Identifying Information

Practicum Instructors must have a BSW or MSW degree with 2 years post -degree experience as a social worker. Practicum Instructors must also submit a Practicum Instructor's Profile (form) or current resume. A Task Supervisor is defined as an agency person (non social worker) who may do the day-to-day supervision of the student.

Practicum Instructor Name: \_\_\_\_\_ Year BSW/MSW received \_\_\_\_\_

Job title: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Practicum Instructor or Task Supervisor: \_\_\_\_\_ Year BSW/MSW received \_\_\_\_\_

Job title: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Return this form to:  
Riva Zeff, Field Director  
Social Work Program  
Seattle University  
901 12<sup>th</sup> Ave.  
P.O. Box 222000  
Seattle, WA 98122-1090

Seattle University  
Social Work Program

Practicum Instructor Application

The Social Work Field Program is pleased you are interested in being a Practicum Instructor for our social work students in their senior year practicum. During this time, they complete 150 contact hours/ per quarter (450 agency contact hours over 3 quarters). in an agency and supervised by a MSW agency staff person. This is the culmination of 3 years of baccalaureate study and prepares the students for generalist social work practice.

The Practicum Instructor is considered a mentor as well as an educator for students as they apply their foundation classroom knowledge with work with clients. It is mandatory that the practicum instructor spend a minimum of 1-hour weekly in a supervision session with the student and that learning experiences provide a minimum of 225 student: client contact hours (over the academic year) working with individual, family, group, community and organizations are provided. Students should also be provided experience with diverse client populations. The minimum requirements for a Practicum Instructor are to possess MSW degree, have worked for 2 years in social work, post-degree attainment, and have worked in the current agency for a minimum of 6 months.

To apply, please complete the form below and send it, along with your resume to:

Riva Zeff MSW  
Field Director  
Seattle University, Social Work Program  
901 12<sup>th</sup> Ave  
Seattle Washington 98122

Or

Send both this form and your resume electronically to: [zeffr@seattleu.edu](mailto:zeffr@seattleu.edu)

DATA:

Name: \_\_\_\_\_

Date received MSW and name of school: \_\_\_\_\_

Current title/ position: \_\_\_\_\_

Current contact information:

Current agency: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Address: \_\_\_\_\_

Agency population served: \_\_\_\_\_

Number of years in current position: \_\_\_\_\_

Prior experience as a PI:

Number of years: \_\_\_\_\_

Briefly describe your prior experience as a PI: successes and/ or challenges:

Briefly describe your theoretical orientation to social work practice:

Briefly describe your approach to student supervision:

If you have not previously been a practicum instructor, what has been your experience supervising staff?

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

PRACTICUM INSTRUCTOR PROFILE  
SEATTLE UNIVERSITY  
BACHELOR OF SOCIAL WORK PROGRAM

Please complete the below requested information or submit a current resume.

Date: \_\_\_\_\_

Practicum Instructor's Name: \_\_\_\_\_

Agency: \_\_\_\_\_

Title at Agency: \_\_\_\_\_

Job description and role at Agency:

Undergraduate degree: \_\_\_\_\_ Year received: \_\_\_\_\_

College/University received from: \_\_\_\_\_

Graduate degree: \_\_\_\_\_ Year received: \_\_\_\_\_

College/University received from: \_\_\_\_\_

Are you licensed in the State of Washington? \_\_\_\_ Yes \_\_\_\_ No

Total years of post Social Work degree experience: \_\_\_\_\_

Social Work Employment History:

Experience as a Practicum Instructor:

APPENDIX 2: STUDENT FORMS

(forms asterisked are available on, and must be completed on, Alcea, unless otherwise indicated)

Field Practicum Application\*

Employment – Based Field Practicum Plan

Practicum Readiness Self- Assessment

Field Checklist

Field Placement Agreement, Risk Acknowledgment, and Release \*

Field Practicum Educational Plan\*

Quarterly (Formative) and Final (Summative) Evaluation of Student in Field Practicum\*

Field Practicum Log of Hours\*

Field Practicum Incident Report\*



FIELD PRACTICUM APPLICATION  
SEATTLE UNIVERSITY  
BACHELOR OF SOCIAL WORK PROGRAM

Name _____	Phone _____	SU Email _____
Address _____	City _____	State ____ Zip _____
Academic year applying for: Fall/Winter/Spring _____	Anticipated Graduation Date _____	
<b>Please attach current resume.</b>		
<b>Very Important:</b> Practicum Instructors often want to be in touch with students prior to the start of fall quarter. Please provide summer or September contact information:		
Phone _____	Email _____	
Address _____	City _____	State ____ Zip _____

Preference of Field Practicum Agency

From the BSW program's approved site list, please list your top three choices of placements.

- 1.
- 2.
- 3.

Preferred social work area or client population for practicum experience, (i.e., aging/gerontology, child welfare, corrections/legal, family services, medical, mental health, domestic violence, homeless, special populations - describe)

- 1.
- 2.

Special circumstances/considerations for placement (i.e., geographic location, bus accessible, access to a car, work-study eligibility, or other special accommodations):

Areas of Interest / Post graduate educational or career plans:

Related Experience (i.e., work, volunteer, Service Learning experiences):

Specific experience with diverse populations and languages fluent in:

BSW Courses completed (✓) and currently enrolled:

\_\_\_\_\_ BIOL 101 Principles of Biology (or an accepted equivalent with lab)

\_\_\_\_\_ADST 480 Intro: Alcohol and Drug Addiction

\_\_\_\_\_SOCW 250 Introduction to Social Work

\_\_\_\_\_ SOCW 303 History of Social Welfare Policy

\_\_\_\_\_ SOCW 304 Contemporary Social Policy and Services

\_\_\_\_\_ SOCW 300 Human Behavior in the Social Environment (prerequisite)

\_\_\_\_\_ SOCW 301 Human Development and Social Work (prerequisite)

\_\_\_\_\_ SOCW 310 Social Work with Individuals and Families (prerequisite)

\_\_\_\_\_ SOCW 317 Race and Ethnicity

Electives: \_\_\_\_\_

\_\_\_\_\_

## EMPLOYMENT – BASED FIELD PRACTICUM PLAN

Students may not do a field practicum in their regular employment setting unless an alternate and new assignment within the organization can be arranged for the field practicum hours, which differ from the student's regular assignments and tasks. This new assignment must meet the student's learning needs and all of the Program's requirements. The Field Director will determine the suitability of any proposed Employment-Based Field Practicum Plan.

