<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 482 Block Practicum I</td>
<td>24</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>28</td>
</tr>
<tr>
<td>Course Syllabus</td>
<td>28</td>
</tr>
<tr>
<td>SOWK 483 Block Practicum II</td>
<td>28</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>30</td>
</tr>
<tr>
<td>Summary of the NASW Code of Ethics</td>
<td>30</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>31</td>
</tr>
<tr>
<td>Generic Social Work Skills</td>
<td>31</td>
</tr>
<tr>
<td>Suggested Competencies</td>
<td>32</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>33</td>
</tr>
<tr>
<td>Requirements for BA in Social Work</td>
<td>33</td>
</tr>
</tbody>
</table>
Introduction

The Practicum Office along with the School of Social Work and Eastern Washington University is administered and conducted without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political orientation or sexual orientation in all aspects of their operation.

Functions of the Practicum

The field practicum is a vital part of social work education in accredited social work programs. Combining education, “hands-on” training and supervised practice in an agency setting, the practicum brings students’ classroom knowledge into the world of social services. By applying this knowledge to real situations, students can discover their capabilities and limitations, apply social work values and ethics, examine their practice preferences and explore the arena of social welfare.

The Practicum as a Learning Experience

Agencies that accept practicum students must be prepared to devote time and energy to each student’s objectives. Students need to be given opportunities to both observe and participate in the functions of the agency. Their tasks are to be related to their learning objectives as agreed to by student, agency and FFI.

Occasionally, students are already employed in social service agencies when they begin practicum planning and for economic reasons, ask to fulfill the practicum requirements within the work setting. This is only permissible if the School and the agency can mutually work out a learning plan that is significantly different from the student’s regular duties in the agency. Practicum credit cannot be given for routine employment. (See guidelines on page 5)

The Agency Setting

Practicum placements are available in a wide variety of agency settings, both public and private. The School makes an effort to maintain working relationships with a range of agencies that will be responsive to the learning objectives of most students. These agencies generously, without compensation, make their time, facilities and human resources available to students in order to further the quality of social work education.

Most practicum placements occur in traditional social welfare settings such as public social service agencies, neighborhood centers, mental health centers and residential treatment centers. The School also encourages non-traditional placements that provide the innovative application of social work principles to new problem areas and situations. In identifying practicum agencies, the School determines that each agency can provide an experience consistent with the School’s and the student’s learning objectives.
Credits and Hours Requirement for Practicum

A total of fifteen credits for 616 practicum hours and an additional credit per quarter for seminar are required for the BASW degree. Students complete the practicum and seminar concurrently with class work over two quarters; Winter and Spring their Senior Year. Students enroll in eight credits of practicum winter quarter and 7 credits of practicum spring quarter and one credit of seminar each quarter. Students will complete 28 hours per week for eleven weeks (308 hours per quarter) and 12 hours of seminar per quarter. 

Students are not required by the School of Social Work to be in their practicum during the Spring Break week unless this has been mutually negotiated with the agency.

Students must keep a regular practicum schedule and are not allowed to miss practicum in order to complete other course work. Time sheets will be provided to assure student hours in the agency are documented.

Structure of the Practicum Program

Overview

The Practicum Office is responsible for developing appropriate agency placements for all social work students. Agencies interested in providing a practicum placement should contact the Practicum Director. Agencies must designate a qualified staff member, known as the agency field instructor (AFI), to work with each student. This staff member is the student’s agency field instructor (AFI) for the educational purposes of the practicum and need not be the supervisor of the work unit.

Students interview at an assigned agency with referral from the social work faculty field instructor (FFI). The FFI works with the student over the two-quarter placement.

Agency Supervision

Supervision is the most crucial aspect of the practicum. Research has shown that the student’s AFI will have more impact on their subsequent professional practice than any other influence in their social work educational experience. Agency field instructors are professionals within the agency who commit themselves to structuring relevant learning experiences for the students. They meet regularly with the students to interpret, problem-solve and provide feedback and information on the students’ experiences. Agency field instructors may become both the role models and mentors to their students.

Because of the importance of agency supervision in shaping the social work practice of beginning professionals, the School prefers, whenever possible, that the agency field instructors have a master’s or bachelor’s degree in social work. Exceptions are made if the practicum setting can provide the student with an innovative or otherwise valuable learning opportunity. In those instances, the assigned faculty field instructor takes special care to assure that the student has the opportunity to maintain a social work focus. Agency field instructors must include discussion of ethical issues in their supervision of the students.

Faculty Field Instruction

Field instruction is provided by a Faculty Field Instructor of the School of Social Work who serves as a liaison between the agency and the School. S/he also helps the students make conceptual linkages between classroom and field experiences, helps to identify appropriate objectives and tasks for each student, and grades the student’s performance in field. A faculty field instructor is typically assigned 8-10 students and works with that group over the two-quarter placement.

To facilitate integration of classroom and field practicum, the FFI convenes three, four-hour seminars per quarter. Attendance at all seminars is mandatory. In conjunction with the seminars, students will be expected to submit written assignments that document their field experiences. Field journals and/or case studies are commonly used assignments.

Field seminars are considered a principle link between classroom and the agency experience and are intended to provide opportunity for exploring theoretical considerations as they influence intervention plans and behavior. Close cooperation between the agency field instructor and the faculty field instructor facilitates the learning
To provide linkage and support to the agency field instructor and student, the faculty field instructor visits the student and agency field instructor in the agency at least three times during the placement. The FFI visits at the beginning of the placement to negotiate, clarify and formalize the learning contract for practicum. The FFI visits again at the end of each quarter for an evaluation of student performance and experience in the field. The faculty field instructor and the agency field instructor should also work closely together if problems or questions arise regarding the practicum during the quarter.

