Welcome to Students and Practicum Instructors

Welcome to the Seattle University’s Social Work Department, BSW Field Education Program.

The Field Practicum is the signature pedagogy and experiential component of social work education where what is learned in the academic classroom is integrated with hands-on client work in community-based agencies. This integration of knowledge, values, skills, and cognitive and affective processes, is experienced as the student engages, assesses, and intervenes with individual, families, groups, community and organizations.

Our BSW program partners with social and human service agencies in the greater King, Snohomish and Pierce County areas to offer a variety of opportunities in placement settings and client populations. These agencies and their Practicum Instructors are trained and supported to provide supervision and learning opportunities that will enable students to develop, demonstrate, and master our program objectives and CSWE’s 2015 Educational Policies and Accreditation Standards (EPAS). We are highly indebted to the practicum agencies and professionals who commit to mentor and train our students to become professional social workers.

This manual will guide students and Practicum Instructors through the practicum process with the information, policies, and forms needed throughout this year. As the Field Director, I am very interested in speaking with you about thoughts, questions or concerns you may have.

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Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. In addition, the University does not discriminate on the basis of genetic information in its employment related policies and practices, including coverage under its health benefits program.
# BSW Program: 3-Quarter Practicum Program Calendar 2019-2020

<table>
<thead>
<tr>
<th>EVENT</th>
<th>Fall 2019</th>
<th>Winter 2020</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day at Practicum each quarter: First Monday of each quarter</td>
<td>September 30, 2019</td>
<td>January 6, 2020</td>
<td>March 30, 2020</td>
</tr>
<tr>
<td>Last Scheduled Day at Practicum for quarter: However, these dates may vary as students arrange the last day with PIs based on student client load.</td>
<td>December 4, 2019</td>
<td>March 16, 2020</td>
<td>June 8, 2020</td>
</tr>
<tr>
<td>Last day to make up missed practicum hours</td>
<td>December 13, 2019</td>
<td>March 20, 2020</td>
<td>June 12, 2020</td>
</tr>
<tr>
<td>Education Plan due on Alcea (IPR): completed and signed by student and PI</td>
<td>October 16, 2019</td>
<td>All revisions are due third week of each quarter</td>
<td></td>
</tr>
<tr>
<td>Quarterly Evaluations and Hourly Logs due on Alcea (IPT) by 6:00 p.m. Must be signed by PI and student. All hours must be accounted for.</td>
<td>December 4, 2019</td>
<td>March 16, 2020</td>
<td>June 8, 2020</td>
</tr>
<tr>
<td>Final Examination week: Can make-up missed practicum hours this week</td>
<td>December 9-14, 2019</td>
<td>March 17-21, 2020</td>
<td>June 9-13, 2020</td>
</tr>
<tr>
<td>University Holidays (for general information)</td>
<td>Thanksgiving November 27-3 Dec 1, 2019</td>
<td>Winter Break December 15, 2019 – Jan 5, 2020</td>
<td>Spring break March 22-29, 2020</td>
</tr>
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BSW students are required to complete 150 hours, at practicum, each Quarter for an academic year total of 450 hours. These are to be completed during agency work hours with a designated supervisor present. The hours are to be arranged between the Practicum Instructor and student. All 150 hours should be completed by the last practicum day of the quarter.

The University is closed during Thanksgiving, Winter, Easter, and Spring breaks. Students are discouraged from being at their practicum during these SU holidays. Hours must be made up if they are missed due to an illness, religious observance, or practicum days when an agency is closed. Make-up times are to be agreed upon by Practicum Instructor and student.
I. INTRODUCTION

Overview of Manual

Welcome to the practicum component of the Seattle University BSW program. This Field Practicum Manual provides students and Practicum Instructors with specific information and policies pertaining to the Field Education Program.

This Practicum Manual is divided into sections. It is important to note that the terms “field” and “practicum” are synonymous and interchangeable in this manual. Contact information for Field Education faculty and staff is found at the beginning of the manual. The field calendar lists the important dates that students and practicum instructors need to be aware of. Next is an overview of the practicum program describing how the practicum is integrated with the BSW curricular program including the practicum program’s specific objectives, roles of Field Practicum faculty and practicum, and Field Policies. While each form and evaluation needed by students and PIs is to be found, completed and saved on Alcea (our web-based data program), the appendices include a hard copy of each form. Finally, the student’s responsibility to act in a professional, ethical and appropriate manner cannot be overstated. Links are provided for the NASW Code of Ethics 2018, Seattle University Professional Conduct Policy and Appeal Procedures 2011-2, and CSWE EPAS 2015.

BSW Program Goals

The Social Work Program’s goals and core competencies are derived from its mission and informed by CSWE’s Educational Policy and Accreditation Standards (EPAS) 2015. They specify the intentions of the Program to prepare baccalaureate (BSW) students with social work knowledge values, skills, and cognitive and affective processes, to work as competent and social justice-focused clinical practitioners in community-based settings. The BSW Program goals for students are as follows:

1. For competent and effective entry-level generalist-social work practice with varying client systems (i.e. individuals, families, groups, organizations and communities).

2. To practice competency with diverse populations

3. To effectively promote and advocate for economic and social justice and human rights

4. To apply the values, ethics and standards of the social work profession into generalist practice

5. For service and leadership to improve human and community well-being in evolving contexts.

Seattle University Bachelor of Social Work Program mission is to prepare undergraduate students to become competent and effective entry-level, generalist social work professionals who value and respect diversity, anchor economic and social justice and human rights as central to their practice and seek to use their knowledge based on scientific inquiry and skills to improve human and community well-being.

(SU-BSW Program: adopted 9/2014)
C. BSW Program’s Conception of Generalist Practice (for a complete statement please see the BSW Program Handbook)

“The Seattle University Bachelor of Social Work Program's conception of generalist practice involves the use of social work knowledge, professional values, and an array of skills that can be adapted to work with diverse client 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 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.

Central to competent generalist practice are the Social Work profession’s values as articulated by the National Association of Social Workers Code of Ethics. These values include 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. The Jesuit Catholic tradition at Seattle University, and its articulation of undergraduate education, has social justice 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.”

BSW Field Education Program: Practicum

Practicum is the signature pedagogy of social work education and constitutes the major integrative experience of knowledge and practice for students. The BSW Field Education Program is structured, supervised, and supported to deliver an educational opportunity consistent with the BSW Program’s
mission and goals. To accomplish a robust practicum experience and develop into knowledgeable and skilled clinical social work practitioners, our students must be able to integrate all aspects of interrelated areas of learning. They are expected to use their knowledge of theories, develop and master practice skills, reflect on their own values, acknowledge and work with ambiguity, use strategies to resolve conflicts, and work with personal and professional integrity. Within supervision, students will reflect on their affective and cognitive processes and will develop into independent practitioners. Students will apply the ecological understanding and practice skills they have gained from coursework to guide engagement, assessment, advocacy, intervention, evaluation, and termination to strengthen client capacities and work toward social and economic justice. They are expected to increase awareness of issues of diversity that informs the development of culturally relevant and respectful interventions in a range of social identities, human behaviors, life stages, and family systems.

E. Competencies and Observable Practice Behaviors

Upon completion of the BSW Program coursework and practicum components, students should be able to demonstrate mastery of the nine competencies identified in the CSWE EPAS (2015). Each competency consists of observable practice behaviors that represent components of the competency. These competencies are also the basis for students’ Field Education Plan and Quarterly Practicum Performance Assessments.

1. Demonstrate Ethical and Professional Behavior

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

- Make ethical decisions by applying the standards of the NASW Code of Ethics 2008, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

2. Engage Diversity and Difference in Practice

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

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

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

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

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

4. **Engage in research-informed practice and practice-informed research**

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

- Use practice experience to inform scientific inquiry and research
- engage in critical analysis of quantitative and qualitative research methods and findings
- Use and translate research evidence to inform and improve practice, policy and service delivery

5. **Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and
global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

- assess how social welfare and economic policies impact the delivery of and access to social services;
- Critically analyze and promote policies that advance human rights and social, economic and environmental justice.

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

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

- apply knowledge of human behavior and the social environment, and practice context to engage with clients and constituencies;
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

- collect and organize data, and critical thinking and interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

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

- select and use appropriate methods for evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro and macro levels

II. Admission to the Field Education Program

A. Eligibility for Admission to the Field Practicum

Only students accepted as a Candidate for the BSW degree are eligible for a practicum placement. Students must be accepted at a practicum site to continue in the BSW program. The placement referral process begins in Winter Quarter of students’ junior year, shortly after admittance to BSW candidacy is granted. In addition to acceptance as a BSW candidate, Students must meet the following eligibility criteria prior to being admitted to the field:

- Complete required coursework in human behavior and the social environment content areas. (SOCW 3010 Human Behavior in the Social Work Environment and SOCW 3020 Human Development and Social Work) and first practice class, Social Work with Individuals and Families (SOCW 3110).
- Students are strongly encouraged to complete general university and college requirements, UCOR and these mandatory social work courses prior to entering the field, due to the scheduling of our sequenced courses.
• Introduction to Social Work (SOCW 1510)
• Social Justice in Social Work Practice (SOCW 2010)
• Cumulative G.P.A. in social work classes of 2.0
• Be able to concurrently enroll in the second and third practice courses (SOCW 4110 Social Work with Groups-Fall Quarter and SOCW 4120, Social Work with Organizations and Communities, Winter Quarter) in the senior year.
• Attend “Introduction to the Practicum” sequence in the winter quarter of their junior year, complete and submit the “Application for the Field”, a current resume and complete an interview with the Field Director. Completion of the student’s page on Alcea, the web-based data program is also mandatory and is where the practicum application, available sites and all practicum forms are found.
• Be able to be accepted as an intern in a field practicum agency.
• Approval of 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:

• Ability to identify own feelings, attitudes, and biases with respect to how they influence behavior
• Recognize the skills possessed and demonstrate an awareness of the limits of own professional competence
• Ability to work cooperatively and effectively with colleagues and other professionals in the community
• Ability to make appropriate use of supervision, supervisory feedback and other agency administrative structures
• Ability to present ideas and information in written and verbal form clearly, succinctly, and with grammatical correctness
• Have sufficient beginning understanding of individual behavior and family dynamics to begin practice interventions, with supervision.
• Demonstrate a special awareness, sensitivity and commitment to people who are the most vulnerable and discriminated against.
• Ability to continually evaluate one’s own professional growth and development through assessment of practice behaviors and skills
• Have the personal characteristics and behavioral traits regarded as necessary for professional Social Work practice, this includes responsible and accountable behavior and demeanor.
• 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.
• Be free from significant deficits in memory, attention, impulse control, or judgment that will interfere with service to clients.
• 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 and has choices, including, to wait another year or to change majors. This is a very serious decision made only under conditions in which respect is given to due
process and student rights. Seattle University’s Professional Conduct Policy
https://www.seattleu.edu/media/dean-of-students/files/policies/Code-18_19b

B. Agency and Practicum Instructor Criteria

All placement sites have been developed to meet the specific standards of the Seattle University
Department of Social Work in accordance with the CSWE EPAS (2015). The quality of the practice
experience, breadth of exposure to learning activities that ensure a well-rounded generalist and/or
specialized (clinical social work) practice training, and supervision that reflects social work values and
perspectives are the basis for placement, site selection, and screening of supervisors.

C. Conflict of Interest

Social Work students are not permitted to obtain a practicum placement at an agency or with a
Practicum Instructor with whom they or a family member are a current or former client. If a student is
placed at an agency where their family member is employed the student must be placed at a different
unit. Student must have no prior personal or familial relationship with the Practicum Instructor. It is
incumbent upon the student to inform the Field Director of the conflict or the potential of a conflict
prior to a placement being made. In rare situations, with approval and by the Field Director and
agreement by the agency, a student may enroll in a practicum at a site where they are currently
employed. To apply for this exception, students must follow the procedure outlined in this manual for an
“Employment-Based Practicum.”

D. Placement Process for BSW-Senior Generalist Practice Year

Only students who have been accepted as candidates for a Seattle University Baccalaureate Social Work
Degree (BSW) will be able to apply for a placement. Students will not find their own placements
agencies. All placement sites and experiences have been developed to meet specific standards set forth
by the Social Work Department 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 process for placement is as follows:

1. In February students will attend the three (3) part Introduction to the Field. This process is
designed to introduce the specifics of the Practicum along with the placement process. These
sessions include introduction to Alcea, the web-based data program, presentations from
Practicum Instructors about their placements and from 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 three (3) agencies and populations of interest on the
application. The names and descriptions of the available agencies and contact information can
be found on 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.

3. Students will not indicate a practicum choice in an agency where prior relationships exist
including where student are former or current clients, are employees of the agency, or have
relatives or previously established close relationships with staff.

Seattle University Department of Social Work
4. 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 BSW Social Work Program’s goals.

5. It is the student’s responsibility to discuss 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 hinder being referred to an agency but may impact which agency it could be. Students will also understand and agree that the Field Director can share this information with the perspective Practicum Instructor.

6. The Field Director will refer students to an agency that best matches their learning needs. The Field Director via Seattle University email will notify students and the prospective agency representative, of their match, usually in early April. Every effort will be made to match students within their top three preferences, however due to agency constraints (i.e. agencies ability to take a limited number of interns, agency budget fluctuations, supervisory staff turnover, special conditions, etc.) this may not always be possible.

7. Students will arrange an interview with the matched agency as assigned by the Field Director. Some agencies may require a separate application, criminal history check, medical health information, and acquisition of registration or fingerprinting. The student must comply with these agency requests. Seattle University will not help with any fees incurred from these requests.

8. Students must complete a minimum of three (3) hours shadowing the practicum instructor or a person of the practicum instructor’s choosing in the agency prior to acceptance of the match. This is meant to help further discern the appropriateness of the match between the student and the agency.

9. Within a month of notification of the match, students and the agency contact (practicum instructor) will provide email 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 or the agency contact.

10. Students must be able to secure a placement for their practicum experience. Students for whom a placement is not able to be secured, after a maximum of three (3) repeated efforts, will be referred to the BSW Program Director for a review of the circumstances.

11. Students will comply with all the requirements of the agency prior to beginning practicum, such as completing agency orientations, additional criminal history checks, additional interviews, attending approved HIV courses, providing proof of immunizations, urinalysis for drug checks etc.

12. In the fall quarter of the student’s senior year, students will attend a practicum orientation session on the day of their first practicum day (usually the first day of fall quarter) on the university campus.
III. DEVELOPMENT OF PROFESSIONAL COMPETENCE

The Field Practicum content area uses several components and activities to ensure the students’ evolving development of professional competence.

A. Field Education Plan

The Field Education Plan is built on a self-assessment where students are asked to identify their strengths, interests, and areas of needed skill development based on their learning styles integrated with the BSW Program objectives and CSWE competencies. This plan forecasts to the student how the observable practice behaviors will be demonstrated through agency and client-based learning activities. The Field Education Plan is developed collaboratively by the student and the Practicum Instructor. It integrates the CSWE EPAS 2015 competencies with observable agency and client-based learning activities identified by the student and Practicum Instructor.