The student is asked to develop a plan including the following components:

### 1. General Information

- Student's name and contact info
- Agency name and contact information
- Task supervisor (immediate supervisor) and contact information
- Social Work supervisor (MSW or BSW) and contact information
- Practicum quarters proposed for placement

### 2. Agency/Program information

- Brief description of agency mission, client population, services provided
- Description of student's current employed role (include title) and duties
- Description of student's proposed experience within the setting. Highlight how the practicum experience will be different from student's regular assignments and duties. The experience must also provide the student with a generalist experience (see criteria) including varying client systems and interventions.
- Describe how student's workload will be adjusted to accommodate the practicum hours (14 hours per week)

### 3. Practicum Instructor

- The student's employment supervisor cannot be the Practicum Instructor.
- Approved Practicum Instructors must have a BSW or MSW and post 2 years experience in the field.
- Practicum Instructors from the setting must complete the Practicum Instructor's Profile
- The Practicum Instructor must agree to provide 1 hour per week of supervision.

### 4. Practicum Agency/Program

- The Agency must agree to reassignment of the student for 15 hours per week to the newly defined proposed task.

### 5. Acknowledgment of plan

- The student will obtain the signatures of their current employment supervisory, agency representative, Practicum Instructor, and themselves on the last page of the plan.

The student will turn the plan in to the Practicum Director for review and approval.

Seattle University - Social Work Program  
 Practicum Readiness: Self-Assessment

Name: \_\_\_\_\_

Please complete this form and bring it with you to your placement appointment with the Field Director as well as bring a copy to your agency interview for your prospective PI. This form will be used by the PI only to help plan your practicum experiences.

Please rate your own level of professional social work field readiness in the following areas:

Knowledge/ Skills/Experience	Little or No Experience	Some Experience	Experience
Ability to develop rapport and engage with others.			
Ability to work cooperatively with others in a professional setting.			
Ability to evaluate one's own professional growth, development and behaviors.			
Ability to present written and oral ideas and information clearly.			
Exposure to diverse populations.			
Ability to cope with stressful situations within a professional context.			
Ability to use professional supervision, use constructive feedback and work within administrative structures.			
Ability to advocate for yourself and to using your own initiative to enhance your learning experiences			

VALUES:	Little or No Experience	Some Experience	Experience
Openness to learning.			
Appreciation of diversity and awareness of your own biases			
Familiar with and acceptance of the NASW Code of Ethics.			
Self-reflection and awareness of your own self especially in regards to knowing self-boundaries			

SEATTLE UNIVERSITY  
 SOCIAL WORK FIELD PROGRAM  
 Field Checklist

STUDENT NAME: \_\_\_\_\_ CURRENT E-MAIL ADDRESS: \_\_\_\_\_

CURRENT ADDRESS: \_\_\_\_\_ CURRENT PHONE NUMBER: \_\_\_\_\_

DATE TURNED IN or on ALCEA	REQUIRED FIELD DOCUMENTS
	Alcea student and CSWE pages completed along with picture uploaded
	Attended two field orientations
	Application for Field Instruction
	Acknowledgement of Risk in Field Instruction
	Resume
	Three Field Placement Choices
	1.
	2.
	3.
	Attended interview with prospective agency and practicum instructor
	Shadowed at agency for 3 hours
	Notified Field Director and Practicum Instructor of acceptance or rejection of site
	IF YOUR AGENCY REQUIRES:
	Evidence of necessary immunizations
	1. Varicella (Chickenpox) Immunity – One of the following is required:
	a. History of the disease
	b. Documentation of immune varicella titer
	c. Documentation of 2 doses of varicella vaccine
	2. MMR Immunity
	Proof of 2 MMRs is required
	3. TB Skin Test
	Documentation of TB test completed within the last 12 months or negative chest x-ray
	4. Hepatitis B Vaccine
	If clinical experience requires student to work with blood and/or body fluids, proof of having received the Hepatitis B series or a signed declination is required.
	5. Tetanus
	Completed primary series & booster dose within 10 yrs recommended, but not required
	Proof of physical examination
	Done within the last two years
	Criminal History Background Check
	Date of HIPAA Training:
	Counselor/ Intern Registration

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

FIELD PLACEMENT AGREEMENT,  
RISK ACKNOWLEDGEMENT, AND RELEASE  
SEATTLE UNIVERSITY  
SOCIAL WORK PROGRAM

The practice of social work involves risks inherent in client contact. Students engaged in field practicum experience should engage in behavior that enhances safety and minimizes risk. To assist students in understanding how to minimize risk and enhance safety, the Agency's Practicum Instructors will orient students to the safety and risk management procedures of the Agency at the onset of the placement and regularly during supervision.

I, in consideration of being allowed to participate in a field practicum as part of my academic program, hereby acknowledge and agree as follows:

1. I understand and acknowledge that there are certain risks inherent in my participation in this social work practicum, including, but not limited to, risks arising from:
  - Commuting to and from the practicum site, or while in the course of practicum activities;
  - Providing services to clients or their family members who may become unpredictable, angry, or violent;
  - Exposure to communicable or infectious diseases, bodily fluids, medicinal preparations, or toxic substances.
  
2. I acknowledge that all risks cannot be prevented and some risks could result in loss or damage to my personal property or injury to my body, up to and including death. I agree to assume those risks, whether foreseen or unforeseen, that are beyond the reasonable control of Seattle University faculty and staff.
  