**Administration of the Practicum Program**
Field coordination is carried out by the Practicum Office. FFI’s assigned to this office have the responsibility for identifying or developing appropriate placements, orienting agency representatives to the educational objectives, practicum policies and linking students to practicum agencies. Problems that cannot be resolved mutually by the student, AFI and/or FFI are referred to the Practicum Director. The School makes every effort to ensure that the practicum experience is productive and rewarding for all participants and that it is carried on in the best spirit of social work education.

**Structuring a practicum experience**
Students develop learning objectives for practicum based on the School’s course objectives and their own interests. The School specifically seeks practicum sites which can provide opportunities for educational experiences with all levels of systems: individual, family, group, community and societal. By the end of the field practicum, students should be able to:

- Plan and carry out social work interventions that are consistent with social work values and ethics;
- Conduct him/herself in a manner consistent with those in the profession;
- Integrate classroom knowledge, methods and skills of generalist social work into ethical, responsible practice in the context of a specific agency;
- Demonstrate a sensitivity and willingness to deal with attitudes toward diversity through dialogue, self-knowledge and advocacy;
- Apply theory and a solution focused model to specific agency tasks;
- Demonstrate primary skills in interviewing and have an understanding of verbal and non-verbal communication.

Also of value in planning an undergraduate social work practicum are the following compilations, which form the basis of the written evaluation tool, used each quarter. Generic social work skills and suggested competencies for beginning BA level social workers are listed on pages 31 and 32.
Steps in Applying for and Entering Practicum

Entry into practicum is contingent on successful completion of all social work courses with a cumulative GPA of 2.7 or better and no outstanding incompletes.

1. Be aware that you may be required to pay for and pass a criminal background check before placement in many agencies.
2. If there is a placement at a health facility be aware that you must have immunizations and also have AIDS Training and CPR Training as required by the facility.

Behavioral Readiness for Field: Students must meet the criteria outlined in the Student Conduct Code and NASW Code of Ethics.

- The Practicum Director and Practicum Staff will orient students to practicum opportunities by the third week of classes in the SOWK 463, Methods IV-Social Work Case Management course. The student obtains a Practicum Manual and a Practicum Planning Form.
- The student develops a resume and completes the planning form.
- No later than the end of the fourth week of the quarter the application and resume are submitted to the Practicum Office.
- The FFI receives student resumes and planning forms from the Practicum Office the sixth week of classes.
- Students will not seek their own practicum agency.
- The FFI meets with the student to identify the student’s skill and interest areas.
- Students will receive a referral to their assigned agency by the eighth week of the quarter.
- The student then calls the agency to set up an appointment for an interview. S/he brings a copy of the resume to the interview, along with any other pertinent materials requested by the interviewer. Students should have completed their interview by the tenth week of the quarter.
- Immediately after the agency interview, the student contacts the FFI.
- The FFI contacts the agency regarding the results of the interview. When the proposed placement is acceptable to both student and agency, the placement is confirmed by the FFI using the student confirmation form by the eleventh week.
- Arrange for malpractice insurance (optional).
- Students should contact their agency prior to the beginning of Winter quarter to confirm the date and time of their practicum the first week of school.
Practicum in the Workplace

- The student shall develop and submit a proposal/rationale for the workplace practicum to the Practicum Office. Develop learning objectives that expand his/her knowledge, acquire or practice new skills and apply classroom knowledge not previously demonstrated in the field. The student's learning objectives can be related to the agency’s goals, but cannot be tailored only to the agency’s needs.

- In order to qualify for practicum credit, the student’s work assignment must address the student’s learning objectives. The Practicum Director will assist the student and agency in structuring a new practicum experience. The student and the agency must be able to clearly demonstrate that activities in the practicum are substantively different from the student's normal job activities.

- The agency agrees the required practicum hours are focused on new learning experiences. For example, a student who is employed as a case aide could complete the practicum as a student in another unit. The student could be assigned to a needs assessment project or a community education project, or attend board or administrative meetings, observe individual and group therapy sessions, visit other agencies with which the practicum agency interacts, and attend workshops and other structured activities. The agency must agree to release time for students to attend the required practicum seminars.

- The agency shall provide social work supervision from a BASW or MSW. If a person with a BASW or MSW degree is not available in the agency, social work supervision can be provided through contract. In special circumstances, agency supervision can be provided by staff with a Master's degree in a related field. The student should be assigned an agency practicum supervisor (a.k.a. Agency Field Instructor) different from their regular work supervisor. The agency field instructor will spend at least an hour per week with the student to assess and enhance the student’s attainment of learning objectives.

- The agency director signs the Workplace Practicum Agreement.

Distance Practicum

The Practicum Office of the School of Social Work in a continuing effort to provide students with high quality practicum placements, which will prepare them for practice in rural settings, will be guided by the following criteria:

Practicum placements will be within 150 miles of the Cheney campus. In the rare instances in which the Practicum Office is unable to secure an appropriate placement for a student within these geographic limits consideration will be given, on a case by case basis, to comparable placements outside the 150 mile range. Approved placements, outside the 150 mile range will cost the student an additional fee of $250 per quarter. Placements outside the 150-mile range are viewed as exceptions to policy and are granted with the clear understanding the student will travel to the School for Practicum Seminars and other mandatory coursework. The
fees will be paid quarterly to the EWU Business Office by registration in a special practicum section.

**Professional Liability and Insurance Coverage**
The School of Social Work does not provide any form of school or student professional liability insurance. Agency field instructors are encouraged to inquire about their agency’s coverage of student activities, including the use of an agency vehicle for agency business.