B. Student Assessments

At the end of each quarter 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. At the same time, Practicum Instructors assess the students’ progress in demonstrating the observable practice behaviors that are linked to the CSWE competencies. In Fall and Winter Quarters assessments are formative, whereas the Spring Quarter Assessment is summative.

C. Trainings

Students are strongly encouraged to take advantage of trainings, consultations, and program meetings offered by their agencies, as well as attending national and local conferences. The Social Work Department will offer seminars and meetings on a broad range of social work subjects that are available for both Practicum Instructors and students. In addition, professional journals, books, and newspapers are available to the student through the Seattle University Lemieux Library. Students are urged to discuss the role and professional identity of social workers at their respective agencies. Professional organization affiliations further help to enhance competency, and students are encouraged to join organizations such as NASW.

D. Affiliations

Students are encouraged to affiliated with professional social work associations. Professional affiliations further enhance competence, professional identity and professional development. 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.

IV. FIELD EDUCATION CURRICULUM

A. Components of the Field Education Program

The Field Education Program is composed of two interrelated components. The first component is practicum at a social work agency. As the signature pedagogy of social work, practicum provides students with experiential learning opportunities to apply curricular knowledge and to enhance and practice social work skills. The second component is the field seminar in the BSW Generalist Practice Year. This seminar meets for 10 hours per quarter and provides a venue for discussions that continue
BSW Field Practicum Manual

the learning and integrating of professional knowledge, skills, values, and cognitive and affective processes with the observable practice behaviors learned at the agency site.

B. Nature and Level of Practicum

Practicum agencies provide BSW students with opportunities for observable practice experience in accordance with the Seattle University BSW Program’s educational goals. In their practicums, students can expect to be provided with a variety of assignments with multi-level practice, in which they have direct in-person service contact with individuals, families, groups, and for the generalist level students, also with organizations and communities.

To ensure a range of experiences, the Field Director or the Field Liaison will assist the Practicum Instructor in exploring possible learning opportunities. It is understood that learning is developmental and that learning activities in the BSW Generalist Practice Year will be primarily foundational and general.

BSW Generalist practice students receive a minimum of 1 hour of supervision weekly with their Practicum Instructor. If students work with a task supervisor, supervision should be collaborative between the student, Practicum Instructor, and task supervisor. However, meetings with the task supervisor do not constitute the minimum 1-hr supervision time. Students must also have time for administrative responsibilities such as recording, communication, preparing for conferences, and report writing, as well as staff meetings, impromptu consultation with the Practicum Instructor or other agency staff, and other types of learning experiences approved by the Practicum Instructor.

C. Practicum Schedule and Hours

BSW Generalist Practice Year students will complete 450 hours of practicum at 15 hours per week: 150 hours in all three academic quarters: Fall, Winter, and Spring. Students’ specific schedule will be decided with their Practicum Instructors.

Attendance at the practicum is discouraged during Seattle University’s Thanksgiving, winter and spring breaks.

Designated practicum days are Mondays and Wednesdays. 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 and Wednesday or to work flexible hours. Students must, in consultation with their practicum instructor, accommodate the agency requirements.

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.pdf

D. Courses

1. Practicum- 4510, 4520, 4530

The practicum is the signature pedagogy of social work education and is a 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 goals that attracted them to study social work. It is here that students will demonstrate and master the practice behaviors and competencies to meet the Program’s goals. 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 take their second practice course- SOCW 4110, Practice with Groups. The third practice course, SOCW 4120, Practice with Organizations and Communities, will be taken concurrently winter quarter.

Students will enroll in 3 credits of 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 any reason on a practicum day, the student and the Practicum Instructor will reschedule the student’s hours so the 150 quarterly contact hours can be met.

The commitment to 450 hours of 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. Employers and MSW graduate admissions committees will look at a successful experience practicum as a significant indicator of “fit” and appropriateness for the social work profession. In extremely few and limited cases work-study funds are available to students in practicum. These opportunities should be discussed with the faculty advisor, university financial advisor and practicum instructor.

Practicum Instructors and students will receive a copy of the syllabus for SOCW 4510, 4520, 4530 at the beginning of each quarter.

2. Integrated Seminar--SOCW 4610, 4620, 4630

The purpose of the Practicum Seminar is to provide a space where the student, with the consultative aid of other students, can integrate and apply foundation course knowledge with professional practice skills to generalist social work practice using issues that arise from their practice experience in relevant human service settings. Therefore, the design and sequencing of content strives to keep in mind the whole student and their process of educational growth. As students’ field education and practice skills are developmental, the learning activities provided at the agency and the 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. 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. 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.

A detailed syllabus that includes the seminar meeting schedule, assignment descriptions, and due dates for practicum evaluations will be given out at the beginning of each quarter. Practicum Instructors, students and Field Liaisons will receive a copy of the Field Seminar Course Syllabus.
E. Linkage between 2015 EPAS, Field Practicum Competencies, Practice Behaviors, and Assessment Measures

Students are expected to demonstrate practice competencies and achievement of learning objectives and goals of the Program. Based on the CSWE EPAS (2015) and the BSW Program mission and goals, the field learning objectives are designed to help students meet the practice competencies as defined by the CSWE EPAS (2015). The assessment measures for the competencies and practice behaviors as measured by the Practicum Instructor in the Quarterly Assessments that are submitted by the 10th week of each quarter.

BSW Practice Year Practicum: Competencies attained upon completion*

<table>
<thead>
<tr>
<th>EPAS 2015 Competencies</th>
<th>Observable Practice Behaviors</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate ethical and professional behavior</td>
<td>1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
<td>Values, Cognitive Process</td>
</tr>
<tr>
<td></td>
<td>1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>Values, Skills, Affective Process</td>
</tr>
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<td></td>
<td>1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td></td>
<td>1.4 Use technology ethically and appropriately to facilitate practice outcomes</td>
<td>Values, Skills</td>
</tr>
<tr>
<td></td>
<td>1.5 Use supervision and consultation to guide professional judgment and behavior</td>
<td>Knowledge, Values, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>2. Engage Diversity and Difference in Practice</td>
<td>2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td></td>
<td>2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences</td>
<td>Values, Skills</td>
</tr>
<tr>
<td></td>
<td>2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
<td>Skills, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>EPAS 2015 Competencies</td>
<td>Observable Practice Behaviors</td>
<td>Dimensions</td>
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<tr>
<td>3. Advance human rights and social, economic and environmental justice.</td>
<td>3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
<td>Knowledge Skills Cognitive Process</td>
</tr>
<tr>
<td></td>
<td>3.2 Engage in practices that advance social, economic, and environmental justice</td>
<td>Knowledge Skills</td>
</tr>
<tr>
<td>4. Engage in practice-informed research and research-informed practice</td>
<td>4.1 Use practice experience and theory to inform scientific inquiry and research</td>
<td>Knowledge Skills</td>
</tr>
<tr>
<td></td>
<td>4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td>Knowledge Skills Cognitive Process</td>
</tr>
<tr>
<td></td>
<td>4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
<td>Knowledge Skills Cognitive Process</td>
</tr>
<tr>
<td>5. Engage in policy practice</td>
<td>5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
<td>Cognitive Process Knowledge</td>
</tr>
<tr>
<td></td>
<td>5.2 Assess how social welfare and economic policies impact the delivery of and access to social services</td>
<td>Knowledge Values Cognitive Process</td>
</tr>
<tr>
<td></td>
<td>5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td>Knowledge Skills Cognitive Process</td>
</tr>
<tr>
<td>6. Engage with individual families, groups, organizations and communities</td>
<td>6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td>Knowledge Skills</td>
</tr>
<tr>
<td></td>
<td>6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td>Values Skills Affective &amp; Cognitive Processes</td>
</tr>
<tr>
<td>7. Assess individuals, families, groups, organizations and communities</td>
<td>7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
<td>Skills Cognitive Process Knowledge Values</td>
</tr>
<tr>
<td>EPAS 2015 Competencies</td>
<td>Observable Practice Behaviors</td>
<td>Dimensions</td>
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<tr>
<td>7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
<td>Knowledge Skills Cognitive Process</td>
<td></td>
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<tr>
<td>7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
<td>Knowledge Values Skills Cognitive &amp; Affective Process</td>
<td></td>
</tr>
<tr>
<td>8. Intervene with individuals, families, groups, organizations and communities</td>
<td>8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td>Knowledge Values Skills Cognitive Process</td>
</tr>
<tr>
<td></td>
<td>8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td>Knowledge Skills Cognitive Process</td>
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<tr>
<td></td>
<td>8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td>Skills</td>
</tr>
<tr>
<td></td>
<td>8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td>Knowledge Values Skills Cognitive Process</td>
</tr>
<tr>
<td></td>
<td>8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
<td>Skills</td>
</tr>
<tr>
<td>9. Evaluate practice with individuals, families, groups, organizations and communities</td>
<td>9.1 Select and use appropriate methods for evaluation of outcomes</td>
<td>Knowledge</td>
</tr>
<tr>
<td></td>
<td>9.2 Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary, theoretical frameworks in the evaluation of outcomes</td>
<td>Skills Knowledge</td>
</tr>
</tbody>
</table>
### EPAS 2015 Competencies

<table>
<thead>
<tr>
<th>Observable Practice Behaviors</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td>Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>9.4 Apply evaluation findings to improve practice effectiveness at the micro and macro levels</td>
<td>Values, Skills, Cognitive Process</td>
</tr>
</tbody>
</table>

*Note: Assessment measures for all competencies are as follows:*
- Education Plan: Due by 3rd week of Fall Quarter
- Quarterly Assessment: Due 10th week of Fall and Winter Quarters
- Summative Practicum Assessment: Due 10th week of Spring Quarter

### V. Roles and Responsibilities

**A. Field Director**

1. Administers the overall operation of the BSW and MSW Field Practicums.
2. Creates and revises, as needed, the policy and procedures for field education in consultation with the program faculty, Practicum Advisory Board, Community Advisory Committee, University legal counsel, and the Office of Student Disabilities.
3. Participates on the Social Work Department’s Community Advisory Committee and Practicum Advisory Board representing and soliciting input regarding field education.
4. Ensures that practicum forms and Field Practicum Manual are current.
5. Assist with CSWE candidacy and reaccreditation.
6. Participate in Northwest Field Director’s Consortium.
7. Recruits, develops, and maintains field practicum sites that are representative of the diverse social service community and who understand the mission of our program.
8. Recruits and evaluates BSW and MSW social workers as Practicum Instructors.
9. Works collaboratively with students and agencies to arrange student referrals to practicum placements and provides ongoing placement consultation.
10. Provides practicum orientations and seminars for students and Practicum Instructors.
11. Hires adjunct Field Liaisons, assigns them to agencies and students, and provides consultation to them.
12. Serves as a Field Liaison.
13. Reviews all student Field Education Plans and quarterly Assessments.
14. Assigns students’ practicum grades based on the Practicum Instructors’ and Field Liaisons’ recommendations.
15. 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 the Practicum Instructors’ adult learning.

16. Provides Practicum Instructors with information about the theoretical content of courses to maximize their ability to help students make linkages between classroom and field.

17. Consults with Practicum Instructors in the development and implementation of appropriate learning experiences for students.

18. Facilitates the Practicum Readiness Workshop for the BSW students, at the start of the academic year.

B. Field Liaison

Each student is assigned a Field Liaison. All Liaisons are qualified social work practitioners with a master’s degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience. The main responsibility of the Field Liaison is to support students and Practicum Instructors in achieving students’ educational objectives and outcomes in their practicums. A Field Liaison:

1. Contacts the Practicum Instructor at the beginning of the placement and arranges for an initial visit to discuss educational goals and assignments. 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.

2. Makes at least 3 yearly agency visits, minimum of once per quarter (ideally between the third and fifth week of each quarter) over the course of the practicum year for the purpose of facilitating and reviewing student progress.

3. Reviews students’ performance evaluations for the purposes of recommending the student’s practicum grade to the Field Director each quarter.

4. Provides consultation and mediation to the Practicum Instructor, student, and the Field Director, as necessary, if requested, or as problems/concerns arise in the placement.

5. Provides documentation of each liaison visit, corrective action and action plans, as needed.

C. Field Education Agencies

Agencies providing field education understand and agree that students are learners and that the field practicum is an educational experience. Agencies will designate, with the Field Director’s agreement, an agency staff member who will serve as a Practicum Instructor and who will direct student learning at the placement. The Practicum Instructor must meet the qualifying criteria stipulated by the Council of Social Work Education and the Seattle University Department of Social Work, as set forth in this Field Practicum Manual.

The Agency agrees to:

1. Provide the student with necessary and appropriate support and instruction.

2. Demonstrate their commitment to safety, diversity, social justice, and anti-oppressive practices.

3. Make available appropriate cases and learning opportunities in accordance with the Seattle University MSW Program policies, goals, and mission (which include the CSWE EPAS, 2015); and include diversity within a caseload.
4. Provide opportunities for the student to learn and integrate empirically derived knowledge about engagement, assessment, intervention, evaluation of practice, and the use of personal and environmental resources.

5. Provide the student the opportunity to attend staff meetings, in-service trainings, or other such meetings that occur for regular staff.

6. Make provisions for student safety in potentially high-risk situations, such as home visits and with agitated clients.

7. Provide necessary equipment and work space for student’s work within the agency.

8. Commit time for their Practicum Instructors to provide at least 1 hour weekly of individual supervision for each student. In addition, Practicum Instructors must be provided sufficient time to complete written evaluations.

9. Inform the Seattle University Field Practicum 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 such as the absence of the 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. Accept students without discrimination.

D. Practicum Instructors

As a professional role model for the student, the Practicum Instructor provides direction regarding general and specific knowledge and skills, offers an agency-based context in which the student can reflect on social work theory and practice, and structures student-centered learning experiences. The 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 practices of their agencies in order to understand the integration of practice and theory. This requires skills in moving back and forth inductive to deductive levels in teaching. Effective field instruction provides knowledge, encourages clear communication, sets clear goals, and fosters a systematic progression in learning that incorporates the student’s individual learning needs and goals. Practicum Instructors are considered adjunct field faculty and have a legitimate educational interest in student records. They must abide by Seattle University’s confidentiality and FERPA restrictions.

Practicum Instructors for BSW students must hold a Bachelor or master’s degree in social work from a CSWE-accredited program and have at least 2 years post-degree practice experience in social work. Primary responsibilities of the Practicum Instructor include:

1. Attend Seattle University Practicum Instructor orientation and required trainings.

2. Determine the suitability of the agency to meet the student’s learning needs by interviewing the student and understanding the Field Education Program’s goals and competencies.

3. Prepare for the student’s arrival so that there are appropriate initial activities for the student to foster student’s engagement with the agency and its work.