3. I acknowledge and agree that it is my responsibility to understand and follow the Agency's safety procedures and safety guidelines as described by the Practicum Instructor to minimize risks and enhance my safety while placed at the Agency. I understand that I will not be forced to engage in assignments in the field practicum in which I feel physically at risk. I agree to report to my Practicum Instructor any incidents in which I am or feel physically threatened or unsafe while in the field practicum.
  
4. I understand that in connection with my field placement, I must have the ability to interpret, adapt, and apply safety procedures and guidelines. I must be able to react calmly and effectively in emergency situations and have the ability to establish and maintain effective relationships with a variety of client populations, agency staff, faculty, other social work or health care professionals, and the public.
  
5. If I have a physical, mental, or sensory condition that could affect my ability to participate fully in a field practicum experience, or to perform the essential duties and responsibilities typically associated with a field practicum, then it is my responsibility to timely notify the Seattle University Office of Disabilities Services (206-296-5740) to discuss reasonable accommodations or modifications.
  
6. When I am participating in the practicum activities, I am doing so as a Seattle University student, and not as an employee of the practicum site. Therefore, if I am injured or hurt or become ill in connection with my field assignment, I understand that I am not eligible for workers compensation insurance or benefits.
  
7. I understand and agree that I must have health insurance coverage in place for the duration of my field practicum and that I am responsible for obtaining that insurance. If I require emergency medical treatment as a result of an accident or illness arising during the practicum, I consent to such treatment. I agree to be financially responsible for any medical bills that I may incur resulting from emergency or other medical treatments.

8. I agree to notify my Practicum Instructor of any medical conditions that might necessitate an emergency response by the practicum site.

9. It is my responsibility to comply with the standards, policies, and procedures established by the practicum site. The practicum site will have the right to take immediate temporary action to correct a situation where my actions endanger client care or are unethical, disruptive, or unprofessional. All final resolutions of my academic status in such situations will be made solely by the BSW Program at Seattle University. The practicum site has the right to terminate the use of its facilities by me where necessary to maintain its operation free of disruption and to ensure quality client care.

10. I understand that the practicum site may require me to submit to a criminal background check and be certified in that check as clear of criminal conduct. I also understand that this background check is independent of any background check the BSW Program may require. I agree to cooperate with the practicum site in obtaining any background check the site requires.

11. If, in connection with my participation in the field practicum, I suffer any injury, illness, loss, expense, damage, or death, I agree not to sue and agree to release and forever discharge Seattle University and its governing board, officers, administrators, agents, faculty, employees, and students from any and all claims, demands, causes of action, costs, or expenses that can or may arise from my participation in the practicum. This release and covenant not to sue is binding on my family, my heirs, my personal representative, agents, or assigns.

12. I am at least 18 years of age and legally competent to sign this document. I have read and understand everything written above, and I voluntarily sign this Agreement, Risk Acknowledgment, and Release.

\_\_\_\_\_  
Name of Student (Please Print Legibly)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Practicum Instructor

\_\_\_\_\_  
Name of Practicum Site



FIELD PRACTICUM EDUCATIONAL PLAN  
SEATTLE UNIVERSITY  
SOCIAL WORK PROGRAM  
(Revised 8/11)

Directions

This plan, a roadmap for the practicum experience, is to be discussed and developed jointly by the student and Practicum Instructor (PI). On this form the desired competencies we want the students to reach are listed. The number within parenthesis is the linked the program. The practice behaviors are listed below each field competency and are measures to demonstrate competency. Students are encouraged to develop with their PI individual learning activities tailored to the particular agency experience and the student's strengths and learning needs. Learning activities (responsibilities and tasks) that the student will engage in to gain competency in each objective can then be described. It is possible to have overlaps with other competencies.

Please complete and submit the Educational Plan on Alcea by the third week in placement. Both student and Practicum Instructor should maintain a copy as this is a living document/ learning plan, meant to be a "road map" and revised as necessary or desired. If revised, this Educational Plan should be completed on Alcea by the second week of winter and spring quarters and the field liaison and field director must be informed. Please consult the Field Manual for further discussion of the Educational Plan. The form of this educational plan follows the student's cumulative and summative Quarterly Evaluations.

Field Schedule

Students' Practicum runs consecutively over fall, winter, and spring quarters for a total of 450 contact-clock hours. Students are at the agency 150-clock hrs per quarter, averaging 15 clock hours per week for 10 weeks. Students are asked to outline their schedule on the form. If the student's schedule changes significantly from quarter to quarter, they note the revision on the original plan. Please consult the Field Manual for policies regarding attendance.

Supervision schedule

Students are to receive a minimum of 1 hour of supervision weekly by the designated BSW or MSW Practicum Instructor. Student's learning and experience is greatly facilitated when this supervision is predictable and consistently scheduled. To that end the student is requested to note the date and time of supervision. If the student will attend group supervision, please note this as well.

Brief description of student learning opportunities at field practicum site

The Practicum Instructor is asked to specifically describe the type of role, tasks and responsibilities the student will be engaged in. It is understood that initially the student's tasks will evolve over time due to the developmental nature of their learning and acclimation to the organization and its clients. This description is meant to clarify and forecast for the student, Field Liaison and Field Director the experience at the organization and most likely will be based on the description contained in the original Agency Profile submitted for the purpose of placing students. It is acknowledged and expected that some customization will occur once the student's individualized learning strengths, interests, and needs are taken into account.