Students are **strongly encouraged** to purchase a malpractice insurance policy of their own. Information about such policies is available through the Practicum Office.
Practicum Director Responsibilities

- Administer and manage all Field Practicum Programs offered by the School of Social Work.
- Ensure that approved and established field standards, processes and protocols are respected by all faculty involved in carrying out this responsibility.
- Ensure that all faculty and staff involved in the delivery of services to students through the Practicum Office receive training, supervision and support necessary to carry out their responsibilities.
- Serve as a resource to multiple Practicum Office constituents; dean, faculty, students, partnering agencies and community.
- Ensure that the Practicum Office maintains on file at all times a list of approved partnering agencies capable of providing graduate and undergraduate students in field with positive learning experiences.
- Develop long-range plans for the Practicum Office and all Field Programs offered by the School of Social Work.
- Develop operating budget for the Practicum Office and its programs.
- Serve on Graduate, Undergraduate and Dean’s Consultative Committees.
- Evaluate feedback from students, faculty field instructors and agency field instructors regarding their field experiences. Utilize this information as a basis for recommending new program initiatives and directions.
Faculty Field Instructor Responsibilities

The Faculty Field Instructor (FFI) will:

- Participate in an orientation session conducted by the Practicum Office at the beginning of each practicum period and other coordination meetings, which may be scheduled throughout the year. Complete a total of 10 hours of training.
- Update the AFIs regarding the School of Social Work educational process.
- Interview and match students to an appropriate agency by the eighth week of the quarter.
- Contact potential practicum sites by the eighth week of the quarter.
- Students will be given the name of ONE agency and staff person to set up an interview by the eighth week.
- The FFI contacts the agency for their decision on student placement by the tenth week.
- The FFI submits the Placement Form to the Practicum Office and notifies the student regarding decision on student placement by the eleventh week.
- Visit each placement agency early in the student’s first quarter to establish learning goals and supervision guidelines, and assist in task assignments. During this visit the learning contract will be agreed on by the student, AFI and FFI.
- On-site agency visit at the end of each student’s two-quarter practicum placement. The purpose is to complete an evaluation and discuss the student’s progress with the AFI.
- Plan and convene three four-hour seminars per quarter. The FFI will determine appropriate written work during the two quarters.
- Be available to AFIs and students for support, consultation and clarification of policies and procedures.
- Have full responsibility for grade assignments. Recommendations from the AFI will be considered in determining grade assignments. The final grade will be determined by a composite of AFI’s written evaluation, student’s contribution to field seminars and written assignments, and AFI observations of the student in the field. Grades are to be submitted to the Registrar’s Office the last week of the quarter.
- Assure that the AFI is provided with copies of the practicum manual, learning contract and evaluation.
- Responsible for submitting the student time sheets, learning contracts and evaluations to the Practicum Office at the same time as submitting grades by the last week of each quarter.
Student Rights and Responsibilities

Students entering the practicum are expected to:

- Be responsible for assessing, with the AFI, their own potentials and identifying their preliminary learning goals for the field practicum with FFI input.
- Develop and write draft of learning contract.
- Be at the agency during the hours arranged for placement. Absences must be reported to the AFI and the FFI, and lost time must be made up. Students are expected to conform to agency working hours and holiday schedules.
- Observe rules and regulations of the agency regarding dress codes and administrative procedures.
- Respect agency property and conduct themselves in a professional manner in the field.
- Develop conscientious work behavior in the completion of agency assignments. Submit agency required paperwork promptly and completely.
- Responsible for returning practicum time sheets, and completed learning contracts to the FFI.
- Try to renegotiate their learning contracts with the AFI in the event of difficulties regarding task assignments, prior to contacting the FFI.
- Observe confidentiality and diligently, within the agency, at school, and in the community, protect clients’ rights and privacy.
- Conduct themselves in accordance with the NASW Code of Ethics.
- Attend regular supervisory meetings with the AFI and accept responsibility for providing the AFI with agenda items and written materials as requested.
- **Attendance at all field seminars is mandatory.** If unable to attend notify and arrange with FFI to do make-up assignment.
- In the event of disputes regarding field practicum, students should follow the informal process by first attempting to resolve the problem with the AFI and/or FFI. If the informal procedure does not bring about resolution, students have the right to appeal using the School’s normal grievance procedures.
Agency Responsibilities

The Agency:

- Has the right to interview and approve students proposed for placement consistent with Agency and School of Social Work policies with regard to nondiscrimination.
- Will designate a person to be the AFI with qualifications and responsibilities as may be mutually agreed upon between the agency and School of Social Work.
- May not change the designated AFI without the agreement of the Practicum Office.
- Will provide an orientation for the student covering rules, regulations, procedures, facilities and equipment of the agency.
- Understand that the placement of practicum students is designed primarily to develop skills in the student and secondarily to enhance agency services.
- Will provide meaningful tasks for the student to test and develop skills and knowledge.
- Assigned tasks will provide the opportunity for the student to:
  - Work with various staff members within the agency;
  - Work with significant agency clientele and outside resources.
- Will assign increasingly complex tasks as the student gains confidence and competence.
- Will provide necessary facilities and supplies to enable the student to handle assignments, including an agency vehicle or mileage if travel is expected of the student.
- Agrees that all student work will be supervised directly.
Agency Field Instructor Rights and Responsibilities

The Agency Field Instructor will:

- Submit a resume or an AFI Credentials Form to be kept on file in the Practicum Office.
- Assist the student in developing clear and realistic learning contract activities in the agency.
- Establish weekly supervisory appointments with the student and allow adequate time for discussion of student’s problems and progress.
- Notify the FFI if student fails to appear for work without prior notice, is consistently late, or in other ways breaks the learning contract or demonstrates nonprofessional behavior.
- Immediately notify the FFI if student disregards agency regulations, violates the Code of Ethics, or in other ways is disruptive to agency functioning.
- Complete quarterly required evaluation forms. Final evaluation forms will be filled out in triplicate: one copy to remain in the agency, one copy to be placed in the student’s school file for future reference, and one copy to the student.
- Be entitled to support and consultation from the School of Social Work, through contact with the FFI and/or Practicum Office.
Grievance

Choice of Practicum Placement

It is recognized that there may be times when the FFI and the student are not able to reach an agreement on an appropriate field placement. When this occurs, the Practicum Director shall be consulted.