4. Provide a suitable student orientation to the agency that will include a review of agency policies, introduction to the staff and essential support personnel, and to the safety and risk management procedures of the agency.
5. If requested by the Field Practicum Program, provide a written policy to both the Program and the student that addresses how a student can protect themselves in risky situations, both in the office and in the field.

6. Develop, along with the student, the Field Education Plan that includes the student’s learning goals and proposed observable learning activities within the agency, which will enable the student to reach and demonstrate mastery of the competencies.

7. Provide the student with a diversity of sequenced learning experiences, including in-person contact with client systems of different sizes and a variety of client populations.

8. Provide a minimum of 1 hour weekly of individual regularly scheduled individual practicum supervision and instruction time. Practicum Instructors will ensure that student supervision times are planned for, and prepared for, by both student and Practicum Instructor. Other supervision times may be required to help the student become oriented to the agency or to consult on activities.

9. Observe the student as they work with clients to ensure development of competency is occurring.

10. Involve the student in on-going feedback and evaluations of their own performance, focusing on the learning activities; inform the student about any difficulties in performance and develop approaches to address these issues as they occur.

11. Prepare the two formative evaluations, due Fall and Winter Quarters, and the final summative evaluation, due Spring Quarter, and discuss these with the student prior to signing and submitting them to the Field Director via Alcea.

12. Meet a minimum of once per quarter with the Field Liaison and the student to review and assess student progress towards demonstration of mastery of competencies.

13. Inform the Field Liaison, as soon as possible, of any difficulties or problems with the student’s progress throughout the quarter.

14. Inform the Field Director of any changes in student supervision as soon as possible.

15. Participate in workshops provided by the Field Education Program for Practicum Instructors.

16. Provide the Field Education Program with a resume, Practicum Instructor profile, and application when first applying to be a Practicum Instructor.

E. Task Supervisor

A Task Supervisor is an agency-based clinician whose qualifications may not include a BSW or MSW degree. Task Supervisors 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 is invited to all the orientations and workshops provided by the Field Education Program. The task supervisor must agree to:

1. Provide on-site supervision.

2. Keep the Practicum Instructor apprised of the student’s tasks and progress.

3. Participate with the Practicum Instructor and the student in the development of the Field Education Plan, the liaison site visit, ongoing assessments, and the quarterly evaluations.
4. Comply with same confidentiality restrictions as the Practicum Instructor.

F. BSW Students

The Practicum provides students the opportunity to be a learner in an agency setting. Students are encouraged to be self-directed adult learners who actively participate in the identification of learning needs and developmentally appropriate goals that correspond to the required competencies.

Student responsibilities include:

1. Attend all agency and university required orientations and trainings.
2. Develop the Education Plan with the Practicum Instructor, taking responsibility for reflection and identifying her/his own personal learning goals.
3. Fulfill the time requirements of the Practicum – 450 hours over three quarters (150 hours per quarter)
4. 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 and professionalism.
5. Satisfactorily complete the learning goals identified in the Education Plan, including observable educational activities assigned by the agency.
6. Make appropriate arrangements to make up for any absences.
7. Keep appropriate records and documents as directed by the Practicum Instructor and the Field Director.
8. Comply with mandated reporting laws as required by state and federal laws and agency procedure.
9. Prepare for practicum supervision meetings by arriving with an agenda that can include a summary of work completed since the last conference, identifying pertinent questions, and using critical thinking and questions to plan the appropriate next steps.
10. Follow the NASW Code of Ethics (2018) at all times, including NASW’s policy for use of technology.
11. Inform the Field Liaison of all concerns and issues related to problems experienced in the agency as soon as possible.
12. Attend and participate in the practicum seminar and practice courses and satisfactorily complete the course assignments.

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 student representatives from both the BSW and MSW Programs. A primary function of the Board is to ensure that the Program’s field education curriculum adapts and changes to meet emergent needs in the field, thereby ensuring a standard of excellence in practicum instruction. The Practicum Advisory Board links the academic and field curricula with the community as partners in the education process, functioning with open communication and respect towards the complementary roles each serves. Through providing consultation to the practicum
program on issues that impact the training and supervision of students, the board helps ensure that the goals of the Practicum are met.

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

1. Development of practicum sites that serve diverse populations in terms of social identities (e.g., race, gender, ethnicity, sexual orientation) and presentation of issues to ensure that the practicum program meets emerging community needs.
2. Professional development of Practicum Instructors and promotion of the Program.
3. Continuous development of the practicum education curriculum.
4. Policy formulation for student safety, agency safety, and ongoing learning.

VI. EVALUATION OF THE PRACTICUM

A. Practicum Assessment and Grading of Student

1. Process of Assessment

Formal assessment of students’ development in practicum is completed once each quarter. Both Practicum Instructors and students complete an evaluation. The student’s self-assessment of competency development is meant for the students to reflect on their own growth and to assist the Practicum Instructors in determining learning activities for the oncoming quarter. The Practicum Instructors’ assessment is used for grading. The Spring Quarter Summative Assessment is also used for BSW Program learning outcome assessment.

A student’s field education, as documented in their Education Plan and assessed in the Quarterly Evaluation is organized around the field practicum competencies. The observable practice behaviors and corresponding competencies remain constant for the entire practicum. The learning activities can change. It is recognized that student learning in the practicum is highly developmental and that the longer the student has contact and experience at the agency the more their knowledge and skills will evolve and grow. Fall and Winter Quarterly Assessments are formative. Students are evaluated on their performance on the observable practice behaviors of the competencies for that quarter. Note that areas of concern should be raised throughout the placement within supervision rather than being initially identified in the quarterly assessment. The final assessment, 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 and meant to reflect their performance in the practicum over the previous three quarters.

Both the practicum instructor and the student complete the quarterly evaluation. The student and practicum instructor meet to discuss the practicum instructor’s objective evaluation, the student’s reflective self-assessment to form areas of focus for the next quarter. The Assessment form is to be signed by both the Practicum Instructor and the student on Alcea only after the assessments have reviewed together. If applicable, a task supervisor’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.
2. Criteria for Quarterly Evaluation of Student’s Performance in the Field

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

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<th>4</th>
<th>N/O</th>
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<tr>
<td></td>
<td>Unsatisfactory</td>
<td>In Process</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>No Opportunity Provided or No Opportunity to Observe</td>
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1 = Unsatisfactory:* Student’s performance has not met expectations. Student does not demonstrate the knowledge, skills, values, or cognitive or affective processes to complete observable practice behaviors. Student has not displayed sustained changes in performance despite corrective action requested within supervision.

2 = In Process: Student’s performance requires a high degree of supervision and direction. Student does show ability to improve progress and performance with continued supervision. Student marginally or inconsistently demonstrates the knowledge, skills, values, and cognitive and affective processes to complete observable learning activities.

3 = Meets Expectations: Student’s performance meets expectations for BSW generalist practice. Student demonstrates the knowledge, skills, values, and cognitive and affective processes to complete the observable practice behaviors, and from these, the competencies. Student consistently and actively participates in and utilizes supervision for enhanced practice. Student is beginning to demonstrate independence in their practicum work.

4 = Exceeds Expectations: Student’s performance consistently and strongly exceeds expectations. Student demonstrates strong knowledge, skills, values, and cognitive and affective processes that illustrate mastery of the competencies through completed learning activities and observable practice behaviors. Student is able to work independently, actively participates in, and brings questions to, supervision sessions, and uses supervision to enhance practice and professional development.

N/O = No Opportunity Provided or No Opportunity to Observe: At the time of the evaluation a student may not have had the opportunity to demonstrate a particular competency or observable practice behavior. It is expected that they will be accomplished by the end of the field practicum experience, when the practicum is completed, and before the summative evaluation is completed.

*Practicum Instructors and students are required to write narrative comments to justify the Likert rating given to the student, especially if a student receives a rating of “unsatisfactory-1,” “in process-2,” or “exceeds-4.” The Field Liaison should be notified immediately if the rating is unsatisfactory. Narrative Comments should explain when the observable behaviors were seen and in what context. Narrative Comments should explain when the observable behaviors were seen and in what context. The comments should also briefly describe the relevant learning activities.
3. Grading

Grading for the SOCW 4510, 4520, and 4530 is Credit/Fail. This has been identified by the University for use in practicum courses. To receive the grade of Credit students must receive an overall competency mean rating of 2.0 and above in Fall and Winter Quarters and a competency mean of 3.0 and above in Spring Quarter. [https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/Alternate-Grading-modes-76-01.pdf](https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/Alternate-Grading-modes-76-01.pdf)

A grade of Incomplete in practicum is indicated by the grade of “N”. This is available in exceptional circumstances. If students are not able to complete the practicum requirements during an assigned quarter, they may be able to continue in the practicum and complete the missing hours at the beginning of the following quarter. This requires pre-approval by the Field Director and Practicum Instructor. A written plan for completion of the hours must be presented prior to the end of the quarter. Once the missing requirements are completed, the grade will be changed. [https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/N-&-Q-grades-75-19.pdf](https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/N-&-Q-grades-75-19.pdf)

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. [https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/N-&-Q-grades-75-19.pdf](https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/N-&-Q-grades-75-19.pdf)

Grading for the SOCW 4610, 4620, 4630 seminar is a letter grade of A to F. Evaluation for progress in this Integrative Seminar is based on student work in the course and decided by the instructor.

4. Evaluation of the Practicum Program

The Social Work Department and the Field Education Program are committed to an ongoing process of evaluating the quality of all program components. Each June students and Field Liaisons evaluate the practicum sites and the Practicum Instructors’ ability to offer a practicum learning experience that is congruent with the program objectives and the competencies. Through site visits and ongoing contacts 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 the practicum sites, the Field Director has a comprehensive view of the agencies and the Practicum Instructors. Each June Practicum Instructors and students evaluate the responsiveness of the Field Liaison. The Practicum Instructors evaluate the responsiveness of the Field Education Program.

The Field Director reviews the data about the agencies and uses this information to inform decisions about continued involvement of each agency as a practicum site and the continued use of each Practicum Instructor. Information from these evaluations also is used to help ongoing Practicum Instructors be more effective in future years. The student evaluation of the agency and Practicum Instructor is printed and made available to future students considering placements.

All evaluation forms to be completed by the students are accessed via Alcea and can be found in Appendix C of this manual. Evaluations to be completed by the Practicum Instructors are sent to them via email. All assessments are compiled by the Field Director into an annual Field Assessment Report, which is used to assess the needs for program revision and continued development. The annual field report is shared with the Practicum Advisory Board and the social work faculty.
VII. Field Practicum Policies and Procedures

A. Life Experience or Previous Work Experience

**Policy:** In adherence to the CSWE EPAS (2015), the BSW program does not accept or offer credit for life experience or prior professional experience to fulfill the practicum requirement. The BSW 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 Practicum Instructors

**Policy:** Students are referred to agencies that can provide the appropriate generalist learning activities that are in alignment with the Seattle University’s BSW Programs learning objectives. Agencies must ensure supervision is provided by a qualified social worker who holds a BSW or MSW from a CSWE-accredited program and have at least 2 years post-BSW or MSW social work degree practice experience in social work.

**Procedure:** Agencies complete and submit to the Program Director: Agency Profile, Statement of Understanding and Agreement between Seattle University’s Department of Social Work and the agency. Practicum Instructors must hold a BSW or MSW degree from a CSWE-accredited program and have at least 2 years post-bachelor’s or master’s degree social work practice experience. They must also complete a Seattle University Social Work Field Practicum Instructor application and provide a current resume. The Field Director interviews and evaluates the agencies and Practicum Instructors.

The Field Program will not refer or place a student in an agency that cannot provide a qualified Practicum Instructor. If an MSW Practicum Instructor leaves an agency during the academic year, the agency is responsible for providing a replacement. This proposed practicum instructor can be a board member or a volunteer at the agency who meets the stated qualifications to be a practicum instructor and commits to working with the Field Education Program. The Field Director will meet with both the agency and the proposed practicum instructor to ensure the qualifications of the practicum instructor and continuation of student learning. If the agency is unable to replace the Practicum Instructor, either the Field Director, a faculty member, or a Field Liaison who meets the CSWE qualifications for Practicum Instructor may assume this supervision role. If no qualified supervisor is available, the student will be moved to another agency.

C. International Students

**Policy:** All international Students, whether on a F1 or J1 visa, should consult with the International Student Center about the need for a work authorization, the quarter prior to beginning the practicum. Students on F1 or J1 visas are not eligible for work study.

**Procedure:** During spring quarter, once the practicum placement has been secured, the student should request a letter from the agency stating they are accepting the student for practicum and secure a letter from the Field Program stating this practicum is an educational requirement. The student should take these forms to the International Student Center to consult with them about the possible need for work authorization. Any remuneration from the agency to the student, including mileage reimbursement, is considered payment and a work authorization is needed. For further information check with the
International Student Center policies regarding employment: https://www.seattleu.edu/isc/current-students/employment/-d.en.109524

D. Employment-Based Practicum

Policy: Except in very rare situations assessed on an individual basis, the Field Program does not place students at a practicum placement that is their regular employment setting.

Procedure: To request an employment placement practicum, students must submit a written proposal (see Appendix C, Employment-Based Field Education Plan) to the Field Director. 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. There must be a clear written indication of how the weekly practicum hours will be met. The plan must specify that the Practicum Instructor will not be the employment supervisor. The plan must also specify that practicum learning activities and assignments are in a different program within the agency than the student’s employment program and will be in alignment with the MSW Program’s learning objectives.

E. Field Practicum Attendance: Hours, Sickness, Religious Observance

1. Hours in Practicum

Policy: All hours must be completed in the manner proscribed by the Program. BSW students must complete a total of 450 agency hours in Practicum at 15 hours per week. Students will observe agency hours and holidays except during the University’s Thanksgiving, Winter, and Spring breaks. If a national or religious holiday falls on a field day when the agency is closed, students will reschedule the missed hours with the practicum instructor, within the respective grading period. While there are designated field days, the student and Practicum Instructor will arrange the student’s hours. All hours will be noted on the Log of Hours form found on Alcea.

It is the Field Director’s discretion to grant up to 8 hours of credit if an unforeseen natural event occurs and the student cannot get to placement (Ex: a snow day when the University is closed, it is dangerous to get to the agency or the agency itself is closed) on a practicum day. The Practicum Instructor may agree to grant practicum hours if a student completes agency related work at home (Ex: reading about the population, a therapeutic intervention, doing client notes) on the days of unforeseen natural events.

2. Overtime, Flexing of Hours, and Banking Hours

Policy: The program requires students to balance their practicum hours over the 3 quarter of each academic year. This is important because

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.
The Program recognizes that occasionally there may be practicum tasks a student is required to attend that are outside of the regular, agreed-upon practicum hours. Students, with the Practicum Instructor’s approval, may flex this time. On a limited, pre-arranged, and consensual basis with the Practicum Instructor, students may accrue a maximum of 8 hours over their normal accrual of hours (called “banking of hours”). The banking of hours is not to be used to complete practicum earlier, and no more than 8 hours can be “banked” at any time. These hours must be recorded on the Log of Hours. Banked hours can be accrued across quarters and expended only with prior permission of the Practicum Instructor. It is the Field Director’s discretion to grant an additional 8 hours if a student is required to attend a summer onboarding session that lasts 4-5 days.