FIELD PRACTICUM EDUCATIONAL PLAN  
SEATTLE UNIVERSITY  
SOCIAL WORK PROGRAM

Quarter \_\_\_\_\_ Year \_\_\_\_\_ Updated Date: \_\_\_\_\_

Student \_\_\_\_\_ Phone \_\_\_\_\_

Practicum Instructor \_\_\_\_\_ Phone \_\_\_\_\_

Agency/ Program \_\_\_\_\_

Field Liaison \_\_\_\_\_

I. Field Schedule (Days and times at Agency)

Monday	Tuesday	Wednesday	Thursday	Friday

II. Supervision schedule (Day and time of supervision):

III. Name, contact number and agency role of other person(s) at agency who may function as a Task Supervisor for student:

IV. Student identified strengths:

V. Student areas of interest:

VI. Student areas of needed skill development:

VII. Description of student role, responsibilities & learning opportunities at field practicum site:

Competency #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.		
	Practice Behaviors	Learning Tasks:
1.1	Advocates for client access to the services of social work	
1.2	Practices personal reflection and self-correction to assure continual professional development	
1.3	Attends to professional roles and boundaries	
1.4	Demonstrates professional demeanor in behavior, appearance and communication	
1.5	Engages in career-long learning	
1.6	Uses supervision & consultation	

Competency #2: Intern applies social work ethical principles to guide his or her professional practice.		
	Practice Behaviors	Learning Tasks
2.1	Recognizes and manages personal values in a way that allows professional values to guide practice	
2.2	Makes ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	
2.3	Tolerates ambiguity in resolving ethical conflicts	
2.4	Applies strategies of ethical reasoning to arrive at principled decisions.	

Competency #3: Intern applies critical thinking to inform and communicate professional judgments.		
	Practice Behaviors	Learning Tasks
3.1	Distinguishes appraises and integrates multiple sources of knowledge, including research-based knowledge and practice wisdom.	
3.2	Analyzes different models of assessment, prevention, intervention, and evaluation.	
3.3	Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues	
3.4	Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues	

Competency #4: Intern engages diversity and difference in practice.		
	Practice Behaviors:	Learning Tasks
4.1	Recognizes the extent a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	
4.2	Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	
4.3	Recognizes and communicates their understanding of the importance of difference in shaping life experiences	
4.4	Views him or herself as a learner and engages those with whom s/he works as informants.	
4.5	Treats all clients and colleagues with respect irrespective of diversity	

Competency #5: Intern advances human rights and social economic justice.		
	Practice Behaviors	Learning Tasks
5.1	Understands the forms and mechanisms of oppression and discrimination	
5.2	Advocates for human rights and social and economic justice.	
5.3	Engages in practices that advance social and economic justice.	

Competency #6: Intern engages in research-informed practice and practice-informed research.		
	Practice Behaviors	Learning Tasks
6.1	Uses practice experience to inform scientific inquiry	
6.2	Uses research evidence to inform practice	
6.3	Understands the importance of using research as an aid in understanding an agency's evaluation efforts (grants, needs assessments, client progress, etc)	

Competency #7: Intern applies knowledge of human behavior and the social environment.		
	Practice Behaviors	Learning Tasks
7.1	Utilizes conceptual frameworks to guide the processes of assessment, intervention and evaluation	
7.2	Critiques and applies knowledge to understand person and environment	
7.3	Demonstrates knowledge of life-stage development in the process of assessment, intervention and evaluation	

Competency #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.		
	Practice Behaviors	Learning Tasks
8.1	Analyzes, formulates, and advocates for policies that advance social well-being	
8.2	Collaborates with Colleagues and clients for effective policy action.	

Competency #9: Intern responds to contexts that shape practice.		
	Practice Behaviors	Learning Tasks
9.1	Discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	
9.2	Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	

Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.		
	Practice Behaviors	Learning Tasks
	Engagement	
10.1	Substantively and effectively prepares for action with individuals, families, groups, organizations, and communities	
10.2	Uses empathy, reflective listening, and other interpersonal skills	
10.3	Develops a collaborative and mutually agreed-on focus of work and desired outcomes	
10.4	Establishes rapport with clients s/he works with	
	Assessments	
10.5	Collects, organizes, and interprets client data	
10.6	Assesses client strengths and limitations	
10.7	Develops mutually agreed upon intervention goals with clients	
10.8	Selects appropriate intervention strategies.	
	Interventions	
10.9	Initiates actions to achieve organizational goals	
10.10	Implements preventions and/or interventions that enhance client capacities	
10.11	Helps clients resolve problems	
10.12	Negotiates, mediates, and advocates for clients services	
	Transitions and Terminations	
10.13	Facilitates transitions and endings	
	Evaluations	
10.14	Critically analyzes, monitors, and evaluates interventions	

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum Instructor signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Liaison signature

\_\_\_\_\_  
Date

*Revised 8/11: RZ*

QUARTERLY EVALUATION OF STUDENT IN FIELD PRACTICUM  
SEATTLE UNIVERSITY  
SOCIAL WORK PROGRAM  
(Revised 8/11)

Student Information	
Quarter _____	Year _____
Student _____	Phone _____
Agency/Program _____	
Practicum Instructor _____	Phone _____
Field Liaison _____	

Hours completed at practicum site this quarter: _____ (150 clock hours required - attach Field Practicum Log of Hours)	
_____	_____
Practicum Instructor's signature	Date
_____	_____
Student's signature	Date

Important: The student should keep a copy of the Quarterly Evaluation for their records before submission to Field Director

To be completed by the Field Liaison:		
Overall Objective average: _____	Recommended Grade: _____	Credit _____ Fail _____
_____	_____	_____
Field Liaison's Signature	Date	
The Field Director will determine the final grade.		



FINAL EVALUATION OF STUDENT IN FIELD PRACTICUM  
SEATTLE UNIVERSITY  
SOCIAL WORK PROGRAM  
(Revised 7/08)

Student Information

Quarters \_\_\_\_\_ Academic Year 20\_\_\_\_ - 20\_\_\_\_

Student \_\_\_\_\_ Phone \_\_\_\_\_

Agency/Program \_\_\_\_\_

Practicum Instructor \_\_\_\_\_ Phone \_\_\_\_\_

Task Supervisor \_\_\_\_\_

Field Liaison \_\_\_\_\_

Hours completed at practicum site this quarter: \_\_\_\_\_  
(150 clock hours required - attach Field Practicum Log of Hours)

Total hours completed at practicum site: \_\_\_\_\_  
(450 clock hours required)

\_\_\_\_\_  
Practicum Instructor's signature Date

\_\_\_\_\_  
Student's signature Date

Important: The student should keep a copy of this form.