Change in Practicum Placements

Changes in practicum placements may be initiated at any time and may be requested by the student, School of Social Work, or agency. Changes are always serious because they disrupt the student’s learning. Student optimum learning occurs when students can learn in the same agency over a full two quarter period. Changes will occur at the end of the quarter whenever possible.

In fairness to both students and agency personnel, the School of Social Work believes most practicum problems offer the potential for resolution. Therefore, a concerted effort will be made to identify any possible problems at an early date, and seek resolution. The FFI, AFI and student should meet to attempt resolution of difficulties.

A student might request a practicum change or removal for:

- Personal reasons (e.g. health, financial or other personal concerns that make it impossible for a student to complete a particular practicum).
- Professional reasons (e.g. learning goals cannot be met or the agency cannot meet expected agency responsibilities as identified in the school/agency contract).

The FFI or Practicum Director may request the removal of a student from an agency or from the practicum program. This request may be made to enable the School to provide a quality field experience to the student in another placement, if learning goals are not being met. Other reasons for removal might include:

- The agency’s inability to meet the School’s requirements as stated in the practicum contract.
- The student’s inability to meet either the agency’s or the School’s requirements (e.g. failure to work cooperatively with the AFI, or failure to do a learning contract or attend seminars).

The agency may request removal of a student by discussing the request with the FFI. This may occur if:

- The agency becomes unable to provide a quality practicum experience meeting the School’s requirements.
- Problem resolution attempts are unsuccessful.
- Student is unable to meet agency requirements (e.g. confidentiality, inappropriate behavior with a client).

All requests for change of practicum will include the following process:

- A written request for practicum change will be provided to the Practicum Director, which includes
• The FFI provides a written summary documenting problem resolution attempts, with the FFI’s recommendation.
• The FFI, AFI and student meet to consider the request.
• If a change is indicated and agreed to; the student, AFI and FFI will determine the exit/termination process.
• The student’s learning needs and potential practicum opportunities are discussed and another placement referral will be made by the FFI.
• If the situation cannot be resolved, the Practicum Director will meet with all the parties involved.

Some practicum situations, in the professional judgment of the Practicum Director, FFI or AFI, require immediate action. In these cases the FFI will withdraw the student from the agency and meet with the student to determine (when student behavior or performance is an issue) whether a new practicum placement should be offered to a student.

**Issues of student performance**

Occasionally such serious situations occur which require formal consideration of a change in the practicum placement. The following process will be followed:

• The FFI is responsible for written documentation of any student or agency problems, which may result in potential change of practicum.
• In any situation of potential discontinuance of a student for academic or nonacademic reasons, there must be:
  • Clear documentation of the problem areas.
  • Verification that the School has discussed these issues with the student and specified attempts have been made to rectify any problems such as any meetings with the FFI, Practicum Director or AFI.
  • Documentation must specify dates and content of the meetings with the student, including verbal and written notification of problems.

When rating a student, the criteria used should be clear to the student. Any reasons for rating a student low in particular categories of behavior should be clear (stated in behavioral terms) and should be discussed with the student. The Practicum Director will write a summary of the situation and report the final decision(s). The student will be given the opportunity to write his/her perceptions of the situation for placement in the permanent file.

A copy of all documentation will have a place for the student to acknowledge that s/he has read and received a copy of each report.

**Discontinuance of Student from BASW Program**

A student in the BASW program is expected to maintain the standards established by the School of Social Work regarding continuation in the program and in the University. Under ordinary circumstances, failure to meet the standards established by the School of Social Work shall result in termination from the program. Many aspects of a student’s performance, including non-academic problems, are reviewed when a decision is made to recommend discontinuance. Discontinuance can occur during any quarter of registration in the program, including the last quarter.
While there are no rigid guidelines for assessing a student’s lack of professional development and/or self-awareness, which would result in a recommendation for discontinuance from the program, some items of behavior, which the School reviews and evaluates in this process, are as follows:

- The ability to relate to other individuals (can the student interview and comfortably interact with agency staff, external contacts).
- The ability to perform in a professional manner (appearance, dress, general demeanor, acceptance of supervision and criticism).
- The ability to be aware of self and how one is perceived by others.
- The ability to use sound judgment; for example, to seek help for medical or emotional problems that interfere with student performance.

Students are expected to adhere to the NASW Code of Ethics.

*The School of Social Work has instituted the mechanism of a “Student Status Panel” to resolve problems, which jeopardize the status of students within the School, and to assist in resolving student grievances. A full description of this policy is available from the Undergraduate Program Director.*
BASW Practicum Planning Form

Please complete this form and return it to the Practicum Office no later than the end of the fourth week of the Fall Quarter. The information you provide will be helpful to your assigned faculty field instructor in the matching placement process. Please attach a current resume.

Student ___________________________ Date ____________

Address ____________________________________________

Telephone( ) __________________ Work ( ) __________________

Email ____________________________________________

Preferred target population (if any) ____________________________________________

What experience do you have in social services?

What skills would you like to develop?

Please prioritize 3 of the following choices; one being your top choice.

__Children & Youth __Aging __DSHS/Public Social Services
   (Community Service Office)
__Cultural Diversity __ECEAP __Development Disabilities
__Headstart __Domestic Violence __Vocational Rehab
__Residential Care __Health Care __Drug & Alcohol
__Adult Corrections __Family Intervention __Juvenile Justice

_________________________________________   ______________________________________
Student                                     Date

Prior conviction of a felony crime may present a barrier to practicum placement and impact your future professional goals. If you have ever been arrested or convicted of a crime please consult with your FFI or the Practicum Director.
Instructions for Completing the Learning Contract

- The student, FFI and AFI will agree to a procedure for mutually completing the learning contract. This is usually done as follows:
  - The student drafts a preliminary contract, which the AFI approves or modifies.
  - The FFI meets with the AFI and student to discuss and clarify the contract. The student takes notes at this meeting if changes are suggested.
  - The student completes a final draft of the contract.
  - The final contract is signed by the student, AFI and FFI. Copies go to the student, AFI and FFI who is responsible for placing the copy in the student's practicum file by the end of Winter Quarter.
- The learning objectives should be realistic, keeping in mind the student’s experience and the time limitations.
- The learning objectives should be specific and stated in behavioral terms. Accomplishment of the objectives should be observable and measurable.
- For evaluation purposes clear criteria is needed to determine if the student's objectives have been met.