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 formal sick leave or vacation leave built into the number of practicum hours. Erratic attendance will be promptly reported to the Field Liaison by the Practicum Instructor or agency designee.

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, *Policy on Religious Accommodations for Students* [https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.pdf](https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.pdf)

**Procedure:** If expecting to be absent or late, a student must contact the Practicum Instructor in the manner he, she, or they proscribe. The Practicum Instructor must be notified ahead of time if the student expects to miss a practicum day or seminar because of a religious observance. All absences from the field must be made up within the same quarter and in accordance with the Practicum Instructor’s directions.

F. Drug Use Policy

**Policy:** The Field Education Program adheres to the Seattle University policies regarding the use of marijuana, drugs, and alcohol and the professional obligations regarding drug use as defined by the NASW Code of Ethics. Students must also consult with their placement agency to learn about their agency policies regarding drug and alcohol use.

Seattle University takes seriously its commitment to provide a drug-and-alcohol-free community. The manufacture, sale, possession, distribution, dispensing, consumption, or use of either alcohol or drugs is subject to Washington State and federal laws as well as regulations established by university administration. In response to the Drug-Free Workplace Act of 1988 and amendments to the Drug-Free Schools and Communities Act of 1989, Seattle University has developed the Substance Abuse Policies and Prevention Program brochure that is revised and published annually for students, faculty, and staff. [https://www.seattleu.edu/deanofstudents/policies/alcohol-and-drug-policies/](https://www.seattleu.edu/deanofstudents/policies/alcohol-and-drug-policies/)

Violations of state or federal law or of any university policy or regulation may result in disciplinary sanctions described under the Code of Student Conduct. Copies of any of the policies mentioned are
available in the Office of the Vice President for Student Development, the Event Support Services office, Human Resources, and the Counseling and Psychological Services department.

**Procedure:** Students who are found in violation of either the University’s or the agency’s drug use policy may be dismissed from the placement agency and possibly be dismissed from the BSW Program. If students are not initially dismissed from the BSW Program, but cannot subsequently be placed at another agency, they may still be dismissed from the BSW Program. If this occurs, the procedure relating to serious difficulties in the field (Policy O) will be followed. Students have the right to appeal this decision as detailed in the Seattle University Professional conduct: Policy and Appeal Procedures, 2011: https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/Professional-Conduct-2011-2.pdf

**G. Safety**

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 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 is warranted. A student must be provided with any equipment (phones, beepers, laptops, etc.) that are provided to all paid employees and volunteers if they make home visits—whether alone or with other staff. Students are considered to be at practicum during scheduled hours, once they enter the agency’s grounds until they leave the agency’s grounds after completion of the designated hours. Work related visits within the community and to clients’ homes are included in the work schedule.

Each agency is responsible for orienting their students to agency safety policies and procedures. Students are responsible for recognizing and paying attention to their own internal signals about potential danger and not dismissing to denying these feelings.

**1. Student Safety in the Agency and Home Visits**

**Policy:** Agencies are expected to take appropriate measures to ensure the safety of the students while at the agency and during home visits. They are expected to orient students to agency safety policies and procedures. Safety plans should include, but not be limited to evacuation from a situation, security of personal belongings, and how to work in dangerous situations involving clients. Practicum Instructors should be mindful of the clients being assigned to a student and a client’s propensity towards violent behavior. With the proper safety precautions, students may make independent home visits. Team visits to clients’ homes are always preferred, with the student accompanied by a paid agency staff member who is trained to recognize and de-escalate at-risk situations. All safety guidelines should be followed. The same safeguards provided for agency staff must be provided for students in practicum placements.

When a student has concerns about their own safety, whether on a home visit or within the agency, it is the students’ responsibility to immediately consult with their Practicum Instructor.
If, after consultation with the Practicum Instructor, a student continues to feel at-risk, an immediate consultation should be initiated with the Field Liaison.

**Procedure:** To minimize risks and enhance safety while placed at the agency, it is incumbent on students to understand and follow the agency’s safety procedures and safety guidelines as described by the Practicum Instructor. Students are expected to use caution in fulfilling practicum activities. 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 update this during supervision sessions.

Prior to a student going on home visits, whether independently or with a staff person, the student must have had thorough individualized agency training in the risks inherent in-home visits and safety training. Additionally, agencies must take the learning needs of the student into consideration, as some students may need additional support and security provisions around home visits. It is preferable that BSW student do not make independent home visits to clients during the fall quarter.

2. **Travel Expenses and Transporting Clients**

   a. **Travel Expenses**

   **Policy:** The Field Education Program prefers that the agency reimburses students for travel expenses when travel is part of the required fieldwork assignment and if agency staff would be reimbursed for the same assignment. Rate of reimbursement is the same as for agency staff.

   **Procedure:** If students are to be reimbursed for expenses, they are responsible for obtaining the proper agency paperwork and completing and submitting it in the agency’s proscribed manner.

   b. **Transporting Clients**

   **Policy:** The Field Education Program does not allow students to use their own vehicles to transport clients. Students can drive a client in an agency vehicle only in the course of their practicum responsibilities. It is the agency’s responsibility to train the student in the operation of the agency vehicle and all safety requirements and to provide insurance. It is the student’s responsibility to learn, understand, and follow the agency’s procedures and safety guidelines as it pertains to driving an agency vehicle. BSW students should have agency staff accompany the student when a client is being driven by a student.

H. **Risk Acknowledgment and Release Form**

**Policy:** Prior to starting practicum or within 24 hours of the first day, students are required to sign the Field Placement Risk Acknowledgement and Release form (see Appendix C). (This form is found on Alcea.) Students should give their Practicum Instructor signed form. Students should familiarize themselves with agency guidelines for enhancing safety and minimizing risk in the practicum.

I. **Practicum Incident Report**

**Policy:** The Practicum Incident Report located in Appendix C of the Field Practicum Manual is to be completed, as soon as possible, following an accident or an incident involving student safety in the practicum. Students should give their Practicum Instructor a hard copy of the signed form. Students
should familiarize themselves with agency guidelines for enhancing safety and minimizing risk in the practicum.

**Procedure:** Students are encouraged to complete the Report. Students may choose not to complete the form if the incident is of a traumatic nature. The Practicum Instructor also completes the report. The completed Report is submitted to the student’s Field Liaison. The Field Liaison completes and submits the final report to the Field Director for review and follow up. Although the student may defer completing the form, the Practicum Instructor, Field Liaison, and Field Director must complete and sign it.

**J. Medical and Liability Insurance**

1. **Medical**

   **Policy:** When participating in practicum activities students are doing so as Seattle University students and not as employees of the practicum agency. Full-time Seattle University students have an option to enroll in a university-sponsored health plan or in another health plan. Students are not eligible to collect worker’s compensation insurance if they are injured or become ill as a result of their placement because they are not employees of the agency but are practicum students present for educational purposes. Students are financially responsible for medical bills that may incur resulting from such emergency or medical treatments.

   **Procedure:** If emergency medical treatment due to an accident or illness during the practicum is required, students’ consent to such treatment is found on the Field Placement Agreement, Risk Acknowledgement, and Release form (Appendix C). If there are questions about Seattle University’s health insurance policy for undergraduate students refer to: [https://www.seattleu.edu//student-health/insurance/](https://www.seattleu.edu//student-health/insurance/)

   Students and Practicum Instructors will notify the Field Director as soon as possible after a practicum injury is incurred. The Incident Report will be completed.

2. **Liability Insurance**

   **Policy:** Seattle University’s liability insurance covers students while they are serving in a supervised practicum program in satisfaction of course requirements of the BSW Social Work Program. Students are not required to purchase individual liability insurance. Field placement agencies are required to acquire and maintain professional and general liability insurance appropriate for their own operations and for the risks associated with the activities and responsibilities of accepting a student.

   If students choose to obtain their own liability insurance, NASW Insurance Trust offers a policy at a reduced cost for students who become members of NASW.

**K. Criminal History Background Check**

**Policy:** The Program requires a criminal record background check as a part of the BSW Practicum application process. The results of the criminal history background may not hinder students from being placed at a practicum agency but may impact which agency and population students will be assigned to. Additional background checks may be required by many agencies prior to the student's entry starting the field practicum. Students are required to follow agency requests for all background checks and absorb any resulting costs.
Procedure: As part of the application to BSW candidacy, students complete a Criminal History Background Check. The student is responsible for the payment for this Criminal History Background Check. If the result indicates a criminal history, this information will be maintained in a confidential file in a locked file cabinet in the Program Director’s office. If a criminal history does appear, it may be necessary to share this with a prospective Practicum Instructor. If history does appear, it may be necessary to share this with a prospective Practicum Instructor. If this occurs the student will be informed and asked to sign a release of information.

Agencies will notify students prior to placement if they require an additional background check. It is the student’s responsibility to comply with this request and is responsible for any costs.

L. Sharing of Sensitive Information: Confidentiality, HIPAA and FERPA, Social Media Policy

Policy: Students are expected to follow the NASW Code of Ethics at all times, and especially the codes involving confidentiality, boundaries, professional responsibilities, and use of technology. If students violate the Code, they can be terminated from placement and the MSW program. Students have appeal rights as stated in the Seattle University regulations. See Seattle University’s policies for students: [https://www.seattleu.edu/deanofstudents/integrity-information/](https://www.seattleu.edu/deanofstudents/integrity-information/).

1. Confidentiality Regarding Students

Policy: The gathering and sharing of pertinent information about the student between the student, Practicum Instructor, Field Liaison, and Field Director help ensure an appropriate practicum placement and learning process. Disabilities and needed accommodations will not prohibit a successful placement. However, accommodations that are needed must be shared with the Field Director prior to placement. 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 as well as FERPA.

Procedure: Within the process of the practicum placement and ongoing supervision, all parties have the responsibility to acknowledge the student’s right to privacy. Only when appropriate for academic and professional reasons will discreet and relevant sharing of sensitive information occur. When sensitive information is shared, best practice would indicate that the student should be apprised of this prior to the sharing and sign for permission to share the information with the prospective practicum agency. Students are advised to share information that might impact client-service delivery with the Practicum Instructor prior to placement. Seattle University FERPA policy 76-9 will be followed: [https://www.seattleu.edu/academic-records/ferpa/#2](https://www.seattleu.edu/academic-records/ferpa/#2).

The Field Director and the student will discuss the release of relevant sensitive information regarding disabilities for which reasonable accommodations or modifications are needed with the Office of Disability services. It is important to discuss the sharing of this information with agencies during the placement process to facilitate the best possible placement and outcome for both student and agency. As agencies during the placement process to facilitate the best possible outcome for both student and agency. During the practicum, 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. If a student is eligible for a disability accommodation, the student must first
register with Seattle University’s Disabilities Services Office: https://www.seattleu.edu/disabilities-services/.

2. Confidentiality Regarding Clients

**Policy:** Students are expected to abide by NASW ethics and agency confidentiality guidelines in the agency and in practicum seminar, and to abide by HIPAA regulations and guidelines. Students should be aware of the potential for violating confidentiality if technology is used in the client relationship. Any release waivers signed by clients should include the knowledge the risk of hackers and technology issues: https://www.socialworkers.org/Practice/Clinical-Social-Work/Technology.aspx.

**Procedure:** It is the student’s responsibility to learn, understand, and abide by NASW Code of Ethics and the agency HIPAA requirements.

3. Social Media

**Policy:** Students must be cognizant of how they use, and are present on, social media and other technology platforms. Students should be very cautious about their use of all social media. The use of technology is ubiquitous and can lead to unintended, dangerous, and unethical conflicts in confidentiality and boundaries. It can also jeopardize both the students’ and the clients’ safety. Through social media clients can see information about the student. It is not ethical for social workers to look at client’s online sites to gain further information. Students must be adhere to NASW ethics standards on the use of technology in clinical social work.


**Procedure:** Practicum Instructors must have discussions with students about the agency’s policies on the use of social media and technology (including the use of personal cell phones) and the effects of technology on professional identity, behavior, safety, and ethics. It is the student’s responsibility to learn, understand, and abide by NASW ethical guidelines regarding technology. In addition, students must learn, understand, and abide by the agency guidelines regarding technology.

M. Mandated Reporting

**Policy:** Social Work students are considered mandated reporters and expected to follow state and federal laws regarding mandated reporting. See the Washington State Law: http://apps.leg.wa.gov/rcw/default.aspx?cite=26.44.030.

**Procedure:** If students have knowledge of imminent harm or suspected abuse, they must bring the concern to the Practicum Instructor immediately. The Practicum Instructor will inform the student of the agency’s reporting procedures.

N. TB/HIV/Immunizations / X-Rays/ Registrations

**Policy:** Agencies may request testing for TB, HIV, immunizations, record of immunizations, and/or 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. Students are responsible for the costs.

O. Practicum-Related Problems

Policy: It is the Program’s policy to not re-place students in other practicum sites once practicum has begun. Professional development demands that students and Practicum Instructors recognize challenges as part of the learning process. The Field Liaison is available for consultation to aid in mediating practicum challenges.

When performance-related problems or interpersonal problems arise that could jeopardize the student receiving credit for the practicum or could necessitate termination from the particular practicum agency, the Practicum Instructor and the student will discuss the issues, identify specific areas for needed change, note the discussion in the supervisory file, and notify and consult with the Liaison. All concerns and improvement plans should be identified in behavioral terms. If these efforts do not result in significant performance improvements on the quarterly assessment completed by the Practicum Instructor, the Liaison may recommend a failing grade. In such case, Seattle University Professional Conduct Policy 2011-2 will be followed https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/Professional-Conduct-2011-2.pdf and https://www.seattleu.edu/media/dean-of-students/files/policies/Code-17_18.pdf.

Procedure: Student performance-related problems should be raised by the Practicum Instructor or the student within supervision sessions. The process of supervision is used to understand, support, and assist the student in order to resolve the problem.

The Practicum Instructor describes the performance-related difficulties in an objective and descriptive manner in writing. These behavioral descriptions are placed in the student’s supervision file.

If the problem is not resolved, the Practicum Instructor (or the student) must notify the Liaison immediately of any concerns that have impact on the student’s ability to continue in a field practicum site. The Liaison will consult with the student and the Practicum Instructor to devise a written performance plan. The Liaison forwards the performance plan to the Field Director.

If the difficulties persist despite interventions by the Practicum Instructor and Liaison, the Field Director, with advice from the Liaison, will determine whether the student can continue in the placement. The policy is not to re-place students, but in rare exception, depending on the circumstances, the student may be considered for re-placement.