To be completed by the Field Liaison:

Overall Objective average: \_\_\_\_\_ Recommended Grade: \_\_\_\_\_ Credit \_\_\_\_\_ Fail \_\_\_\_\_

\_\_\_\_\_  
Field Liaison's Signature Date

The Field Director will determine the final grade.

## INSTRUCTIONS AND CRITERIA FOR EVALUATION

## Introduction

The process of evaluating the student's performance is meant to be a continuous, dynamic, and collaborative throughout the quarter. The end of quarter evaluation provides an opportunity to thoughtfully analyze, denote, and summarize the student's progress at that given time. Areas of concerns should not be initially identified in this evaluation rather have been raised throughout the placement experience within supervision.

A student's field education as documented in their individualized Educational Plan and assessed in this evaluation is organized around the Field Practicum learning objectives and ultimately the overall program objectives. These learning objectives and corresponding activities to help the student reach the objective remain constant for the entire field education experience. It is recognized that student learning in the field is highly developmental. It is expected that the longer the student has contact and experience at the agency their knowledge and skills will evolve commensurably.

## General Instructions

Fall and Winter Quarterly Evaluations are formative in nature. Students are evaluated on their performance on specific benchmarks as well as an overall rating of the learning objective. The Spring Quarterly evaluation is the student's final assessment of their knowledge and skills for effective social work practice. Therefore it is meant to reflect a summative and cumulative evaluation of their performance in the field.

The student and Practicum Instructor meet to discuss the Practicum Instructor's evaluation, the student's self assessment, and areas of focus for the next quarter. Once the evaluation is complete, the number of hours in the field is recorded, the Log of Hours is attached (signed by the student and Practicum Instructor), and the evaluation is signed. The student and Practicum Instructor are to retain photocopies of the evaluation and the original should be turned into the Field Liaison.

## Criteria for Evaluation

Practicum Instructors rate student's performance in the activities to help students reach the objective and learning objectives according to the following criteria:

1	2	3	4	5	N/O
Unsatisfactory	Marginal	Satisfactory	Good	Excellent	No opportunity to observe

1 = Unsatisfactory\* Student's performance is far below expectations. Student does not demonstrate the knowledge and skills to complete learning activities. Student has not displayed sustained changes in performance despite corrective action requested within supervision.

2 = Marginal\* Student's performance is below expectations. Student marginally or inconsistently demonstrates the knowledge and skills to complete learning activities. Student performance requires a high degree of supervision and direction.

3 = Satisfactory Student's performance meets expectations for beginning generalist practice. Student demonstrates the knowledge and skills to complete learning activities. Student consistently utilizes supervision for enhanced practice.

4 = Good Student's performance consistently and strongly exceeds expectations. Student demonstrates strong knowledge and skills to complete learning activities. Student actively uses supervision to enhance practice and professional development.

5 = Excellent Student's performance far exceeds expectations. Student consistently demonstrates excellent knowledge and skills to complete learning activities. Student assertively uses supervision.

N/O = No opportunity to observe. At the time of the evaluation a student may not have had the opportunity to demonstrate the particular benchmark. It is expected that all benchmarks will be accomplished by the end of the 450 clock hours of field experience.

\*Practicum Instructors are required to write comments if a student receive a rating of marginal or unsatisfactory. The Field Liaison should be notified immediately.

Both student and practicum instructor should keep a copy of this evaluation.

Competency #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.			
	Practice Behaviors	Student 1-5/ NO	PI 1-5/ NO
1.1	Advocates for client access to the services of social work		
1.2	Practices personal reflection and self-correction to assure continual professional development		
1.3	Attends to professional roles and boundaries		
1.4	Demonstrates professional demeanor in behavior, appearance and communication		
1.5	Engages in career-long learning		
1.6	Uses supervision and consultation		

Student's self-assessment for competency 1:

Practicum Instructor's overall rating of student's performance for competency 1:

1	2	3	4	5	N/O
Unsatisfactory	Marginal	Satisfactory	Good	Excellent	No opportunity to observe

Comments for competency 1:

Competency #2: Intern applies social work ethical principles to guide his or her professional practice.			
	Practice Behaviors	Student 1-5/ NO	PI 1-5/NO
2.1	Recognizes and manages personal values in a way that allows professional values to guide practice		
2.2	Makes ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles		
2.3	Tolerates ambiguity in resolving ethical conflicts		
2.4	Applies strategies of ethical reasoning to arrive at principled decisions.		

Student's self-assessment for competency 2:

Practicum Instructor's overall rating of student's performance for competency 2:

1	2	3	4	5	N/O
Unsatisfactory	Marginal	Satisfactory	Good	Excellent	No opportunity to observe

Comments for competency 2:

Competency #3: Intern applies critical thinking to inform and communicate professional judgments.			
	Practice Behaviors	Student 1-5/ NO	PI 1-5/NO
3.1	Distinguishes appraises and integrates multiple sources of knowledge, Including research-based knowledge and practice wisdom.		
3.2	Analyzes models of assessment, prevention, intervention, and evaluation.		
3.3	Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues		
3.4	Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues		

Student's self-assessment for competency 3:

Practicum Instructor's overall rating of student's performance for competency 3:

1	2	3	4	5	N/O
Unsatisfactory	Marginal	Satisfactory	Good	Excellent	No opportunity to observe

Comments for competency 3:

Competency #4: Intern engages diversity and difference in practice.			
	Practice Behaviors	Student 1-5/ NO	PI 1-5/NO
4.1	Recognizes the extent a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power		
4.2	Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups		
4.3	Recognizes and communicates understanding of the importance of difference in shaping life experiences		
4.4	Views him or herself as learners and engages those with whom s/he works as informants		
4.5	Treats all clients and colleagues with respect irrespective of diversity		

Student's self-assessment for competency 4:

Practicum Instructor's overall rating of student's performance for competency 4:

1	2	3	4	5	N/O
Unsatisfactory	Marginal	Satisfactory	Good	Excellent	No opportunity to observe

Comments for competency 4:

Competency #5: Intern advances human rights and social economic justice.			
	Practice Behaviors	Student 1-5/ NO	PI 1-5/NO
5.1	Understands the forms and mechanisms of oppression and discrimination		
5.2	Advocates for human rights and social and economic justice.		
5.3	Engages in practices that advance social and economic justice.		