Evaluations

The Practicum performance of the student will be evaluated by the AFI, FFI and will include input from the student. The designated evaluation form will be used. The student will be evaluated both on the learning objectives and on his/her performance of basic generalist social work skills expected from an undergraduate level student. Practicum grades in the BASW program are Pass/No Credit. The FFI assigns the grade, but the AFI’s evaluation weighs heavily in this decision. Evaluations are completed at the end of each quarter.
Eastern Washington University
School of Social Work
Practicum Learning Contract/Evaluation

Student Name
Signature

Agency Name
Agency Field Instructor
Signature
Telephone

Faculty Field Instructor
Signature

Practicum Quarter __________ Year ________ Site Visit Date __________

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Tasks/Activities to Reach Goals</th>
<th>Monitoring/Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>tasks, i.e., negotiating, and representing the client’s interests to formal and</td>
<td>tasks, i.e., observing patterns of discrimination or other concerns in ones caseload, documenting</td>
<td></td>
</tr>
<tr>
<td>informal resource systems. Cause tasks i.e., observing patterns of discrimination</td>
<td>concerns, engaging systems in problem solving. i.e., lobby legislators, deliver speeches to</td>
<td></td>
</tr>
<tr>
<td>or other concerns in ones caseload, documenting concerns, engaging systems in</td>
<td>community boards, write letters to businesses, advocate as a group.</td>
<td></td>
</tr>
<tr>
<td>problem solving. i.e., lobby legislators, deliver speeches to community boards,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>write letters to businesses, advocate as a group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Interpersonal Helping.</td>
<td>Use basic helping skills (e.g., interviewing, counseling) to assist individuals and/or families</td>
<td></td>
</tr>
<tr>
<td>to understand the problems and the strength they have to help solve them by</td>
<td>in understanding the problems and the strength they have to help solve them by exploring</td>
<td></td>
</tr>
<tr>
<td>exploring possible options. Communicate an understanding of other people’s points</td>
<td>possible options. Communicate an understanding of other people’s points of view and</td>
<td></td>
</tr>
<tr>
<td>of view and establish a relationship of trust with the client.</td>
<td>establish a relationship of trust with the client.</td>
<td></td>
</tr>
<tr>
<td>3. Working with Groups and Teams.</td>
<td>Teach skills for daily living tasks, provide information, or facilitate problem resolution.</td>
<td></td>
</tr>
<tr>
<td>Teach skills for daily living tasks, provide information, or facilitate problem</td>
<td>Use group process to teach individuals how the groups work and how to act as a member of a</td>
<td></td>
</tr>
<tr>
<td>resolution. Use group process to teach individuals how the groups work and how to</td>
<td>group.</td>
<td></td>
</tr>
<tr>
<td>act as a member of a group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Assessing Client/Family &amp; Client/Family Situations, both Strengths &amp; Challenges.</td>
<td>Assess case situation (i.e. risk, urgency, or need) and engage clients either in making use of</td>
<td></td>
</tr>
<tr>
<td>Assess case situation (i.e. risk, urgency, or need) and engage clients either in</td>
<td>services or preparing them for transition or termination. Gather information to decide</td>
<td></td>
</tr>
<tr>
<td>making use of services or preparing them for transition or termination. Gather</td>
<td>whether special services or routine services are required.</td>
<td></td>
</tr>
</tbody>
</table>
Collect and analyze data to be used in assessing at-risk clients. Refer information to appropriate authorities if clients are judged to be in danger of physical or emotional abuse or having their basic rights violated. Develop an understanding of the legal proceedings (testify or participate in court hearings).

6. Planning & Managing Cases with Other Formal and Informal Helpers.
Perform ongoing case planning, coordinate services, obtain case consultation, monitor and evaluate case progress. Complete required paper work for case records. Carry out appropriate procedures (e.g., obtain consent, explain rights, maintain security, to ensure that clients rights are protected).

7. Linking People to Programs and Informal Resources.
Connect client with services. Eliminate barriers that prevent clients from receiving services, i.e., evaluate the success of services. Arrange for transportation, phone follow up.

8. Providing Tangible, Concrete Services.
Provide tangible services i.e., teach budgeting, money management, food preparation, and homemaking skills, help clients find jobs and housing, and connect them with people with similar backgrounds and experience.

9. Organizational Context of Practice
Understand the practicum agency in terms of mission, structure, function, funding, services, and effectiveness in meeting client needs.

10. Diversity
Recognize the influence of diversity (e.g., culture, gender, age, disability, socioeconomic status, and sexual orientation) on client systems and respond to diverse clients with sensitivity.

11. Professional Development

Other

<table>
<thead>
<tr>
<th>Rating Scale for Learning Contract Tasks/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

**THIS SECTION IS ONLY FOR QUARTERLY EVALUATION USE**
| 3 | Exceeds Agency Expectations |
## Quarter Comments

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>Give an example when the student demonstrated professional behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Areas for Potential Growth:
Eastern Washington University
School of Social Work
Practicum Time Sheet

Student Name:__________________________________________

Agency:________________________________________________

Agency Field Instructor:___________________________________

Faculty Field Instructor:___________________________________

Practicum Quarter(s):____________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours:___________________________________

Student Signature _______________________________________

Agency Field Instructor Signature __________________________

Faculty Field Instructor Signature __________________________
Appendix 1

Eastern Washington University
School of Social Work
Course Syllabus

SOWK 480 Practicum Seminar I
1 credit (12 contact hours)

Course Description
The Practicum Seminar I is the forum in which students share and compare field experiences and participate in learning activities. It is designed to assist in the integration process, to provide support for students in discussion of practice issues and learning experiences, and to engage students in utilizing course content to enhance their professional practice. Seminars focus on relevant social work strengths and challenges. Seminars meet 4 hours per month and are facilitated by faculty field instructors.