If the student cannot be re-placed, the Field Director will convene the Student Review Committee. The Student Review Committee will discuss the academic and/or behavioral concern(s) and determine disciplinary action and/or intervention. The Student Review Committee may invite any relevant parties (e.g., the student, faculty, the Program Director, or the Field Director) to solicit necessary perspectives in this process. After the discussion, the Student Review Committee will determine appropriate disciplinary action(s) and/or intervention plans. Potential disciplinary action may include probation, suspension/removal from the field, or dismissal from the Program.

Following the Student Review Committee deliberations, the Field Director will write a letter documenting the determination of disciplinary action and/or intervention plan. If the decision results in probation,
suspension, or removal from the field, a clear description of the required actions and/or steps, a timeline for the student to complete those actions and/or steps, and the process for the further review will be described. If the decision is to dismiss the student from the program or remove the student from the Field immediately, the student will be informed of the appeal process outlined in the Professional Conduct policy. A copy of the letter will be sent to the student, the student’s advisor, and relevant Social Work faculty members. As per the procedures set forth in the Professional Conduct Policy, the Dean or the Dean’s designee of the College of Arts and Sciences will be notified. Appropriate meeting notes will be recorded and kept by the Student Review Committee.

Replacements may be considered in such instances as a PI is no longer available at the agency or if the agency closes. The Field Director, with student input, will initiate a re-placement process that will include an interview and shadow at the proposed new agency. 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. Depending on the situation, the student may not be able to carry over any completed practicum hours.

1. **Failing Grade in Practicum or Withdrawal from Practicum**

A student who fails or withdraws from the field Practicum must also withdraw from the linked course (such as the Field Seminar). However, the student may continue enrollment in other courses for the remainder of the quarter. If a student receives a failing grade in Field Practicum, the student is not allowed to continue enrollment in the Field Practicum sequence of the current year and may be required to repeat the entire sequence in the following academic year. Because of the highly-sequenced nature of the program, a student may need to be on academic leave until the following year to repeat a course, which in effect will change and extend the student’s plan of study.

In such cases, the Field Director will convene the Student Review Committee. The procedures for the Student Review Committee are outlined above. The program will follow the Seattle University Professional Conduct Policy and the Academic Probation, Dismissal and Appeal Policy and Procedures (policy 2005-03) [https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/GR-Probation-Dismissal-2005-03.pdf](https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/GR-Probation-Dismissal-2005-03.pdf).

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

**Policy:** The agency has the right to terminate a student’s placement when it is necessary to maintain the agency’s operation free of disruption and to ensure continued quality of client care.

**Procedure:**

1. If the agency decision is immediate and irrevocable, the Practicum Instructor will notify the student and Liaison that the decision has been made to terminate the student from their placement.

2. A meeting of all parties is scheduled by the Practicum Instructor as soon as possible. The reasons for termination should be described as clearly and specifically as possible by the Practicum Instructor and put into writing in behavioral terms. The written documents will be given to the student, the Field Liaison, and the Field Director.

3. The Practicum Instructor will complete the quarterly assessment (no matter how long a student has been in practicum) and attach the written description of the situation. The assessment is provided to the student and Liaison who forwards it to the Field Director. This becomes a part of the student’s record.
4. Based on this written assessment, the Field Liaison recommends to the Field Director if hours in the practicum should be earned or credit (if at the end of the quarter) should be given.

5. The Field Director will convene the Student Review Committee to determine the next steps. The procedures for the Student Review Committee are outlined above. The program will adhere to Seattle University Professional Conduct Policy 2011-2: https://www.seattleu.edu/media/dean-of-students/files/policies/Code-17_18.pdf.

P. Ethical Behavior, Confidentiality, Student Violation of Social Work Ethics, Termination from the Practicum

**Policy:** Students must adhere to the NASW Code of Ethics and the Washington Administrative Code. Students may be terminated from the Practicum and/or the MSW Program if they engage in unethical (see NASW Code of Ethics), unprofessional, or unsafe conduct. Students must discuss with their Practicum Instructor the correct title for themselves as they introduce themselves to clients, colleagues, and others they engage with in the course of their duties as social work students. 

**Procedure:** If the student has engaged in unethical, unprofessional, or unsafe conduct, which leads to dismissal of the student, both the student and the Practicum Instructor will write a description of the event in behavioral terms. The Practicum Instructor will notify the Field Liaison immediately after a student is dismissed, and the Field Liaison will notify the Field Director. The Field Director will review the event with all involved and will consult with the Program Director regarding the student’s ability to be placed in another agency. If the student is not re-placeable, the Field Director will convene the Student Review Committee to determine the next steps. The procedures for the Student Review Committee are outlined above.

Q. Bias-Related Harassment and Sexual Harassment

The MSW Field Program at Seattle University abides by and is committed to the University’s policies on Bias-related Harassment and Sexual Harassment. Should a student be made to feel unsafe or threatened or have a concern or complaint about harassment in an education program, which includes Field Education at the practicum agency, the student should contact the Assistant Vice-President for Institutional Equity/Title IX Coordinator and the Field Director. Other individuals that can assist are listed on University websites (links are provided below) and include the Dean of Students and the Office of Public Safety.

1. **Bias-Related Harassment**

Seattle University values and celebrates the diverse backgrounds, cultures, experiences, and perspectives of our community. By encouraging and protecting diversity, we create an environment that promotes freedom of thought and academic excellence.

It is a violation of University policy and the Code of Student Conduct to engage in bias-related conduct that has the purpose or effect of unreasonably creating an intimidating, hostile, or offensive educational, living, or working environment. The term “bias-related” conduct refers to language or behaviors that demonstrate bias against persons or groups because of race, color, ethnicity, religion,
faith, national origin, political ideology, or sexual orientation. These categories are examples and are not an exhaustive list of attributes or characteristics protected under this policy.

A student feeling unsafe or threatened because of bias-related harassment should always seek help from a responsible member of the university community who is trained and able to assist. The University offers informal and formal procedures for processing and responding to concerns of hostile or unwelcome behavior.

Taken from Section 4.4: https://www.seattleu.edu/media/dean-of-students/files/policies/Code-17_18.pdf.

2. Sexual Harassment Policy

Seattle University seeks to promote and maintain an environment free from harassment of any type. Sexual harassment can interfere with a student’s academic performance and emotional and physical well-being. Preventing and remedying sexual harassment at Seattle University is essential to ensuring a nondiscriminatory environment in which students can learn. A complete copy of the Policy and Complaint Procedure Relating to Sexual Harassment of Students by Students is available in the office of the Vice President for Student Development.

If a student has a concern about harassment by another student or group of students, this should be reported to the Office of Public Safety or any of the Contact Persons listed below. If a student has a concern about harassment by a member of the faculty, staff, or administration, or by anyone in an employment or teaching situation, this should be reported to Human Resources and is governed by the Seattle University Policy on Sexual Harassment.

To view the policies please see:

Human Resources Policy manual: https://www.seattleu.edu/hr/employee-resources/hr-policy-manual/

Division of Student Development: https://www.seattleu.edu/studentdevelopment/

Policy regarding student-to-student conduct contained within the Student Code of Conduct: https://www.seattleu.edu/media/dean-of-students/files/policies/Code-17_18a.pdf

Students may consult informally or make a complaint with the Dean of Students and the Title IX Coordinator. Because sexual harassment is a form of sex discrimination, it can be a violation of Title IX of the Education Amendments of 1972. The University has designated individuals responsible for coordinating the University’s Title IX compliance.

From the Seattle University Student Handbook:

3. Sexual Misconduct: Information and Resources

Seattle University affirms respect, responsibility, and care between all persons. Conduct constituting a sexual offense, such as non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation or sexual assault, will not be tolerated. Behavior of this nature is inconsistent with Seattle University values and is a violation of the Code of Student conduct and University policy. Students committing a sexual misconduct in any form can be disciplined under the Code of Student Conduct. For
emergency assistance please call (206) 296-5911 to reach our Department of Public Safety or call 911 to reach Seattle Police.

All Seattle University faculty and staff are required to report incidents of sexual misconduct to the Title IX Coordinator (see Guide for Faculty and Staff).

Seattle University provides many resources to assist and support students who experience sexual harassment, sexual assault, domestic violence, dating violence, stalking, or other sexual misconduct, regardless of where or when it occurs, or by whom. For a complete list see: http://www.seattleu.edu/deanofstudents/sexual-misconduct/.
PRACTICUM POLICIES—WEB LINKS

Seattle University: Redhawk Commitment & the Code of Student Conduct

Seattle University: Bias Harassment, Section 4.4 of Code of Student Conduct

Seattle University: Integrity Formation https://www.seattleu.edu/deanofstudents/integrity-formation/

Seattle University: Sexual Misconduct Information: https://www.seattleu.edu/media/policies/SM-Guide-for-Faculty-and-Staff--(8-19-15)412d.pdf

University: Substance Abuse Policies and Prevention Program
https://www.seattleu.edu/media/about/Substance_Abuse_Policies_and_Prevention_Handbookafee.pdf

Seattle University: Academic Probation, Dismissal and Appeal Policy and Procedures for Students
https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/GR-Probation-Dismissal-2005-03.pdf


APPENDIX B

PRACTICUM AGENCY FORMS

B1. STATEMENT OF UNDERSTANDING AND AGREEMENT BETWEEN THE SEATTLE UNIVERSITY DEPARTMENT OF SOCIAL WORK AND AGENCY

ATTACHMENT 1 – AGENCY GUIDELINES FOR ENHANCING SAFETY AND MINIMIZING RISK IN THE PRACTICUM

B2. PRACTICUM AGENCY PROFILE

B3. Practicum Instructor Application
B1. STATEMENT OF UNDERSTANDING AND AGREEMENT
BETWEEN
THE SEATTLE UNIVERSITY SOCIAL WORK DEPARTMENT
AND AGENCY

___________________________________________ (the “Agency”)  __________________________
Name of Agency                  Division

PREAMBLE

The Social Work Department 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 Social Work Department and the Agency, respectively.

AGREEMENTS

A. The Social Work Program Agrees To:

1. Appoint a faculty member to be Field Director for the Social Work Field Program. The Field Director will administer the Social Work Program’s responsibilities for the practicum, including assigning “Field Liaisons” to students and the Agency.

2. Assist the Agency in identifying and maintaining practicum placements that meet the criteria established by the Social Work Program for a generalist or specialized (clinical) 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 students. The Social Work Department will provide the Agency with appropriate information about each student’s background and professional interests as relevant to the student’s education.

4. Provide copies to the Agency of the Social Work Department Field Practicum Manual (the “Field Practicum Manual”) and other relevant instructional material, such as course outlines and the University calendar.

5. Approximately three times during each 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. May interview (and reserve 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 Social Work Department faculty with written policies, procedures, standards of care, and protocols of the Agency, which apply to Baccalaureate Social Work students (BSW) and Master of Social Work (MSW) 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, in-person client contact, and learning opportunities in accordance with the Social Work Department policies;
      a. Provide the student the opportunity to attend staff meetings, in-service training, or other such meetings that occur for regular staff; and
      b. In accordance with the requirements of Attachment 1, 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 Social Work Field Director 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 Social Work Program has final authority over the student’s academic status in such
situations and will review the matter and consider whatever written 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 Social Work 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 Social Work Program’s request.

C. The Social Work Department Field Liaison Agrees 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 “Education Plan” (as described in the Field Practicum Manual), as well as the process of evaluating the student’s learning in the context of the Social Work 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 Instructor Agrees To:

1. Provide a suitable orientation to the Agency.

2. Develop with the student the “Education 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 Education 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 1 hour weekly of supervision time to each Generalist Practice Year student in regularly scheduled supervision. Provide 2 hours weekly supervision for the Specialized Practice Year and Advanced Standing students, 1 hour of which is individual supervision by the Practicum Instructor.

5. Provide the BSW and MSW first (1st) year student with a diversity of sequenced learning experiences, including client systems of different sizes and a variety of client populations. Provide the MSW second year and MSW advanced standing students with learning experiences with individuals, families, and groups, and a variety of client populations as appropriate to clinical specialized practice learning outcomes.

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 Social Work 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 Social Work Field 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 Social Work Department 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 Social Work Department 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 Social Work 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 Department: Seattle University

__________________________

901 12th Avenue

__________________________

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 Social Work 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]

[Address and Phone]

___________________________________
___________________________________
___________________________________
___________________________________

Signature of Agency Representative/Agency Director

________________________________
Printed Name of Agency Representative/Agency Director

SEATTLE UNIVERSITY SOCIAL WORK DEPARTMENT

Social Work Department
901 12th Avenue
Seattle WA 98122-1090
206-296-5906

_____________________________________
Signature of Dean
College of Arts and Sciences

_____________________________________
Printed Name of Dean
College of Arts and Sciences

_____________________________________
Signature of Field Director

_____________________________________
Printed Name of Field Director
APPENDIX A

ATTACHMENT 1

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 Social Work 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.

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
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 the Field Practicum Program agency file and on the web-based data field program: Alceo Software. The clearer the 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.” This can be updated on Alceo.

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<th>Agency Information</th>
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<tr>
<td><strong>Agency Name</strong></td>
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<td><strong>Phone</strong>              Fax: <strong>Website</strong>:</td>
</tr>
<tr>
<td><strong>Address</strong>                                <strong>City</strong></td>
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<td><strong>State</strong>             <strong>Zip</strong></td>
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<tr>
<td><strong>Agency Director</strong></td>
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<td><strong>Agency Mission:</strong></td>
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<td><strong>Program within Agency:</strong></td>
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<td><strong>Address (if different from above)</strong></td>
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<td><strong>City</strong>             <strong>State</strong>             <strong>Zip</strong></td>
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<tr>
<td><strong>Client population:</strong></td>
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<td><strong>Services provided:</strong></td>
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Practicum Description

Seattle University BSW students will be in the agency 450 clock hours over the course of Fall, Winter, and Spring Quarters, averaging 15 clock hours per week. Students should spend approximately 50% of their time in direct services with clients and receive a minimum of 1 hour of weekly supervision by a BSW or MSW in social work from a CSWE-accredited program and at least 2 years of post-social work degree practice experience. Field agencies are expected to provide students with a generalist practice experience. At a minimum, students should have opportunities to work with clients on 3 different systemic levels: micro, mezzo, and macro.

BSW Number of placements available___________

Seattle University MSW Generalist Practice Year, students will be in placement for 448 hours over the Fall, Winter and Spring Quarters. They will average 16 hours per week. Students should spend more than 50% of their time in direct services with clients and receive a minimum of 1 hour weekly of supervision by a Practicum Instructor who holds a master’s degree in social work from a CSWE-accredited program and has at least 2-years post-master’s degree practice experience in social work. Field agencies are expected to provide students with a generalist practice experience with a focus on clinical experience. At a minimum, students should have opportunities to work with clients on three different levels: micro, mezzo, and macro.

MSW-Generalist Practice Year: number of placement available_________

Seattle University Specialized Practice Year and Advanced Standing students will be in placement for 720 hours over Fall, Winter, and Spring Quarters. They will average 24 hours/week. Students will spend most of their time learning and doing clinical work with individuals, families, and groups. They will receive a minimum of 2 hours weekly supervision, 1 hour of which is individual supervision by the Practicum Instructor who holds a master’s degree in social work from a CSWE-accredited program and have a 2-years post-MSW degree practice experience in social work.