Student's self-assessment for competency 5:

Practicum Instructor's overall rating of student's performance for competency 5:

1	2	3	4	5	N/O
Unsatisfactory	Marginal	Satisfactory	Good	Excellent	No opportunity to observe

Comments for competency 5:

Competency #6: Intern engages in research-informed practice and practice-informed research.			
	Practice Behaviors	Student 1-5/ NO	PI 1-5/NO
6.1	Uses practice experience to inform scientific inquiry		
6.2	Uses research evidence to inform practice		
6.3	Understands the importance of using research as an aid in understanding an agency's evaluation efforts (grants, needs assessments, client progress, etc)		

Student's self-assessment for competency 6:

Practicum Instructor's overall rating of student's performance for competency 6:

1	2	3	4	5	N/O
Unsatisfactory	Marginal	Satisfactory	Good	Excellent	No opportunity to observe

Comments for competency 6:

Competency #7: Intern applies knowledge of human behavior and the social environment.			
	Practice Behaviors	Student 1-5/ NO	PI 1-5/NO
7.1	Utilizes conceptual frameworks to guide the processes of assessment, intervention and evaluation		
7.2	Critiques and applies knowledge to understand person and environment		
7.3	Demonstrates knowledge of life-stage development in the process of assessment, intervention and evaluation		

Student's self-assessment for competency 7:

Practicum Instructor's overall rating of student's performance for competency 7:

1	2	3	4	5	N/O
Unsatisfactory	Marginal	Satisfactory	Good	Excellent	No opportunity to observe

Comments for competency 7:

Competency #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.			
	Practice Behaviors	Student 1-5/ NO	PI 1-5/NO
8.1	Analyzes, formulates and advocates for policies that advance social well-being.		
8.2	Collaborates with colleagues and clients for effective policy action.		

Student's self-assessment for competency 8:

Practicum Instructor's overall rating of student's performance for competency 8:

1	2	3	4	5	N/O
Unsatisfactory	Marginal	Satisfactory	Good	Excellent	No opportunity to observe

Comments for competency 8:

Competency #9: Intern responds to contexts that shape practice.			
	Practice Behaviors	Student 1-5/ NO	PI 1-5/NO
9.1	Discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services		
9.2	Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.		

Student's self-assessment for competency 9:

Practicum Instructor's overall rating of student's performance for competency 9:

1	2	3	4	5	N/O
Unsatisfactory	Marginal	Satisfactory	Good	Excellent	No opportunity to observe

Comments for competency 9:

Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities			
	Practice Behaviors	Student 1-5/ NO	PI 1-5/ NO
	Engagement		
10.1	Substantively and effectively prepares for action with individuals, families, groups, organizations, and communities		
10.2	Uses empathy, reflective listening, and other interpersonal skills		
10.3	Develops a collaborative and mutually agreed-on focus of work and desired outcomes		
10.4	Establishes rapport with clients s/he works with		
	Assessment		
10.5	Collects, organizes, and interprets client data		
10.6	Assesses client strengths and limitations		
10.7	Develops mutually agreed upon intervention goals with clients		
10.8	Selects appropriate intervention strategies.		
	Interventions		
10.9	Initiates actions to achieve organizational goals		
10.10	Implements preventions and/or interventions that enhance client capacities		
10.11	Helps clients resolve problems		
10.12	Negotiates, mediates, and advocates for clients services		
	Transitions and Terminations		
10.13	Facilitates transitions and endings		
	Evaluations		
10.14	Critically analyzes, monitors, and evaluates interventions		

Student's self-assessment for competency 10:

Practicum Instructor's overall rating of student's performance for competency 10:

1	2	3	4	5	N/O
Unsatisfactory	Marginal	Satisfactory	Good	Excellent	No opportunity to observe

Comments for competency 10:

Practicum Instructor's overall rating of student's performance for competency 10:

1	2	3	4	5	N/O
---	---	---	---	---	-----

Students Overall Comments (briefly describe assignments and learning experiences --include strengths and areas you would like improvement)

PI Overall Comments (include strengths and areas for improvement)

Students Goals and educational plan for Next Quarter

PI Goals and educational plan for Next Quarter

My supervisor and I have reviewed this evaluation together and I  
 Agree with this evaluation

Disagree with this evaluation

If the intern disagrees with this evaluation, s/he should present a written statement describing the disagreement to the practicum instructor, the field liaison and the field director. A meeting to discuss this disagreement will be scheduled with all parties in attendance.

---

Intern signature and date

---

Practicum Instructor Signature and date

Revised August 2011: RZ  
 Adapted from Charles Zastrow





FIELD PRACTICUM INCIDENT REPORT  
SEATTLE UNIVERSITY  
SOCIAL WORK PROGRAM

The Student and the Practicum Instructor will complete the incident report as soon as reasonably possible following an event that causes harm to the student. The form must be submitted to the student's Field Liaison and Practicum Director for review and any follow up action, as appropriate or required.

Name of student: \_\_\_\_\_ ID# \_\_\_\_\_

Date of incident: \_\_\_\_\_ Time of incident: \_\_\_\_\_

Practicum Instructor's name: \_\_\_\_\_

Agency staff involved or present: \_\_\_\_\_

Other Agency staff having knowledge of the circumstances: \_\_\_\_\_

Place of occurrence of incident: \_\_\_\_\_

Student's description of incident: (Please be as detailed as possible):

Was medical care sought? If so where and describe injury. Have you been released by the attending physician?

Were you able to debrief incident with your Practicum Instructor and Field Liaison?

To be completed by Practicum Instructor

What recommendations, if any, do you have to enhance student safety?

To be completed by Field Liaison and/or Field Director

Summary of follow up examination of the incident with any recommendations for safety education, training or change in policy.