Course Rationale
The practicum seminar encourages critical thinking and integrates classroom knowledge and skills with social work agency tasks. Students are expected to link course work and field experience through seminar discussion and assignments. Emphasis is on application and fit of social work values and in the development of a professional identity. The seminar is based on a collegial, strengths-based model, providing students with access to resources and information critical to personal and professional development.

Course Objectives
Students will be expected to bring information and scenarios from the agency setting as aids to discussion of the content areas in the practicum seminar. The practicum objectives are supported through the following practicum seminar learning activities.

1. Demonstrate an understanding of the expectations of professional practice as it relates to professional identity development.
2. Understand and develop goal directed learning contracts.
3. Demonstrate an understanding of workplace culture and ethics.
4. Demonstrate an understanding of and respect for the positive value of diversity.
5. Demonstrate an understanding of advocacy within a system.
6. Develop collegial relationships in the seminar settings.
7. Present the field agency services, mission, goals and structure.
8. Describe the role of the social worker in the decision making process in an interdisciplinary team.
9. Demonstrate effective written and oral communication skills in carrying out learning activities in the seminar setting.
10. Differentiate between the roles of student, agency staff and volunteers.
Content Areas
The following are seminar topic areas that include but are not limited to:

- Agency organizational context and community context of practice
- Respect and strength of diverse populations
- Ethical approaches in practice as related to the Code of Ethics
- Supervision and consultation-student role in an agency
- Self assessment/awareness that compare and contrast personal values with social work values
- Social work roles and professional identity

Grading, Policies and Procedures
The seminar is a graded course. Student performance will be evaluated on completing the **12 contact hours** per quarter in seminar, willingness to actively participate in seminar discussion and activities, completion of assignments and the ability to apply course content to the field experience. **Attendance in Seminars is mandatory.**

Selective minimum expectations considered in grading are listed below:

- Student achieves or modifies learning contract.
- Student consistently applies social work knowledge base to his/her field experience.
- Student practices in conformance with the NASW Code of Ethics.
- Student attends seminars, completes assignments on time and participates in seminar discussions.
- Student makes up time for unjustified tardiness or unexcused absences from seminars.
- Student demonstrates the ability to integrate classroom knowledge, methods and skills into ethical and responsible practice in case presentations.
- Student engages in culturally appropriate practice as demonstrated in case presentations.
- Student applies FFI and collegial feedback towards professional development.
- Student demonstrates the use of critical thinking skills.
- Student demonstrates the ability to communicate effectively verbally and in writing.

Readings
EWU BASW Practicum Manual
Handouts
Appendix 2

Eastern Washington University
School of Social Work

Course Syllabus

SOWK 482 Block Practicum I
8 credits (308 contact hours)

Course Description
In Block Practicum I, students integrate coursework in a practice setting. It consists of 8 hours/day Monday-Wednesday and 4 hours on Thursdays (28 hours/week for 11 weeks) in a social work agency. Students, agency field instructors and faculty field instructors plan activities in the practicum agency, which support the development of generalist skills as specified in individual learning contracts.

Course Rationale
As developing social work professionals, students need the opportunity to apply the knowledge, values and skills they have examined/learned during their coursework in a practice setting. Field provides the opportunity to bridge the gap between the classroom and social work practice. Practicum is a supervised learning experience in which students learn to use supervision as a professional development process and receive feedback on their professional functioning.

Course Objectives
Students’ specific learning objectives will be developed in a learning contract and in the practicum experience; students will be able to:

1. Participate in agency orientation.
2. Understand the agency, its mission, structure, function, funding, services and effectiveness in meeting client needs.
3. Learn community resources and link people to services.
4. Develop brokering and referral skills.
5. Participate in agency staffing.
6. Apply generalist social work roles and contrast social work roles with other professionals.
7. Demonstrate primary skills in interviewing, assessment and case management.
8. Develop case documentation skills.
9. Utilize agency supervision.
10. Integrate social work values as part of professional practice.
11. Review current research practice based on specific area of practice.

Course Content
Under the supervision of the agency field instructor, the student is socialized into the social work profession. Students apply NASW Code of Ethics in professional practice. Content areas address the purposes and expectations of agency practice, identification of generalist social work roles, understanding the impact of oppression on diverse groups and development of social work intervention skills. Utilize interpersonal communication skills.
Grading, Policies and Procedures
The Block Practicum is a Pass/No Credit course and the minimum 308 hours in an agency for the quarter must be met for a passing grade. Grading of the practicum is based on attainment of the learning objectives identified in the individual student learning contract. While the faculty field instructor is responsible for grading, the agency field experience is evaluated jointly with the agency field instructor, whose evaluation weighs heavily in grading of the field experience.

Minimum expectations considered in grading are listed below. Students are expected to treat the faculty field instructor, agency field instructor and agency staff with respect at all times.

- Student completes the learning contract and evidence of progress on the learning objectives is accomplished.
- Student consistently applies social work knowledge base to his/her field experience.
- Student practices conformance with the NASW Code of Ethics.
- Student maintains professional relationships with clients, supervisors and agency staff.
- Student complies with agency working hours, dress codes and administrative procedures.
- Student uses agency time and resources appropriately.
- Student makes up unjustified tardiness or unexcused absences.
- Student receives satisfactory evaluations from the agency and faculty field instructor.
- Student engages in culturally appropriate practice.
- Student applies AFI or FFI feedback towards professional development.
- Student demonstrates the use of critical thinking skills.
- Student written case documentation is at an acceptable agency standard.