MSW Specialized Practice year and Advanced Standing: 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):

______________________________________________________________________________
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

Transportation

Is your agency accessible by bus? ______

Are students required to use their own cars? _____

Drive clients? ______

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

__________________________________________
Practicum Instructor Identifying Information

BSW practicum Instructors must have a BSW or MSW degree in social work from a CSWE-accredited program and at least 2 years of post-social work degree practice experience as a social worker. MSW Practicum Instructors must hold a master’s degree in social work from a CSWE-accredited program and have a 2-years post-MSW degree practice experience in social work. All Practicum Instructors must submit a Practicum Instructor’s Profile (form) and a 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 Department
Seattle University
901 12th Ave.
P.O. Box 222000
Seattle, WA 98122-1090
zeffr@seattleu.edu
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. Our social work students are to be in an agency and supervised by an MSW agency staff person. Practicum will prepare them for professionalization and help them integrate their social work knowledge, values and practice skills. 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.

All students will be in practicum from September to June. BSW students will complete 450 hours, Generalist Practice Year MSW students will complete 448 contact hours and Specialized Practice Year and Advanced Standing MSW students will complete 720 hours.

The Practicum Instructor is considered a mentor as well as an educator for students. It is mandatory that the Practicum Instructor spend a minimum of 1-hour weekly in a supervision session with the student. Advanced Standing and Specialized Practice Year MSW students will require an additional supervision time. Learning experiences will provide student: client contact hours (over the academic year) working with individual, family, group, community and organizations. Students should also be provided experience with diverse client populations.

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

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

or

Send both this form and your resume electronically to: zeffr@seattleu.edu.
**DATA:**

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<td>Current title/position:</td>
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<td><strong>Current contact information:</strong></td>
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<td>Address:</td>
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<td>Agency population served:</td>
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<td>Number of years in current position:</td>
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<tr>
<td><strong>Prior experience as a PI:</strong></td>
<td>Number of years</td>
</tr>
<tr>
<td>Briefly describe your prior experience as a PI (successes and/or challenges):</td>
<td>____</td>
</tr>
<tr>
<td>Briefly describe your theoretical orientation to social work practice:</td>
<td></td>
</tr>
<tr>
<td>Briefly describe your approach to student supervision:</td>
<td></td>
</tr>
<tr>
<td>If you have not previously been a practicum instructor, what has been your experience supervising staff?</td>
<td></td>
</tr>
</tbody>
</table>

If selected to be a Practicum Instructor for the Seattle University Social Work Program:

i) I agree to abide by the NASW Code of Ethics and my agency’s confidentiality agreements.
ii) I agree to follow and understand that many students’ 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. These Seattle University FERPA guidelines can be accessed at: https://www.seatttleu.edu/WorkArea/DownloadAsset.aspx?id=31576

iii) I agree to comply with the guidelines as stated in the Agency-Seattle University Motion of Understanding, section D.

____________________________
SIGNATURE

____________________________
DATE
APPENDIX C

STUDENT FORMS

C1. BSW Field Practicum Application*

C2. Resume Template*

C3. Field Placement Agreement, Risk Acknowledgement, and Release*

C4. BSW Practicum Referral Checklist

C5. Employment-Based Field Practicum Proposal

C6. BSW Field Practicum Education Plan*

C7. BSW Quarterly and Final Evaluation of Student in Field Practicum*

C8. Field Practicum Log of Hours*

C9. Field Practicum Incident Report

*These forms are available on, and must be completed on Alceasoftware.com
### C1. BSW FIELD PRACTICUM APPLICATION

#### Seattle University – Department of Social Work

<table>
<thead>
<tr>
<th>Name:</th>
<th>Phone:</th>
<th>SU Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>City, State, Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic year applying</th>
<th>Anticipated Graduation Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
</tbody>
</table>

Please attach current resume.

#### SUMMER INFORMATION

**Very Important:** Practicum Instructors often want to be in touch with students prior to the start of Fall quarter. Please provide summer or September contact information:

<table>
<thead>
<tr>
<th>Phone:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>City, State, Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Preference of Field Practicum Agency From** the BSW program’s approved site list, please state your top three choices for placements (here and post them on Alcea).

1. 
2. 
3.

**Preferred social work area or client population for practicum experience.** State which population/s you would like to work with and why: i.e., aging/gerontology, child welfare, corrections/legal, family services, medical, mental health, domestic violence, homeless, adolescents, special populations

1. 
2.

<table>
<thead>
<tr>
<th>Access to a car:</th>
<th>Able to take a bus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Special circumstances/considerations for placement referral** (i.e. preferred geographic location, work-study eligibility, any other considerations or special accommodations that should be considered in choosing and being placed at a site) Please be specific.

**Related Experience:** list your all volunteer and service learning experience:
Specific experience with diverse populations and languages fluent in (i.e., international immersion): List your experiences with diverse populations and what languages you have spoken, reading and understanding fluency in.

Areas of Interest / Post graduate educational or career plans:

All other information that would help the Field Director meet your educational goals and needs in a practicum placement:

BSW Courses completed (✓) and currently enrolled:

- [ ] SOCW 1520 Introduction to Social Work
- [ ] ADST 4340 Intro: Alcohol and Drug Addiction
- [ ] SOCW 3040 Policy Advocacy for Social Change
- [ ] SOCW 3010 Human Behavior in the Social Environment (prerequisite)
- [ ] SOCW 3020 Human Development and Social Work (prerequisite)
- [ ] SOCW 3110 Social Work with Individuals and Families (prerequisite)
- [ ] SOCW 2010 Social Justice in Social Work Practice

Electives:

The Field Director has my permission to share information about me that pertains to placement in a field practicum agency, for the purpose of reducing the potential for risk for physical or emotional harm for the student and for others: including the agency and clients. Confidentiality will be adhered to by the receiver of this information. The Field Director will alert me to the information that is shared.
C2. RESUME TEMPLATE

DEPARTMENT OF SOCIAL WORK

In a separate document please prepare an educational resume using this format.

GUIDELINES
1. The resume should be no more than 3 pages in length and easy to read.
2. Please keep a copy for your own record and take a copy to your agency interview.
3. Your resume should be professional in appearance.

Personal Data

Name
Present address (include zip code)
Present telephone (include area code)
Cell Phone number (include area code)
E-mail Address

Education:
Undergraduate graduation date
Undergraduate degree [school(s) attended, date(s), major(s)]
Other degrees/diplomas (schools, dates, majors)
Special training or certificate(s) received (include non-English language skills and proficiency level)

Practicum, Internship, or Volunteer Experience: Chronologically list dates, name of agency, name of supervisor and brief description of experience

Practicum Experience
Internship Experience
Volunteer Experience

Employment History: (Chronologically list dates, employer, position held, and brief description of the work)
C3. FIELD PLACEMENT AGREEMENT, RISK ACKNOWLEDGEMENT, AND RELEASE

SEATTLE UNIVERSITY – DEPARTMENT OF SOCIAL WORK

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 by the Social Work Department 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
### C4. BSW Practicum Referral Checklist

**Seattle University – Department of Social Work**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Current Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Address:</td>
<td></td>
</tr>
<tr>
<td>City, State, Zip:</td>
<td>Current Phone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Turned In or on ALCEA</th>
<th>Required Field Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcea student and CSWE pages completed along with picture uploaded</td>
<td></td>
</tr>
<tr>
<td>Attended three field orientations</td>
<td></td>
</tr>
<tr>
<td>Application for Field Instruction Completed</td>
<td></td>
</tr>
<tr>
<td>Signed Acknowledgement of Risk in Field Instruction</td>
<td></td>
</tr>
<tr>
<td>Resume Uploaded onto Alcea</td>
<td></td>
</tr>
<tr>
<td>Three Field Placement Referral Choices:</td>
<td></td>
</tr>
</tbody>
</table>

- 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 agency referral

**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 years recommended, but not required
Appendix C—Student Forms

| Proof of physical examination - Done within the last two years |
| Completion of Criminal History Background Check or WATCH |
| Date of HIPAA Training |
| Counselor/ Intern Registration |
| Completion of CPNW |

______________________________  __________________________
Signature                        Date
C5. EMPLOYMENT-BASED FIELD PRACTICUM PROPOSAL

Seattle University Department of Social Work

The Field Program does not place students at a practicum in their regular employment setting except in very rare situations. To request an employment-based placement, a written proposal must be submitted to the Field Director. The proposal outlines an assignment unrelated to the student’s position within the agency that meets practicum hour requirements and provides a set of learning activities that are different from the student’s employment work and in alignment with the Program’s goals, objectives, and competencies. The Practicum Instructor must meet the Program criteria for Practicum Instructor and must not be the student’s employment supervisor. The Field Director will discuss this proposal with the Practicum Instructor and student and then determine the suitability of the proposed Employment-Based Field Practicum.

The written proposal must include the following components:

1. General Information
   - Student’s name and contact information.
   - Agency name and contact information.
   - Task supervisor (immediate supervisor) and contact information.
   - Social Work supervisor (MSW) 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.

3. Practicum Instructor
   - The student’s employment supervisor cannot be the Practicum Instructor.
   - Approved Practicum Instructors must have a master’s degree in social work from a CSWE-accredited program and have 2-years post-MSW degree practice experience in social work, degree experience in the field.
   - Practicum Instructors from the agency must complete the Practicum Instructor’s Application, provide a recent resume, and attend the Practicum Instructor Orientation.
   - The Practicum Instructor must agree to provide 1 hours per week of supervision.

4. Practicum Agency
   - The Agency must agree to the reassignment of the student for the required practicum hours per week to the newly defined proposed task.
Students are not to receive employment pay for the practicum hours.

5. Acknowledgment of proposal
   The student will obtain the signatures of their current employment supervisory, agency representative, Practicum Instructor, and themselves on the last page of the proposal. The student will turn the proposal in to the Field Director for review and approval.
C6. Field Practicum Educational Plan –BSW Practice Year
Department of Social Work

Directions
The Education Plan is a roadmap for the practicum experience that connects observable learning activities (which operationalize the observable practice behaviors) to the CSWE (2015) competencies. This form lists the nine CSWE competencies that students are expected to demonstrate in their practicum. The observable practice behaviors, listed below each competency, serve as measures to demonstrate mastery of the competency. Students are to develop, jointly with their Practicum Instructor, individual observable learning activities tailored to the particular practicum context and to the student’s strengths and learning needs. These observable learning activities are the responsibilities and tasks that the student will engage in to attain the competency. Students should consider the knowledge, skills, and techniques they wish to acquire and deepen, as well as the unique skill sets they bring to the agency as they develop the observable learning activities. It is helpful to keep these observable learning activities specific, measureable, attainable, and relevant, and to develop an idea of when the activity will be accomplished. It is possible to have observable learning activities that overlap with other competencies.

Please complete the Education Plan on Alcea by the designated due date, which is found in the Practicum Calendar. Both student and Practicum Instructor should maintain a copy of this Education Plan. The original may be kept in the student’s file. This is a living document that can be revised as necessary. Revisions will be made on the Education Plan on Alcea by the second week of Winter and Spring Quarters. If a revision is made the Liaison and Field Director must be informed. Both the Field Liaison and Field Director will read the Education Plan, and the Liaison signs it after the student and Practicum Instructor. Please consult the Field Practicum Manual for further information on the Education Plan. The format of this Education Plan follows the student’s formative and summative Quarterly Assessments. It is helpful to consult this form often, in supervision and in writing the quarterly assessments.

Field Schedule for BSW Practice Year
Generalist Practice Year students’ practicums run consecutively over Fall, Winter, and Spring Quarters for a total of 450 hours. Students are at the agency for 15 hours per week each quarter. Students are asked to outline their practicum schedule on this form. If the student’s schedule changes significantly from quarter to quarter, this revision should be noted on the form. Please consult the Field Practicum Manual for policies regarding attendance.

Supervision schedule
All Students receive a minimum of 1 hour of supervision weekly with the designated BSW or MSW Practicum Instructor. Student’s learning is greatly enhanced when supervision is predictable and consistently scheduled; therefore, for consistency, the student will note the date and time of supervision.

Brief description of student learning opportunities at field practicum site
The Practicum Instructor is asked to describe the type of role, tasks, and responsibilities the student will be engaged in. It is understood that 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 learning experience at the organization and 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 the student’s individualized learning strengths, interests, and needs are taken into consideration as these tasks and responsibilities are agreed upon.

FIELD EDUCATION PLAN-BSW YEAR
Department of Social Work

Quarter_________________Year_____________

Student_________________________________________Phone____________________

Practicum Instructor_____________________________Phone____________________

Agency/Program__________________________________________________________________________

Field Liaison __________________________________________________________

c. Field Schedule (Days and times at Agency)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Competency 1: Demonstrate Ethical and Professional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observable Practice Behaviors</strong></td>
</tr>
<tr>
<td>1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
</tr>
<tr>
<td>1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
</tr>
<tr>
<td>1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
</tr>
<tr>
<td>1.4 Use technology ethically and appropriately to facilitate practice outcomes</td>
</tr>
<tr>
<td>1.5 Use supervision and consultation to guide professional judgment and behavior</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 2: Engage in Diversity and Difference in Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observable Practice Behaviors</strong></td>
</tr>
</tbody>
</table>
### Appendix C—Student Forms

#### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

<table>
<thead>
<tr>
<th>Observable Practice Behaviors</th>
<th>Dimensions</th>
<th>Learning Tasks to Operationalize the Practice Behaviors</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong> <strong>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</strong></td>
<td>Knowledge Skills Cognitive process</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.2</strong> <strong>Engage in practices that advance social, economic, and environmental justice</strong></td>
<td>Knowledge Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Competency 4: Engage in Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>Observable Practice Behaviors</th>
<th>Dimensions</th>
<th>Learning Tasks to Operationalize the Practice Behaviors</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1</strong> <strong>Use practice experience and theory to inform scientific inquiry and research</strong></td>
<td>Knowledge Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.2</strong> <strong>Apply critical thinking to engage in analysis of quantitative and qualitative research</strong></td>
<td>Knowledge Skills Cognitive process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Competency 5: Engage in Policy Practice