---

Student signature

date

---

Practicum Instructor's signature

date

---

Field Liaison signature

date

---

Field Director signature

date

APPENDIX 3: PRACTICUM EVALUATION

(forms are available on, and must be completed on, Alcea unless otherwise indicated)

Student Evaluation of Field Practicum Setting and Practicum Instructor

Field Liaison Evaluation of Field Practicum Setting and Practicum Instructor

Practicum Instructor and Student Evaluation of Field Liaison

Practicum Instructor Evaluation of Field Program

Date of placement

\_\_\_\_\_ to \_\_\_\_\_  
Quarter/Yr     Quarter/

STUDENT EVALUATION OF THE  
 FIELD PRACTICUM SETTING AND PRACTICUM INSTRUCTOR  
 SEATTLE UNIVERSITY  
 SOCIAL WORK PROGRAM

Student  
 Agency/Program  
 Practicum Instructor  
 Field Liaison

Student Signature: ([Student Name]):

Instructions

All social work students are asked to evaluate their Field Practicum experience, including the agencies' ability to provide a quality learning experience for students and the Practicum Instructor's ability to supervise. Please return this evaluation to the Field Director.

Rating will be on a Likert scale of 1-5:

1	2	3	4	5
Strongly disagree	Disagree somewhat	Agree Somewhat	Agree	Strongly agree

Field Practicum Setting

1. The agency was open and welcoming to me as a student.	
2. I had the opportunity to develop generalist practice skills with systems of various sizes.	
I had experience with (please check):	
Individuals Organizations (administration, evaluation, program planning)	
Families Public Policy	
Groups	
Communities (outreach, organizing, advocacy)	
3. The experience I had at the agency provided me with experience with diverse client populations.	
I had experience with (please check):	
People of varying ethnicities, culture, and race	
Gay men and lesbians	
People with disabilities	
Other oppressed or disadvantaged populations:	

4. I had adequate space to complete my Field Practicum work.	
Check if you had a:            office    phone    desk	
5. Overall, the agency demonstrated a commitment to the student as learners and provided the necessary support and instruction.	
6. Overall, I would recommend this agency as a Field Practicum site.	

Summary Comments about the Field Practicum site:

Practicum Instructor

1. I received an orientation to the agency that was helpful to my overall understanding of the agency mission and services provided.	
2. I received information about the agencies policies and procedures regarding personal safety and risk management with clients.	
3. I met regularly for 1 hour per week for supervision with my Practicum Instructor.	
4. I had the opportunity to discuss social work values and ethics during the course of my field experience within supervision.	
5. I had the opportunity to discuss the dynamics and consequences of inequality, oppression, and injustice with regards to client systems and role of advocacy.	
6. The Practicum Instructor facilitated my opportunity to develop critical thinking skills in the assessing, selection and evaluating interventions.	
7. The Practicum Instructor had sound knowledge about his/her areas of social work practice.	
8. The Practicum Instructor was clear and well organized in their assigning of my responsibilities and supervision.	
9. The Practicum Instructor was readily available and accessible.	
10. The Practicum Instructor was an effective teacher.	
11. The Practicum Instructor clearly communicated their expectations and regularly gave constructive feedback.	
12. Overall, I would recommend this Practicum Instructor.	

Summary comments regarding Practicum Instructor:

FIELD LIAISON EVALUATION OF THE FIELD PRACTICUM  
SEATTLE UNIVERSITY  
SOCIAL WORK PROGRAM

Quarter/Year

Field Liaison:

Agency

Practicum Instructor Phone

Field Liaison Signature: ([Field Liaison Name]):

Social Work Field Liaisons or the Field Director are asked to evaluate their students' Field Practicum experience, including the Agencies' ability to provide a quality learning experience for students and the Practicum Instructor's ability to supervise. Only the Social Work faculty, to ensure field placements in capable agencies with quality supervisors, will review evaluations. Please return this evaluation to the Field Director. The Likert Rating of 1-5 will be used:

1	2	3	4	5
Strongly disagree	Disagree somewhat	Agree Somewhat	Agree	Strongly agree

Field Practicum Setting

1. The Practicum agency was open and welcoming to the student.	
2. The agency provided the student with the opportunity to develop generalist practice skills with systems of various sizes.	
The student had experience with (please check): <input type="checkbox"/> Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups  <input type="checkbox"/> Communities (Outreach, organizing, Advocacy)  <input type="checkbox"/> Organizations (administration, evaluation, program planning)  <input type="checkbox"/> Public Policy	
3. The agency provided the student with experience with diverse client populations.	
The student had experience with (please check):  <input type="checkbox"/> People of varying ethnicities, culture, and race <input type="checkbox"/> Gay men and lesbians  <input type="checkbox"/> People with disabilities <input type="checkbox"/> People with socioeconomic hardships  <input type="checkbox"/> Other oppressed or disadvantaged populations:	

4. The student had adequate space to complete their Field Practicum work.	
Check if the student had a: office    phone    desk	
5. Overall, the agency demonstrated a commitment to the student as learners and provided the necessary support and instruction.	
6. Overall, I would recommend this agency as a Field Practicum site.	

Summary Comments about the Field Practicum site:

#### Practicum Instructor

1. The student received an orientation to the agency that was helpful to their overall understanding of the agency mission and services provided.	
2. The student received information about the agencies policies and procedures regarding personal safety and risk management with clients.	
3. The student met regularly for 1 hour per week for supervision with their Practicum Instructor.	
4. The student had the opportunity to discuss social work values and ethics during the course of my field experience within supervision.	
5. The student had the opportunity to discuss the dynamics and consequences of inequality, oppression, and injustice with regards to client systems and role of advocacy.	
6. The Practicum Instructor facilitated the student's opportunity to develop critical thinking skills in the assessing, selection and evaluating interventions.	
7. The Practicum Instructor had sound knowledge about his/her areas of social work practice.	
8. The Practicum Instructor was clear and well organized in their assigning of the student responsibilities and supervision.	
9. The Practicum Instructor was readily available and accessible to the student.	
10. The Practicum Instructor was an effective teacher to the student.	
11. The Practicum Instructor clearly communicated their expectations and regularly gave constructive feedback to the student.	
12. Overall, I would recommend this Practicum Instructor.	