Readings
EWU BASW Practicum Manual
Appendix 3

Eastern Washington University
School of Social Work

Course Syllabus

SOWK 481 Practicum Seminar II
1 credit (12 contact hours)

Course Description
The Practicum Seminar II component assists students to build collegial relationships and to demonstrate professional competency, identity and behavior. Field seminars provide small group discussion and presentations on topic areas relevant to field experiences. A faculty field instructor facilitates the monthly 4-hour seminars.

Course Rationale
As social work professionals, students are required to apply knowledge, skills and social work values and ethics to develop effective practice. The seminar encourages critical thinking and the integration of course work and field learning.

Course Objectives
At the end of Practicum Seminar II, students will be able to demonstrate the following knowledge and skills:
1. Understand social justice issues that impact populations at risk.
2. Identify ethical dilemmas within a field of practice.
3. Apply critical thinking and self-assessment skills.
4. Understand social work assessment and intervention with populations experiencing multiple risk factors.
5. Compare and contrast agency assessment tools used in field settings with those introduced in course work.
6. Demonstrate integration of social work values with regard to ethical dilemmas within practice.
7. Understand the roles and functions of supervision and consultation.
8. Develop professional self-awareness through recognizing the impact of personal values and attitudes on clients.
9. Demonstrate effective written and oral communication skills in carrying out learning activities in the seminar setting.
10. Demonstrate the ability to practice in a culturally appropriate manner.
11. Understand the features of urban and rural service delivery systems and their impact on populations at risk.

Content Areas
Seminar topics will reflect overriding themes such as:
- Social justice and economic policies that impact populations at risk
- Assessment and interventions specific to each student’s practice area
- Intervention strategies for working across systems
- Professional growth needs and strategies of how to meet them
- Critical thinking as related to ethical practice

Grading, Policies and Procedures
The Practicum Seminar is a graded course. Student performance will be evaluated on completing the 12 contact hours a quarter in seminar, willingness to actively participate in seminar discussion and activities, completion of assignments and the ability to apply course content to the field experience. Attendance in Seminars is mandatory.

Minimum expectations considered in grading are listed below. Students are expected to treat the instructor and
other students with respect at all times.

- Student achieves or modifies learning objectives.
- Student consistently applies social work knowledge base to his/her field experience.
- Student practices in conformance with the NASW Code of Ethics.
- Student attends seminars, completes assignments on time and participates in seminar discussions.
- Student makes up unjustified tardiness or unexcused absences.
- Student demonstrates the ability to integrate classroom knowledge, methods and skills into ethical and responsible practice in case presentation.
- Student engages in culturally appropriate practice as demonstrated in case presentation.
- Student applies FFI feedback towards professional development.
- Student demonstrates the use of critical thinking skills.
- Student demonstrates the ability to communicate effectively verbally and in writing.

**Readings**
EWU BASW Practicum Manual
Handouts
Appendix 4

Eastern Washington University
School of Social Work

Course Syllabus

SOWK 483 Block Practicum II
7 credits (308 contact hours)

Course Description
The Block Practicum II provides students with the opportunity to integrate and apply knowledge and develop skills in actual agency setting. It consists of 28 contact hours a week of agency practice. In practicum, students utilize the agency setting as a classroom learning environment, which enables the student to demonstrate growth towards professional behavior and identity.

Course Rationale
As social work professionals, students are required to apply knowledge and skill to develop effective practice with clients. Block Practicum II provides students with the opportunity to integrate and apply knowledge and develop skills in actual practice situations. Practicum is a supervised experience, which allows students to learn to use supervision as a professional development process and to receive feedback concerning their professional functioning.

Course Objectives
1. Apply knowledge and skills to specific agency tasks.
2. Develop collaborative community relationships.
3. Plan and carry out social work interventions that are consistent with social work values and ethics.
4. Apply assessment skills utilizing a strength based approach.
5. Apply critical thinking skills.
6. Develop group or team participation skills.
7. Assess high risk situations and make appropriate referrals or interventions.
8. Monitor and evaluate case progress.
9. Work with diverse populations and demonstrate sensitivity towards diverse groups.
10. Assess and meet daily living needs of clients.
11. Advocate for clients within systems.
12. Understand legal issues, laws and decision-making systems.
13. Identify ongoing professional growth needs and incorporate a plan for addressing those needs into practicum activities.

Content Area
Content areas will reflect students’ learning needs in meeting course objectives. Content areas will reflect overriding themes such as operationalizing generalist social work skills, resolving ethical dilemmas in practice and demonstrating culturally appropriate practice. Development of professional social work identity through a self reflective practice process.
Grading, Policies and Procedures

The Block Practicum II is a Pass/No Credit course and the minimum 308 contact hours in an agency a quarter must be met for a passing grades. Grading of the practicum is based on attainment of the learning objectives identified in the individual student learning contract. While the faculty field instructor is responsible for grading, the agency field experience is evaluated jointly with the agency field instructor, whose evaluation weighs heavily in grading of the field experience.

Minimum expectations considered in grading are listed below. Students are expected to treat the instructor, agency field instructor and agency staff with respect at all times.

- Student achieves learning objectives.
- Student consistently applies social work knowledge base to his/her field experience.
- Student practices in conformance with the NASW Code of Ethics.
- Student maintains professional relationships with clients, supervisors and agency staff.
- Student complies with agency working hours, dress codes and administrative procedures.
- Student uses agency time and resources appropriately.
- Student makes up unjustified tardiness or unexcused absences.
- Student receives satisfactory evaluations from the agency and faculty field instructor.
- Student engages in culturally appropriate practice.
- Student demonstrates the use of critical thinking skills.
- Student written case documentation is at an acceptable agency standard.

Readings
EWU BASW Practicum Manual
Appendix 5
Summary of the NASW Code of Ethics

- I regard as my primary obligation the welfare of the individual or group served, which includes action for improving social conditions.
- I will not discriminate because of race, color, religion, age, sex, or national ancestry and in my job capacity will work to prevent and eliminate such discrimination in rendering service, in work assignments and in employment practices.
- I give precedence to my professional responsibility over my personal interests.
- I hold myself responsible for the quality and extent of the service I perform.
- I respect the privacy of the people I serve.
- I use, in a responsible manner, information gained in professional relationships.
- I treat with respect the findings, views and actions of colleagues and use appropriate channels to express judgment on these manners.
- I practice social work within the recognized knowledge and competence of the profession.
- I recognize my professional responsibility to add my ideas and finding to the body of social work knowledge and practice.
- I accept responsibility to help protect the community against unethical practice by any individuals or organizations engaged in social welfare activities.
- I stand ready to give appropriate professional service to public emergencies.
- I distinguish clearly, in public, between my statements and actions as an individual and as a representative of an organization.
- I support the principle that professional practice requires professional education.
- I accept responsibility for working toward the creation and maintenance of conditions within agencies that enable social workers to conduct themselves in keeping with this code.
- I contribute my knowledge, skills and support to programs of human welfare.
Appendix 6

Generic Social Work Skills

1. Values
   a. Demonstrates respect, concern, and non-blaming attitude toward the client.
   b. Facilitates client self-determination.
   c. Maintains confidentiality.
   d. Identifies and addresses cultural aspects of client’s situation.

2. Communication Skills
   a. Ability to communicate orally in a clear and effective manner.
   b. Ability to communicate in writing in a clear and effective manner.
   c. Ability to hear underlying messages and feelings.

3. Relationship Skills
   a. Ability to establish rapport and trust with clients and others.
   b. Ability to establish and maintain an appropriate helping relationship.
   c. Ability to establish and maintain an appropriate collegial relationship.
   d. Works effectively with people of differences.

4. Data Gathering Skills
   a. Decides what data is needed.
   b. Gathers information through interviews, case records, library work, etc.

5. Assessment Skills
   a. Uses human behavior and practice knowledge to interpret situations.
   b. Demonstrates knowledge of the specific areas of the practicum.

6. Goal Setting and Contracting
   a. Helps clients identify and explore alternative courses of action.
   b. Formulates with client realistic plans and goals for intervention.

7. Intervention
   a. Ability to use a specific model or method in intervention.
   b. Ability to plan, carry out and terminate an intervention strategy.
   c. Demonstrates ability to function in multiple size systems in a way that shows knowledge of their interconnectedness.

8. Work Performance
   a. Demonstrates assertiveness.
   b. Is prompt and prepared for appointments.
   c. Personal appearance is appropriate to agency.

9. Use of Supervision
   a. Establishes measurable learning goals and procedures to accomplish them.
   b. Shows ability to cooperate and willingness to work with his/her instructor.
   c. Applies what was learned to supervisory conferences to subsequent situations.

10.
Functioning Within Agency

a. Works professionally within the agency structure.
b. Uses agency recording procedures appropriately.

11. Professionalism

a. Ability to present self in professional manner that meets NASW expectations.
b. Ability to adhere to and work within the NASW Code of Ethics.
c. Identifies own strengths and needed growth areas.

Suggested Competencies

- Interpersonal Helping
- Group Work
- Individual/Family Intervention
- Risk Assessment/Transition
- Protective Services
- Case Planning/Maintenance
- Service Connection
- Tangible Service Provision
- Staff Development
- Dispute Resolution
- Staff Information Exchange
# Appendix 7

## Requirements for BA in Social Work

**Required for the Social Work Major:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 273</td>
<td>Introduction to Social Welfare</td>
<td>(5)</td>
</tr>
<tr>
<td>SOWK 378</td>
<td>Human Behavior in Social Environment I</td>
<td>(4)</td>
</tr>
<tr>
<td>SOWK 379</td>
<td>Human Behavior in Social Environment II</td>
<td>(4)</td>
</tr>
<tr>
<td>SOWK 460</td>
<td>Social Work Methods I</td>
<td>(4)</td>
</tr>
<tr>
<td>SOWK 461</td>
<td>Social Work Methods II</td>
<td>(5)</td>
</tr>
<tr>
<td>SOWK 462</td>
<td>Social Work Methods III</td>
<td>(5)</td>
</tr>
<tr>
<td>SOWK 463</td>
<td>Social Work Methods IV</td>
<td>(5)</td>
</tr>
<tr>
<td>SOWK 468</td>
<td>Research I</td>
<td>(4)</td>
</tr>
<tr>
<td>SOWK 469</td>
<td>Research II</td>
<td>(4)</td>
</tr>
<tr>
<td>SOWK 470</td>
<td>Social Policy Analysis</td>
<td>(5)</td>
</tr>
<tr>
<td>SOWK 480</td>
<td>Practicum Seminar I</td>
<td>(1)</td>
</tr>
<tr>
<td>SOWK 482</td>
<td>Block Practicum I</td>
<td>(8)</td>
</tr>
<tr>
<td>SOWK 481</td>
<td>Practicum Seminar II</td>
<td>(1)</td>
</tr>
<tr>
<td>SOWK 483</td>
<td>Block Practicum II</td>
<td>(7)</td>
</tr>
<tr>
<td>SOWK</td>
<td>Elective</td>
<td>(3)</td>
</tr>
<tr>
<td>SOWK 490</td>
<td>Senior Capstone</td>
<td>(4)</td>
</tr>
</tbody>
</table>

**Social Work Credits:** (69)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 310</td>
<td>Human Identity</td>
<td>(4)</td>
</tr>
</tbody>
</table>

**Total Credits in Social Work Major:** (73)