<table>
<thead>
<tr>
<th>Observable Practice Behaviors</th>
<th>Dimensions</th>
<th>Learning Tasks to Operationalize the Practice Behaviors</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
<td>Knowledge Cognitive process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 Assess how social welfare and economic policies impact the delivery of and access to social services</td>
<td>Knowledge Values Cognitive process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td>Knowledge Skills Cognitive process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Competency 6: Engage with individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Observable Practice Behaviors</th>
<th>Dimensions</th>
<th>Learning Tasks to Operationalize the Practice Behaviors</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td>Knowledge Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 Use empathy, reflection, and interpersonal skills to effectively engage</td>
<td>Values Skills Affective &amp; Cognitive Processes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Observable Practice Behaviors</th>
<th>Dimensions</th>
<th>Learning Tasks to Operationalize the Practice Behaviors</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
<td>Knowledge Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognitive Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
<td>Knowledge Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognitive Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
<td>Knowledge Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognitive &amp; Affective Processes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Observable Practice Behaviors</th>
<th>Dimensions</th>
<th>Learning Tasks to Operationalize the Practice Behaviors:</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of</td>
<td>Knowledge Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, and Organizations</td>
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<td></td>
<td></td>
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<tr>
<td>-----------------------------------------------</td>
<td>---------------</td>
<td>-------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Observable Practice Behaviors</td>
<td>Dimensions</td>
<td>Learning Tasks to Operationalize the Practice Behaviors:</td>
<td>Date Completed</td>
</tr>
<tr>
<td>9.1 Select and use appropriate methods for evaluation of outcomes</td>
<td>Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td>Knowledge Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td>Cognitive &amp; Affective Processes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

<table>
<thead>
<tr>
<th>Values</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cognitive Process</td>
</tr>
</tbody>
</table>

Student signature ____________________________________________  Date: ___________________

Practicum Instructor signature: __________________________________  Date: __________________

Field Liaison signature: _________________________________________  Date: __________________

Seattle University|Social Work Program| Revised 2017
C7. BSW QUARTERLY EVALUATION

Department of Social Work

BSW PROGRAM

Student Information

Quarter:
Fall Quarter Formative_________________ Year__________
Winter Quarter Formative
Spring Quarter Summative

Student_____________________________________________Phone_____________________

Agency/Program _________________________________________________________________

Practicum Instructor___________________________________ Phone_______________________

Field Liaison ________________________________________

Hours completed at practicum site this quarter: ______________
Each quarter: 150 hours required- attach Field Practicum Log of Hours

_________________________________________       Date
Practicum Instructor’s signature

_________________________________________       Date
Student’s signature

To be completed by the Field Liaison:
Overall Competency average: _______
Recommended Grade: _____ Credit _____ Fail
Field Liaison’s Signature_________________________ Date

The Field Director will determine the final grade.
Instructions and Criteria for Assessment

Introduction

The process of assessment of the student’s performance is meant to be a continuous, dynamic, and collaborative throughout the quarter. The end of quarter assessment provides an opportunity to thoughtfully reflect, analyze, note, and summarize the student’s progress. Areas of concerns should not be identified for the first time in this evaluation. Rather they should have been raised throughout the placement experience within supervision.

The student’s field education learning is assessed in this evaluation. Both the Practicum Instructor and student complete this form. The Practicum Instructor’s assessment is to provide feedback to the student on his/her progress in competency development. The student’s self-assessment enables the student to reflect on his/her growth and to assist the Practicum Instructor in enhancing learning activities for the oncoming quarter.

Student learning in the field is highly developmental; thus it is expected that the longer the student has contact and experience at the agency the more their knowledge and skills will continue to evolve.

General Instructions: Complete and Save on Alcea: www.alceasoftware.com

The Fall and Winter Quarter Assessments are formative. Spring Quarter’s Assessment is summative. Students assess their performance on the observable practice behaviors as well as an overall rating of each competency. The student’s overall competency rating is a mean of all the competency ratings. This form will remain available on Alcea after it is completed and signed. The Education Plan should be referred to as the student is completing this assessment.

The student and Practicum Instructor meet to discuss the Practicum Instructor’s assessment, the student’s self-assessment, and areas of focus for the next quarter. Only after these evaluations are reviewed, and amended as needed, should they be signed and dated by both the student and the Practicum Instructor. The quarter’s completed number of hours in practicum must be recorded on this form.

The dimensions inform the demonstration of competence that include knowledge, values, and skills, as well as cognitive and affective processes. These demonstrate the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations (CSWE 2015) and underlie competency behaviors.

Criteria for Assessment

Self-assessment of performance in agency activities will help students master each competency. The overall competency rating will be the mean score of each competency’s observable practice behaviors.

The following is a rubric of the criteria:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>In Process</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td>No Opportunity Provided or No Opportunity to Observe</td>
</tr>
</tbody>
</table>
1 = Unsatisfactory:* Student’s performance has not met expectations. Student does not demonstrate the knowledge, skills, values, or cognitive or affective processes to complete observable practice behaviors. Student has not displayed sustained changes in performance despite corrective action requested within supervision.

2 = In Process: Student’s performance requires a high degree of supervision and direction. Student does show ability to improve progress and performance with continued supervision. Student marginally or inconsistently demonstrates the knowledge, skills, values, and cognitive and affective processes to complete observable learning activities.

3 = Meets Expectations: Student’s performance meets expectations for beginning generalist practice. Student demonstrates the knowledge, skills, values, and cognitive and affective processes to complete the observable practice behaviors, and from these, the competency. Student consistently and actively participates in and utilizes supervision for enhanced practice. Student is beginning to demonstrate independence in their practicum work.

4 = Exceeds Expectations: Student’s performance consistently and strongly exceeds expectations. Student demonstrates strong knowledge, skills, values, and cognitive and affective processes that illustrate mastery of the competencies through completed learning activities and observable practice behaviors. Student is able to work independently, actively participates in, and brings questions to, supervision sessions, and uses supervision to enhance practice and professional development.

N/O = No Opportunity Provided or No Opportunity to Observe: At the time of the evaluation a student may not have had the opportunity to demonstrate an observable practice behavior or competency. It is expected that all observable practice behaviors and competencies will be accomplished by the end of the field experience.

*Students are required to write narrative comments to justify the Likert rating given on the student reflection assessment, especially if a student gives a self-rating of “unsatisfactory-1,” “in process-2,” and “exceeds-4.” The Field Liaison should be notified immediately if the rating is unsatisfactory or in-process. Narrative Comments should explain the observable behaviors and in what context they were demonstrated. The comments should also briefly refer to the learning activities that link to the observable practice behaviors.

A copy of this assessment will be saved on Alcea. Practicum Instructors and Students should save a copy for own file.

<table>
<thead>
<tr>
<th>Competency 1: Demonstrate Ethical and Professional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observable Practice Behaviors</td>
</tr>
<tr>
<td>1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
</tr>
</tbody>
</table>
### Competency 1: Professional Practice

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
<th>Affective Process</th>
</tr>
</thead>
</table>

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

1.4 Use technology ethically and appropriately to facilitate practice outcomes

1.5 Use supervision and consultation to guide professional judgment and behavior

Practicum Instructor’s overall rating of performance for Competency 1: ___

Narrative Comments:

Student’s overall self-rating of performance for Competency 1: ___

Narrative Comments:

### Competency 2: Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
<th>Cognitive &amp; Affective Processes</th>
</tr>
</thead>
</table>

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences

2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Practicum Instructor’s overall rating of performance for Competency 2: ___

Narrative Comments:

Student’s overall self-rating of performance for Competency 2: ___

Narrative Comments:
### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

<table>
<thead>
<tr>
<th>Observable Practice Behaviors</th>
<th>Dimension</th>
<th>Student rating 1-4 or N/O</th>
<th>PI rating 1-4 or N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
<td>Knowledge Skills Cognitive Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.2</strong> Engage in practices that advance social, economic, and environmental justice</td>
<td>Knowledge Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practicum Instructor’s overall rating of performance for Competency 3: ___

Narrative Comments:

Student’s overall self-rating of performance for Competency 3: ___

Narrative Comments:

### Competency 4: Engage In Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>Observable Practice Behaviors</th>
<th>Dimension</th>
<th>Student rating 1-4 or N/O</th>
<th>PI rating 1-4 or N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1</strong> Use practice experience and theory to inform scientific inquiry and research</td>
<td>Knowledge Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.2</strong> Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td>Knowledge Skills Cognitive Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.3</strong> Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
<td>Knowledge Skills Cognitive Process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practicum Instructor’s overall rating of performance for Competency 4: ___

Narrative Comments:

Student’s overall self-rating of performance for Competency 4: ___

Narrative Comments:

### Competency 5: Engage in Policy Practice

<table>
<thead>
<tr>
<th>Observable Practice Behaviors</th>
<th>Dimension</th>
<th>Student rating 1-4/N/O</th>
<th>PI rating 1-4 or N/O</th>
</tr>
</thead>
</table>

Seattle University Social Work Department
### Competency 5: Analyze Social Policy

<table>
<thead>
<tr>
<th>Observable Practice Behaviors</th>
<th>Knowledge Cognitive Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
<td>Knowledge Cognitive Process</td>
</tr>
<tr>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services</td>
<td>Knowledge Values Cognitive process</td>
</tr>
<tr>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td>Knowledge Skills Cognitive process</td>
</tr>
</tbody>
</table>

**Practicum Instructor overall rating of performance for Competency 5:**

**Narrative Comments:**

**Student’s overall self-rating of performance for Competency 5:**

**Narrative Comments:**

---

### Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Observable Practice Behaviors</th>
<th>Dimension</th>
<th>Student rating 1-4 or N/O</th>
<th>PI rating 1-4 or N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td>Knowledge Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td>Values Skills Affective &amp; Cognitive Processes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student’s overall rating of performance for Competency 6:**

**Narrative Comments:**

**Student’s overall self-rating of performance for Competency 6:**

**Narrative Comments:**

---

### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Observable Practice Behaviors</th>
<th>Dimension</th>
<th>Student rating 1-4 or N/O</th>
<th>PI rating 1-4 or N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
<td>Knowledge Values Skills Cognitive Process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Competency 7: Analyze and Evaluate Practice Data

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Cognitive Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
<td>Knowledge</td>
<td>Skills</td>
<td>Cognitive Process</td>
</tr>
<tr>
<td>7.3</td>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.4</td>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
<td>Knowledge</td>
<td>Values</td>
<td>Skills</td>
</tr>
</tbody>
</table>

**Practicum Instructor’s overall rating of performance for Competency 7:** ___

**Narrative Comments:**

**Student’s overall self-rating for Competency 7:** ___

**Narrative Comments:**

### Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Observable Practice Behaviors</th>
<th>Dimension</th>
<th>Student rating 1-4 or N/O</th>
<th>PI Rating 1-4 or N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td>Knowledge</td>
<td>Skills</td>
<td>Values</td>
</tr>
<tr>
<td>8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td>Knowledge</td>
<td>Skills</td>
<td>Cognitive Process</td>
</tr>
<tr>
<td>8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td>Knowledge</td>
<td>Values</td>
<td>Skills</td>
</tr>
<tr>
<td>8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
<td>Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Practicum Instructor’s overall rating for Competency 8:** ___

**Narrative Comments:**

**Student’s overall self-rating for Competency 8:** ___

**Narrative Comments:**
### Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Observable Practice Behaviors</th>
<th>Dimension</th>
<th>Student rating 1-4 or N/O</th>
<th>PI Rating 1-4 or N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Select and use appropriate methods for evaluation of outcomes</td>
<td>Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td>Knowledge Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td>Cognitive &amp; Affective Processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
<td>Values Skills Cognitive Process</td>
<td></td>
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</tbody>
</table>

**Practicum Instructor overall rating of performance for Competency 9:** ___

**Narrative Comments:**

**Student overall self-rating for Competency 9**

---

Student’s overall self-assessment comments (briefly describe learning experiences --include strengths and areas for improvement):

Practicum Instructor overall comments for the quarter (include strengths and areas for improvement) including assessment of observations of student:

Student’s goals and amendments to educational plan for next quarter:

Practicum Instructor goals and amendments to educational plan for next quarter:

Student: My supervisor and I have reviewed this evaluation together and I
_____Agree with this evaluation

_____Disagree with this evaluation
If the student 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.

Student signature and date

Practicum Instructor Signature and date

Seattle University | Social Work Program | Revised 2017
### C8. FIELD PRACTICUM LOG OF HOURS

**Seattle University**

**Department of Social Work**

Student:  
Quarter/Year:  
Agency/Program:  

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Worked</th>
<th>Total Daily Hours</th>
<th>Total Cumulative Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Plan for completion of hours:  *complete on reverse side of paper*

Student signature  
Date  

Practicum Instructor signature  
Date
C9. INCIDENT REPORT
SEATTLE UNIVERSITY
Department of Social Work

This Practicum Incident Report is to be completed, as soon as possible, following an accident or an incident involving student safety in the practicum. The purpose for completion of this form is to help ensure student safety and to be supportive of the student. The student and the Practicum Instructor complete and sign their sections of this Report. The completed Report is submitted to the student’s Field Liaison. The Field Liaison completes it and submits the final Report to the Field Director for review and follow-up.

Student Name: ___________________________________

Place of occurrence of incident: _____________________

Date of incident: _______________ Time of Incident: ____________

Practicum Agency: ________________________________

Practicum Instructor Name: ________________________

To be completed by Student:
The student is encouraged to complete this form. The student can choose not to complete this form if the incident is of traumatic nature.

Please describe the incident as fully as possible:
• Was medical care sought? If so, describe when, where, and the injury for which the care was sought.

  Have you been released by the medical care provider?

• When did you debrief this incident with your

• Was any police jurisdiction (City, County, Seattle University) notified? If so, when and which jurisdiction? Any plans for follow-up by the police?

• What actions, if any, would you like the Social Work program to take in regards to this incident?

Student signature ____________________________________ Date ____________

To be completed by Practicum Instructor:

• What actions were taken in response to this incident?
• What follow-up plans are you or the agency pursuing, if any, to enhance student safety at your agency?

Practicum Instructor signature __________________________ Date ____________
______________________________________________________________________________

To be completed by Field Liaison:

• What actions were taken in response to this incident?

• What are your recommendations or follow-up plans?

Field Liaison signature ________________________________ Date ____________
______________________________________________________________________________

To be completed by Field Director:

• What actions were taken in response to this incident?

• What are follow-up plans, if any?

Field Director signature _______________________________ Date _________________
APPENDIX D

PROGRAM EVALUATION

D1. FIELD LIAISON AGENCY VISIT REPORT*

D2. STUDENT ASSESSMENT OF THE PRACTICUM SETTING AND PRACTICUM INSTRUCTOR*

D3. FIELD LIAISON ASSESSMENT OF THE PRACTICUM SETTING AND PRACTICUM INSTRUCTOR

D4. PRACTICUM INSTRUCTOR ASSESSMENT OF THE FIELD LIAISON*

D5. PRACTICUM INSTRUCTOR OF THE FIELD EDUCATION PROGRAM*

D6. STUDENT ASSESSMENT OF THE FIELD LIAISON*

D7. FIELD LIAISON ANNUAL EVALUATION OF FIELD DIRECTOR AND SELF-ASSESSMENT*

D8. STUDENT ASSESSMENT OF THE FIELD DIRECTOR AND FIELD PROGRAM

*These forms are available on, and must be completed on, Alcea.

https://Alceasoftware.com
D1. FIELD LIAISON AGENCY VISIT REPORT
SEATTLE UNIVERSITY MSW PROGRAM

<table>
<thead>
<tr>
<th>Field Liaison:</th>
<th>Quarter/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency:</td>
<td></td>
</tr>
<tr>
<td>Practicum Instructor:</td>
<td></td>
</tr>
<tr>
<td>Field Liaison signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

The Field Liaison conducts an in-person agency on-site meeting with the Practicum Instructor, student, and, if available, the task supervisor. This is done once each quarter between week 3 and week 5. This report provides a summary of the visit, and outlines any needed plans for improvements and changes. It is located on Alcea.