Summary comments regarding Practicum Instructor:

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.



Date of Placement  
 \_\_\_\_\_to\_\_\_\_\_  
 Quarter/ Year

PRACTICUM INSTRUCTOR and STUDENT EVALUATION OF THE FIELD LIAISON  
 SEATTLE UNIVERSITY  
 SOCIAL WORK PROGRAM

Practicum Instructor: \_\_\_\_\_

Agency: \_\_\_\_\_

Field Liaison: \_\_\_\_\_

1. My Field Liaison came to my agency in the fall and spring quarters: Yes\_\_\_ No\_\_\_

If no, which quarter did the Field Liaison visit in. \_\_\_\_\_

Comments:

2. My Field Liaison made phone or email contact during winter quarter: Yes\_\_\_ No\_\_\_

Comments:

3. Answer the following questions using the following Likert scale of 1-5:

1	2	3	4	5
Strongly disagree	Disagree somewhat	Agree Somewhat	Agree	Strongly agree

My Field Liaison:

Was accessible when/ if consultation or assistance was requested (if applicable)	1	2	3	4	5	N/A
Was knowledgeable about the student field evaluation process	1	2	3	4	5	
Was fair in his/ her intervention and mediation when there were issues between my student and myself (if applicable)	1	2	3	4	5	N/A

A copy of this evaluation may be released to the Field Liaison.

Practicum Instructor's signature \_\_\_\_\_ Date \_\_\_\_\_

Revised 6/10: RZ

Placement Quarters  
 \_\_\_\_\_to\_\_\_\_\_  
 Year to Year

PRACTICUM INSTRUCTOR EVALUATION OF THE  
SOCIAL WORK FIELD PROGRAM

Agency: \_\_\_\_\_

1. The Field Program provided services as stated in Field Manual: Yes\_\_\_ No\_\_\_

If no, what did we miss? \_\_\_\_\_

Comments:

3. The Field Program was responsive to all questions or concerns through either the Field Director or the Field Liaison: Yes\_\_\_ No\_\_\_

Comments:

3. The PI was able to take advantage of the offered trainings: Yes\_\_\_ No: \_\_\_

If No, please explain:

4. Answer the following questions using the following Likert scale of 1-5:

1                      2                      3                      4                      5  
strongly disagree   disagree somewhat   agree somewhat   agree                      strongly agree

The Seattle University Social Work Field Program via the Field Director or field liaison:

Provided consultation, <u>when requested</u> , to aid the PI in the development of appropriate learning and learning experiences for students	1	2	3	4	5	N/A
Provided copies of the field manual, relevant instructional material and important educational dates	1	2	3	4	5	
Provided opportunities and information about ongoing trainings	1	2	3	4	5	
Provided information about the student, as requested by the agency, to help with the success of the placement	1	2	3	4	5	
Provided ongoing communication about Program or University events that might provide social work interest	1	2	3	4	5	

Comments:

Practicum Instructor's signature \_\_\_\_\_ Date \_\_\_\_\_

Revised 6/10: RZ

## APPENDIX 4

### National Association of Social Work (NASW) Code of Ethics

Approved by the 1996 NASW Delegate Assembly and Revised by the 2008 NASW Delegate Assembly

N.A.S.W. Code of Ethics

Students are expected to abide by the standards set for professional social workers. The National Association of Social Workers (N.A.S.W.) has established and disseminated a Code of Ethics governing all aspects of the profession. This code is fully applicable to students and to the Field Practicum. Failure to follow it or to practice in an ethical matter may result in disciplinary action by the Program, including possible dismissal from the program or non-awarding of the degree, and may further result in adverse action by the Washington State Department of Health, Division of Professional Licensing which oversees the counseling and social work fields. Therefore it is critical that students read and become familiar with the Code of Ethics and that they seek further information from their faculty advisor, the Program Director, or instructors if they are not certain as to how to interpret or practice within the bounds of this Code.

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly.

#### Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

#### Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.\* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant

literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

#### Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

##### 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 wellbeing 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.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

## 1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

### 1.01 Commitment to Clients

Social workers' primary responsibility is to promote the wellbeing 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 audio taping 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 wellbeing 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 wellbeing 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 wellbeing.

### 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' wellbeing, 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.

## APPENDIX 5

Educational Policy from the Council on Social Work Education's Educational Policy and Accreditation Standards (2002 and EPAs revised by CSWE March 27, 2010)

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### 1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

### 2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- \* Mission, goals, and objectives
- \* Curriculum
- \* Governance, structure, and resources
- \* Faculty
- \* Student professional development
- \* Nondiscrimination and human diversity
- \* Program renewal
- \* Program assessment and continuous improvement

### 3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

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## 1. Purposes

### 1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- \* To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- \* To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- \* To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- \* To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- \* To develop and use research, knowledge, and skills that advance social work practice.
- \* To develop and apply practice in the context of diverse cultures.

### 1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

### 1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- \* Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- \* Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- \* Developing knowledge.
- \* Developing and applying instructional and practice-relevant technology.
- \* Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- \* Promoting continual professional development of students, faculty, and practitioners.
- \* Promoting interprofessional and interdisciplinary collaboration.
- \* Preparing social workers to engage in prevention activities that promote well-being.
- \* Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- \* Preparing social workers to evaluate the processes and effectiveness of practice.

- \* Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- \* Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- \* Preparing social workers to recognize the global context of social work practice.
- \* Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

## 2. Structure of Social Work Education

### 2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

### 2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

## 3. Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

### 3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.<sup>1</sup>  
M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

[1 Note: Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.]

### 3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

### 3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

## 4. Foundation Curriculum Content

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

### 4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

### 4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

### 4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

### 4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

### 4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form

the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

#### 4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

#### 4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

#### 4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

### 5. Advanced Curriculum Content

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.