Address the following topic/questions:

1. How regular is the student’s attendance?

2. Have the student and Practicum Instructor received an emailed copy of the Field Practicum Manual (Fall visit)? Yes_______ No_______ Comments:

3. Does student have adequate work space and equipment needed to perform the expected learning activities (Fall visit)? Yes________ No________ Comments:

4. Has the agency provided the student with a thorough orientation, or onboarding, that includes safety procedures (Fall visit)? Yes________ No_______ Comments:

5. Was the student briefed about safety issues (ongoing)? Yes_______No_______ Comments:

6. Is the Education Plan complete and signed by student, PI and Liaison? Yes_____ No_______ Comments:

7. Comment on the integration of the learning activities on the Education Plan with the agency opportunities and the nine (9) competencies, and has the Plan been updated, as needed?

8. Is the Education Plan used as a guide in supervision, for task assignments to meet competencies, and for evaluations? (Note: Liaison reads and signs the evaluation forms.) Comment:

9. Does the student have opportunities to work with clients who are different then themselves? (ongoing)

10. Weekly supervision:

   a. Is it consistent and effective?
b. Is student prepared for supervision with agendas, notes, and does student seek out learning opportunities?

c. Do student and Practicum Instructor discuss dynamics and consequences of inequality, oppression and injustices?

11. Student’s professional growth (ongoing):

a. Does the student adhere to the NASW Code of Ethics and demonstrate the ability to recognize and discuss dilemmas.

b. Does the student demonstrate appropriate dress, communication, attitude, timeliness, adherence to agency policies.

c. Does the student demonstrate the use of critical thinking in regard to client planned change system, evaluation of interventions and reflection.

d. Does the student demonstrate increasing independence of meeting expectations within the 9 competencies.

12. Have you viewed and discussed the use of supervision agendas and process recordings with the student and Practicum Instructor?

13. Note any relevant information from previous visits that shows increased or lessening competency.

13. If an improvement plan is needed, please detail it below, along with all relevant dates for assessment.

Liaison Signature: __________________________________________

Date: _____________________________________________________
### D2. Student Assessment of the Practicum Setting and Practicum Instructor

**Seattle University**  
**Department of Social Work**

<table>
<thead>
<tr>
<th>Student</th>
<th>Agency/Program:</th>
<th>Practicum Instructor:</th>
<th>Field Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructions:** All social work students are asked to evaluate their Field Practicum experience, including the agency’s 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 1-4:

<table>
<thead>
<tr>
<th></th>
<th>1 Strongly disagree</th>
<th>2 Disagree somewhat</th>
<th>3 Agree</th>
<th>4 Strongly agree</th>
<th>N/A Not Applicable</th>
</tr>
</thead>
</table>

#### Student

**Practicum Setting**

1. The agency was open and welcoming to me as a student.

2. I had the opportunity to develop practice skills with systems of various sizes. Generalist Practice Year should have opportunity for all client systems. Specialized Practice and Advanced Standing Years should have experience with individuals, families, and groups.

3. I had experience with *(please check all that apply)*

   - [ ] Individuals
   - [ ] Groups
   - [ ] Communities (outreach, organizing, advocacy)
   - [ ] Families
   - [ ] Public Policy
   - [ ] Organizations (administration, evaluation, program planning)

4. There was adequate space to complete Practicum work including a desk, computer, and phone.

---

**Date of Placement:** 

**Quarter/Year**
I was provided opportunities to work with varied client populations, as appropriate to learning outcomes.

Overall, the agency demonstrated a commitment to the student as learners and provided the necessary support and instruction.

Overall, I would recommend this agency as a Field Practicum site.

Summary Comments about the Field Practicum site:

<table>
<thead>
<tr>
<th>Practicum Instructor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I received an orientation to the agency that was helpful to my overall understanding of the agency mission and services provided.</td>
<td></td>
</tr>
<tr>
<td>2. I received information about the agencies policies and procedures regarding personal safety and risk management with clients.</td>
<td></td>
</tr>
<tr>
<td>3. I met regularly for at least 1 hour per week (Generalist Practice Year) or at least 2 hours per week (Specialized Practice Year) for supervision with my Practicum Instructor.</td>
<td></td>
</tr>
<tr>
<td>4. I had the opportunity to discuss social work values and ethics during my field experience within supervision.</td>
<td></td>
</tr>
<tr>
<td>5. I had the opportunity to discuss the dynamics and consequences of inequality, oppression, and injustice with regards to client systems and to advocate for social change.</td>
<td></td>
</tr>
<tr>
<td>6. The Practicum Instructor facilitated my opportunity to develop critical thinking skills in the assessing, selection and evaluating interventions.</td>
<td></td>
</tr>
<tr>
<td>7. The Practicum Instructor had sound knowledge about his/her areas of social work practice.</td>
<td></td>
</tr>
<tr>
<td>8. The Practicum Instructor was clear and well organized in assigning my responsibilities and supervision.</td>
<td></td>
</tr>
<tr>
<td>9. The Practicum Instructor was readily available and accessible.</td>
<td></td>
</tr>
<tr>
<td>10. The Practicum Instructor was an effective teacher.</td>
<td></td>
</tr>
</tbody>
</table>
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:
D3. Field Liaison Assessment of Practicum Setting and Practicum Instructor

**SEATTLE UNIVERSITY DEPARTMENT OF SOCIAL WORK**

<table>
<thead>
<tr>
<th>Field Liaison:</th>
<th>Quarter/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency:</td>
<td></td>
</tr>
<tr>
<td>Practicum Instructor:</td>
<td></td>
</tr>
<tr>
<td>Field Liaison signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

All social work Field Liaisons are asked to evaluate the students’ experiences. This includes the Practicum Instructor’s ability to supervise.

Answer the following questions using the following Likert scale of 1-4 and N/O:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>Disagree somewhat</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>No Opportunity or Not Applicable</td>
</tr>
</tbody>
</table>

### Practicum Setting

1. The Practicum agency was open and welcoming to the student.

2. The agency provided the student with the opportunity to develop practice skills with systems of various sizes. Generalist Practice Year students should have opportunity for all client systems. Specialized and Advanced Standing Years students should have experience with individuals, families, and groups.

   The student had experience with *(please check all that apply)*

   - [ ] Individuals
   - [ ] Groups
   - [ ] Communities (outreach, organizing, advocacy)
   - [ ] Families
   - [ ] Public Policy
   - [ ] Organizations (administration, evaluation, program planning)

3. There was adequate space to complete Practicum work including a desk, computer and phone.

4. The student was provided opportunities to work with varied client populations, as appropriate to learning outcomes.

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 | Rating
--- | ---
1. The student received an orientation to the agency that was helpful to the 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 with the Practicum Instructor for at least 1 hour weekly (Generalist Practice Year) or at least 1+ hours weekly for (Specialized Practice Year) supervision with the Practicum Instructor. |  |
4. The student had the opportunity to discuss social work values and ethics during the 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 the 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 the assignment of the student’s 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 his/ her expectations and regularly gave constructive feedback to the student. |  |
12. Overall, I would recommend this Practicum Instructor. |  |

Summary comments regarding Practicum Instructor:
D4. PRACTICUM INSTRUCTOR ASSESSMENT OF THE FIELD LIAISON
SEATTLE UNIVERSITY
DEPARTMENT OF SOCIAL WORK

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: ________________________________
   Comments: ________________________________

2. My Field Liaison made phone or email contact during Winter Quarter.  
   Yes  No
   Comments: ________________________________

3. Answer the following using the following Likert scale of 1-4

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>Disagree somewhat</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

   My Field Liaison
   
   Was knowledgeable about the student practicum evaluation process.  
   Rating ________________________________

   Was accessible when/ if consultation or assistance was requested (if applicable).  
   Rating ________________________________

   Was fair in his/ her intervention and mediation when there were issues between my student and myself (if applicable).  
   Rating ________________________________

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

Practicum Instructor’s signature ________________________________  Date ________________________________
(Practicum Instructor’s Name)
### D5. PRACTICUM INSTRUCTOR ASSESSMENT OF THE FIELD EDUCATION PROGRAM

**Seattle University Department of Social Work**

#### Agency

1. The Field Program was responsive to questions or concerns through either phone or email.  
   - Yes  
   - No  
   - Comments:

2. The PI was able to take advantage of the offered trainings:  
   - Yes  
   - No  
   - If No, please explain:

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

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly disagree</td>
<td>4</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>N/A</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>3</td>
<td>Agree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The Seattle University Social Work Field Program via the Field Director or Field Liaison:**

- **Rating**
  - When requested by PI or student: Provided consultation, to aid the PI and student in the development of appropriate learning and learning experiences for students
  - Provided the Field Practicum Manual, relevant instructional material, and important educational dates
  - Provided communication about the program and opportunities and information about ongoing field instruction trainings
  - If requested by the PI, agency or student provided consultation or information about the student to help with the success of the placement

- **Comments**
### D6. STUDENT ASSESSMENT OF THE FIELD LIAISON

#### SEATTLE UNIVERSITY DEPARTMENT OF SOCIAL WORK

<table>
<thead>
<tr>
<th>Practicum Instructor:</th>
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</thead>
<tbody>
<tr>
<td>Agency</td>
<td></td>
</tr>
<tr>
<td>Field Liaison</td>
<td></td>
</tr>
</tbody>
</table>

4. My Field Liaison came to my agency in the Fall and Spring Quarters.  
   - Yes
   - No
   If no, which quarter did the Field Liaison visit:  
   Comments: 

5. My Field Liaison made phone or email contact during Winter Quarter.  
   - Yes
   - No
   Comments: 

6. Answer the following using the following Likert scale of 1-4

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>Disagree somewhat</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

**My Field Liaison**

- Was knowledgeable about the student practicum evaluation process.  
  Rating: 

- Was accessible when/ if consultation or assistance was requested (if applicable).  
  Rating: 

- Was fair in his/ her intervention and mediation when there were issues between my Practicum Instructor and myself (if applicable).  
  Rating: 

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

______________________________________  
Students Signature

______________________  
Date

Date of Placement:  

______________________ to ___________________  
Quarter/Year
D7. Field Liaison Annual Evaluation of Field Director and Self-Assessment
Seattle University
Department of Social Work

The Field Liaison role is critical to the success of a student in his/her practicum. It is a complex role including quarterly agency and student site visits, being accessible to a student, the Practicum Instructor, and the Field Director for the communication of current program information and student progress and concerns. Additional responsibilities include providing supportive consultations, mediations, record a summary of contacts, academic and professional gatekeeping, review the Education Plan and quarterly evaluations, and recommend the student’s quarter grade to the Field Director. This is an annual review by the Field Liaisons of the Field Director and a self-assessment. The Field Director will use this information for ongoing development of a strong Field Liaison program.

A Likert scale will be used for assessing communication and accessibility of the Field Director:

<table>
<thead>
<tr>
<th></th>
<th>1 never met</th>
<th>2 sometimes met</th>
<th>3 met</th>
<th>4 strongly met</th>
<th>N/A not needed or not appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

The Field Director: Likert Rating:

1. Provided orientation in Fall Quarter and training as needed and requested-even if I was not able to attend.  
2. Responded to my questions and concerns in a timely manner  
3. Consulted with me either by phone, email, or in person in a timely manner, as requested  
4. Communicated necessary information regarding the Social Work Program, agencies and practicum instructors, students, and placement concerns  
5. Contacted me by phone, email or in person at least once each quarter for general check-in

Comments

SELF ASSESSMENT:

1. I was able to schedule and visit my assigned site visits in all three quarters.
   a. Fall ______
   b. Winter_____  
   c. Spring _____
   d. If not, which quarter were you not able to meet with an agency or agencies and for what reason:
   e. Were you able to check in with the PI and student by phone or email if you could not be at the agency?

   Yes ____________ No________
2. I was able to do academic and professional consulting with the students and Practicum Instructors. Yes __________ No ________
   a. Comments:

3. If I did not know a policy, procedure or answer to a question I consulted with the Field Manual, with the Field Director or with both. Yes ____________ No __________
   Comments:

4. IN reflection: My strengths and challenges for this year were:

5. Based on my reflection in #4: What would you do differently next year as a Field Liaison:

6. Will you be a Field Liaison for the upcoming year and what would you need to be a stronger Liaison.
   a. I would like to be considered to be a Liaison for this next academic year:
      Yes ____________ No ______________
Field Manual

D.8 SEATTLE UNIVERSITY
DEPARTMENT OF SOCIAL WORK

STUDENT ASSESSMENT OF THE
FIELD EDUCATION PROGRAM

Agency_____________________________

Please complete the following 4 questions:

1. The Field Program was responsive to questions or concerns through office visits, phone or email.  Yes  No
   Comments:

2. The student was able to take advantage of offered student workshops:  Yes  No
   Cognitive Behavior Training-2 sessions-Winter Quarter
   BSW Professional Development Night-Winter Quarter
   Job Preparation—3 sessions-Spring Quarter
   If you did not attend please explain how these workshops could have been more accessible:

   What workshops would you like to see added for future students?

3. Please comment on the practicum placement process.

   A. BSW-Reminder: There were 3 pre-practicum workshops in the Winter of your junior year and an all-
      day practicum readiness workshop on the first day of school your senior year.  In addition, you
      completed an application and an interview with the Field Director.  You interviewed at the site and
      completed a 3-hour shadow before you accepted the referral.

   B. Generalist Year & Advanced Standing Reminder: complete an application and an interview with the
      Field Director. Complete an interview with an agency representative.

   C. Clinical Specialized Practice Year: There was a preparation information session at the end of fall
      quarter.  A session with PIs and current Specialization student.  A panel comprised of current clinical
      year students.  An application was completed and interviews with the Field Director were available
      as requested. Field Director also was available to role play interviews.
4. Answer the following questions using the Likert scale of 1-3 or N/A:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Not/Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
<td>agree</td>
<td>strongly agree</td>
<td></td>
</tr>
</tbody>
</table>

The Seattle University Social Work Field Education Program, via the Field Director or the Field Liaison:

If requested by the Student: provided consultation to aid the Student in the development of appropriate learning experiences for students

Provided the Field Practicum Manual, relevant instructional material and important educational dates

Provided communication about the program

If requested by the Student, provided consultation or information to help with the success of the placement

If you had a concern about your placement but never shared it with either your Field Liaison or the Field Director, please comment on why you did not share it or ask for consultation.

COMMENTS:

For standards for use of technology see: https://www.socialworkers.org/practice/standards/NASWTechnologyStandards.pdf
A link to the full policy and accreditation standards can be found here: https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx