



SEATTLE UNIVERSITY

COLLEGE OF ARTS & SCIENCES
DEPARTMENT OF SOCIAL WORK

FIELD EDUCATION MANUAL

MSW Program

2022-2023

Table of Contents

PURPOSE OF THE FIELD MANUAL	5
MISSION OF THE MSW PROGRAM	6
GOALS OF THE MSW PROGRAM	6
FIELD EDUCATION PROGRAM	7
FIELD EDUCATION STRUCTURE.....	8
The Role of the Social Work Field Director.....	8
The Role of the Field Liaison	8
The Role of the Practicum Instructor	9
The Role of Task Supervisors	9
SOCIAL WORK FIELD EDUCATION FACULTY AND STAFF (2022-2023)	10
MSW FIELD PRACTICUM CURRICULUM.....	11
MSW Advanced Standing	11
MSW Generalist Field Practicum Course Schedule.....	12
MSW Generalist Year Field Practicum Readiness Workshop	13
MSW Generalist Year Integrative Field Seminar.....	13
MSW Specialized Practice Field Practicum Course Schedule	14
FIELD PRACTICUM CATEGORIES	15
Demonstrating Social Work Competency Through In-person Practice	15
MSW Generalist Field.....	15
MSW Specialized Practice Field	16
Work Study (Employment-based Field Placement)	17
CRITERIA FOR ADMISSION TO A FIELD PRACTICUM	17
Criminal Background Check	18
CRITERIA FOR PROGRESSING IN A FIELD PRACTICUM	19
TEVERA®.....	20
FIELD PLACEMENT PROCESS	21
MSW Generalist Field Placement Process	21
MSW Specialized Practice Field Placement Process	22
Field Placement Process for MSW Advanced Standing	23
Conflicts of Interest	23
THE POST FIELD PLACEMENT PROCESS	24
FIELD EDUCATION – STUDENT RESPONSIBILITIES	25
FIELD EDUCATION – PRACTICUM INSTRUCTOR RESPONSIBILITIES	26
FIELD EDUCATION – FIELD SITE RESPONSIBILITIES	27
Criteria for Qualified Field Sites	27
FIELD EDUCATION PROGRAM RESPONSIBILITIES	29
Resources for Students	30
Resources for Practicum Instructors.....	30
Agency Field Site Development.....	30
Formal Affiliations with Field Practicum Sites	31
Practicum Advisory Board	31
Community Advisory Committee	31
Evaluation of the Field Education Program	32
SEATTLE UNIVERSITY POLICIES – STUDENT PROTECTIONS	33
Non-discrimination Policy.....	33
Bias-Related Harassment.....	33
Sexual Harassment Policy	33
Sexual Misconduct: Information and Resources	34
MSW PROGRAM - FIELD EDUCATION POLICIES.....	35
Attendance Requirements.....	35
Accruing Hours in Field Practicum	35
Lunch/Breaks During Field Day	36

Student Intern Designation	36
Students' Protected Practice in Field.....	36
Disability Accommodation Requests for Field Practicum	36
Field Practicum for International Students.....	37
Drug Use Policy	37
Confidentiality of Student Academic Information	37
Life Experience or Previous Work Experience	38
Safety in Field	38
Home visits	38
Medical Liability for Injuries Sustained in Field.....	38
Mandated Reporting of Abuse or Neglect.....	39
Leaves of Absence (Personal and/or Medical Leaves of Absence).....	40
Transporting Clients in Personal Vehicles	40
Protected Client Information	40
Labor Disputes at Field Agencies.....	41
Managing Challenges in Field Practicum.....	41
Process for Handling Suspension of Field Practicum	41
EDUCATION TOOLS FOR PRACTICE SKILL DEVELOPMENT	44
Education Plan.....	44
Focused Education Plan	44
Supervision.....	45
Process Recordings.....	45
EVALUATION AND GRADING	47
Directions for Completing Practicum Assessments	49
Guidance for Evaluating Students' Practice Skills.....	50
Grading of the Field Practicum Course	51
Incomplete in either Seminar or Practicum.....	51
Implications for Failing Field Practicum	51
APPENDIX.....	52
Non-Academic Technical Standards for Social Work Education	53
Risk Acknowledgement and Release Requirements for Field Practicum	57
Practicum Incident Report.....	59
Guidelines for Work Study (Employment-based Practicum) Application	60
Employment-based Work Study Application.....	62
Sample Education Plan for MSW Generalist Field	66
Template of a Focused Education Plan	74
Process Recording Template	76
Process Recording Example	77
Professional Organizations and Associations for Social Workers	79
Social Work Journals and Periodicals	80

PURPOSE OF THE FIELD MANUAL

The Field Education Manual outlines the field education curriculum and provides guidance on policies and procedures that serve to uphold quality field practicum experiences for students enrolled in Seattle University's MSW program.

The Field Education Manual also explains the roles of key members of the Field Education team, provides educational resources that are informed by the CSWE 2015 Educational Policy and Accreditation Standards, and elucidates the criteria for completing field education requirements.

MISSION OF THE MSW PROGRAM

The MSW Program operates within Seattle University's Department of Social Work. The mission of Seattle University's (SU) Master of Social Work (MSW) Program is to educate students for social justice-focused and community-based advanced clinical social work practice. The MSW Program seeks to advance equity of access to excellent clinical social work practice for historically marginalized populations by preparing competent and effective practitioners who restore, maintain, and enhance human and community well-being with unwavering attention to social and economic justice. The MSW Program is committed to respectful engagement and collaboration with community partners in its scholarship, teaching, and service.

GOALS OF THE MSW PROGRAM

The goals of Seattle University's MSW Program are derived from its mission and informed by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS). The goals specify the intentions of the MSW Program to educate graduate students to become social workers who provide competent and social just clinical practice in community-based settings. The MSW Program goals for students are as follows:

1. Affirm the purpose, ethics, and values of the social work profession in their professional use of self.
2. Respect human diversity by critically analyzing intersectionality in its impact on human development and functioning, as well as the clinical relationship from a person-in-environment framework and a global perspective.
3. Promote the well-being and empowerment of individuals, families, and groups through competent and effective advanced clinical social work practice.
4. Understand the manifestations and mechanisms of oppression and collaborate with communities to advocate for policies and practices that advance human rights and social, economic, and environmental justice.
5. Apply critical reflection, respect for diverse paradigms of knowledge, and critical thinking to engage in practice-informed research and research-informed practice.
6. Develop the capacity for empowering leadership roles in community-based clinical social work practice as advanced practitioners, supervisors, consultants, and administrators.

FIELD EDUCATION PROGRAM

It is a basic precept of social work education that the two interrelated components of the explicit curriculum, class, and field practicum, are of equal importance and each contributes to students' learning and proficiency of the requisite social work competencies necessary for professional practice. The Council of Social Work Education (CSWE) determined field education to be the signature pedagogy of social work education. As the signature pedagogy, field education serves as the central method of instruction that educates students how to learn, think, perform, and act ethically and with integrity as social work practitioners (CSWE, 2015).

The field practicum provides synergy of learning by helping students integrate theoretical and practice skill concepts from coursework into real-world applied practice with individuals, families, groups, organizations, and communities. This integration occurs in several ways:

- The MSW curriculum's plans of study organize Generalist and Specialized Practice coursework to be taken concurrently with the field practicum courses.
- Assignments in practice courses require students to conceptualize, reflect and analyze practice experiences in the field practicum based on theoretical and practice skill course content learned in the classroom.
- To ensure appropriate alignment between course content and field practicum, practicum instructors receive the Social Work Program's course syllabi every quarter. Conversely, practicum instructors serve as presenters of practice and theory for various social work courses. Practicum instructors also occasionally share their expertise by serving as adjunct instructors of SU's Social Work Program.
- Through the Integrative Field Seminar, taken in the MSW Generalist year, students participate in a peer-learning environment that facilitates critical discourses conceptualizing theoretical concepts with the practice experiences in field practicum. Assignments in field seminar require students to reflect on their practice experiences by applying theoretical concepts to analyze and evaluate the efficacy of their practice.

The Field Education curriculum aligns with the mission of the MSW Program and the educational standards outlined in the CSWE 2015 Educational Policy and Accreditation Standards (EPAS). Field education is part of the explicit curriculum. The explicit curriculum in the EPAS is defined as a social work program's formal educational structure that is comprised of classroom instruction and field education as credit-bearing courses required to earn the MSW degree. The educational standards measure learning outcomes, which are achieved through students' demonstrated proficiency of nine social work competencies.

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

FIELD EDUCATION STRUCTURE

Under the leadership of the Social Work Field Director, the Field Education Program plans, implements, and evaluates the field practicum experience for MSW students in the Department of Social Work. The setting for the field education practicum is in an agency/organization or institution approved by the Department of Social Work Field Education Program. Field practicums are planned based on a student's progression in the MSW program and an assessment of the student's career goals. The decision regarding assignment to a field agency is made jointly by the agency and the Social Work Field Director. To ensure an appropriate educational plan can be developed all parties must agree on the quality of the field learning experience.

The Role of the Social Work Field Director

The Social Work Field Director is responsible for the development, instruction, and evaluation of the field education curriculum for the MSW program. The Field Director also serves as the instructor of record for the Specialized Practice field practicum courses and approves the final grades for all MSW field practicum courses. The Social Work Field Director oversees the field placement process and ensures that the educational standards for field education uphold both the mission of the MSW Program and the explicit curricular objectives of the CSWE EPAS. The Social Work Field Director also recruits and supports the work of field liaisons and serves as a field liaison to some MSW students in the Specialized Practice year. The Social Work Field Director is part of the Department of Social Work's leadership team, which consists of the MSW Program Director, BSW Program Director and Social Work Field Director.

The Role of the Field Liaison

Field liaisons are social work professionals who are hired by the Social Work Program and are selected for their practice experiences, knowledge, and skills. Field liaisons serve as educators of the social work field education curriculum, and they provide direct support and instructional guidance to students and practicum instructors. Field liaisons are the first points of contact when challenges emerge in field, and are skilled at providing the following additional supports:

- Offer career guidance to students.
- Develop and review students' educational plans for field practicum.
- Assist the practicum instructor in the completion of field evaluation documents.
- Provide guidance on social work practice and ethical dilemmas.
- Mediate challenges in field practicum by responding in a timely manner to the needs and concerns of students and practicum instructors.
- Resolve problems impacting students' learning outcomes.
- Assess the quality of field practicum at each assigned field site and make recommendations on quality field practicum sites for future students.
- Assist in the recruitment of new field agency sites.

Field liaisons conduct agency site visits to ensure that students are provided with the required resources and safe learning environments necessary to achieve field education learning outcomes. It is the responsibility of field liaisons to meet with the practicum instructor and

student a minimum of once per quarter. At least one of three agency site visits must be an in-person meeting with the student and practicum instructor at the field site.

The field liaison may schedule additional meetings based on an assessment of challenges requiring direct intervention for the field practicum. The field liaison is also responsible for ensuring that all field evaluation paperwork is submitted by their assigned students and practicum instructors when due. Students and practicum instructors may contact field liaisons at any time to request support or guidance between agency site visits. The field liaison may also be assigned to instruct the MSW Generalist Integrative Field Seminar course.

The Role of the Practicum Instructor

The Practicum Instructor (PI) is an adjunct voluntary position for Seattle University's Social Work Program and supports the educational curriculum by providing instruction and supervision to MSW social work students in field practicums. The practicum instructor is a social work practitioner that supports the educational curriculum of the Social Work Program by providing instruction and supervision to MSW social work students in their field practicums. Instruction of social work practice includes the provision of verbal and written feedback, observation, and evaluation of social work practice skills, and tracking the completion of required hours in field. Through instruction and supervision, the practicum instructor is instrumental in helping students integrate their practice experiences with course content and to identify their personal fit within the social work profession. The PI is responsible for completing and authorizing all field evaluation paperwork and field logs of hours.

Practicum instructors who supervise MSW students must have earned a master's degree in social work from a CSWE-accredited social work program and have a minimum of two years of post-graduate social work practice experience. A practicum instructor may be an employee of the designated field agency site, a consultant recruited by an agency site to serve in this capacity, or an external social work practitioner approved by SU's Social Work Program.

The Role of Task Supervisors

Students may be assigned to a Task Supervisor who oversees an area of practice for which the student will be learning. The task supervisor may provide specified trainings and/or assign tasks related to social work services. A task supervisor may be an employee without the requisite years of social work practice experience or be a practitioner in a related field. The task supervisor would be responsible for reporting students' progress to the designated practicum instructor of record, who must be a social work practitioner that meets the qualifications of the Social Work Program's field education standards.

SOCIAL WORK FIELD EDUCATION FACULTY AND STAFF (2022-2023)

Estella Williamson DSW, MSW, LCSW
Clinical Professor and Social Work Field Director
(206) 296-2537
Casey 330-01
ewilliamson@seattleu.edu

Anna McCain
MSW Administrative Assistant
(206) 296-2106
mccainanna@seattleu.edu

Field Liaisons – Adjunct Faculty

Kifleyesus Bayru, MSW

Alana Honigman MSW, LICSW

Stacey Peyer, MSW, LCSW

Sarah Rothgeb, MSW, LICSW

Erika Washington, MSW

Anna Watson, MSW, LICSW

MSW FIELD PRACTICUM CURRICULUM

The MSW degree is a 66-credit program, consisting of 48 credits earned from coursework and 18 credits earned from field practicums. To qualify for completion of the MSW Program coursework and practicum components, students must complete the required number of field hours and demonstrate mastery of the nine social work competencies. This mastery is measured in the quarterly field evaluation, which is completed by the practicum instructor.

In the 2-year MSW degree program, students are required to complete two field practicums. Students must complete a total of 1168 hours of field work: 448 hours in the MSW Generalist year field practicum and 720 hours in the MSW Specialized Practice year field practicum. Each field practicum occurs over an academic year that is scheduled on a quarterly sequence (Fall, Winter, and Spring). Students are typically assigned to one field practicum from September through June of each academic year.

MSW Advanced Standing

In the MSW Advanced Standing program, admitted students are enrolled in the Specialized Practice year field practicum and must complete 720 hours of field work. Advanced Standing students are given credit for a minimum of 400 hours completed during their accredited BSW field practicums. This assures that MSW Advanced Standing students complete the required minimum of 900 practicum hours required for the master's program. Advanced Standing students are admitted to the MSW Program through demonstrated satisfactory completion of a generalist level field practicum course taken in their undergraduate social work degree program.

To support social work practice skill development across a broad range of practice experiences, the Field Education Program encourages students to conduct both Generalist and Specialized Practice field practicums at different agency sites. However, on a case-by-case basis, the Social Work Field Director may consider a student's request to conduct both field practicums at the same agency site. Approval of such a request will be contingent upon the agency's ability to provide practicum learning experiences that clearly distinguish generalist practice from specialized practice and can provide a different practicum instructor for each field practicum.

Program Type	Required Hours	Field Schedule	Field Days	Total Hours MSW Program
MSW Generalist	448	2 days per week	Tue and Wed	1168
MSW Specialized Practice	720	3 days per week	Tue, Wed, Thurs	
MSW Advanced Standing	720 (with completion of a qualifying BSW field practicum ≤ 400 hours)	3 days per week	Tue, Wed, Thurs	

MSW Generalist Field Practicum Course Schedule

In the **MSW Generalist** year field practicum, students learn social work practice skills that prepare them to work with a broad range of clients and constituents (individuals, families and groups, organizations, and communities) at the generalist level. The courses that students must register for (a total of 9 credits) when taking Generalist year field are:

Term	Course Name and Number	Required Hours per Quarter	Total Credits
Fall Quarter	Foundation Field Practicum I and Integrative Field Seminar (SOCW 5010)	128	3 credits
Winter Quarter	Foundation Field Practicum II and Integrative Field Seminar (SOCW 5020)	160	3 credits
Spring Quarter	Foundation Field Practicum III and Integrative Field Seminar (SOCW 5030)	160	3 credits

MSW Generalist Practice courses used to connect theoretical and conceptual contributions of course content with field practicum are:

Term	Course Name and Number	Course Name and Number	Course Name and Number
Fall	Generalist Practice I: Social Work with Individuals and Families (SOCW 5110)	Social Work and Social Justice: Ethical Professional Formation (SOCW 5210)	Human Behavior in the Social Environment (SOCW 5310)
Winter	Generalist Practice II: Social Work with Groups (SOCW 5120)	Social Work Foundations: History and Justice (SOCW 5220)	Social Work Research I: Methods and Design (SOCW 5410)
Spring	Generalist Practice III: Social Work with Organizations and Communities (SOCW 5130)	Human Development Across the Life Span (SOCW 5320)	Social Work Research II: Program Evaluation (SOCW 5420)

MSW Generalist Year Field Practicum Readiness Workshop

In the MSW Generalist year, students are required to participate in a three-week field practicum readiness workshop, which is taken prior to the beginning of the field practicum every Fall Quarter. The purpose of the field practicum readiness workshop is to educate students about the field education curriculum and to teach beginning practice skills necessary for becoming learners of social work practice. Attendance to and participation in the workshop is required and is factored into the final grade for the Fall Quarter field practicum course. Attendance to the workshop counts toward the required number of field practicum hours for the MSW Generalist year field practicum. After students complete the MSW Generalist year field practicum readiness workshop, they begin their field practicums and advance to participating in the Integrative Field Seminar.

MSW Generalist Year Integrative Field Seminar

In the **MSW Generalist** year, students participate in an integrative field seminar, which is taken concurrently with each field practicum course. The integrative field seminar meets bi-weekly on Monday afternoons each quarter. Attendance to and participation in the field seminar is factored into the final grade for each field practicum course. To receive credit for each field practicum course, all field seminar assignments must be completed and approved by the field seminar instructor each quarter. The field seminar instructor is the instructor of record who administers the final grades for MSW Generalist year field practicum courses (SOCW 5010, 5020, and 5030).

A key purpose of the field seminar is to provide students a structured forum for support, mutual aid, group supervision and problem-solving as they progress through their field practicums. The pedagogical format of instruction is comprised of peer learning, case presentations, and practice reflections.

Content in the field seminar invites students to reflect on their practice in the field but does not provide alternative simulations of practice toward practice skill development. Therefore, attendance to the field seminar does not count toward the required number of field practicum hours for MSW Generalist year field practicum.

MSW Specialized Practice Field Practicum Course Schedule

In the **MSW Specialized Practice** year field practicum, students apply skills learned from Generalist field towards the development of advanced practice skills in work with more complex systems and client populations. MSW Specialized Practice field practicum does not include a field seminar. The Social Work Field Director is the instructor of record who administers the final grades for MSW Specialized Practice year field practicum courses. The courses that students must register for (a total of 9 credits) when taking Specialized Practice year field are:

Term	Course Name and Number	Required Hours per Quarter	Total Credits
Fall Quarter	Advanced Field Practicum I (SOCW 5510)	240	3 credits
Winter Quarter	Advanced Field Practicum II (SOCW 5520)	240	3 credits
Spring Quarter	Advanced Field Practicum III (SOCW 5530)	240	3 credits

Other MSW Specialized Practice courses used to connect theoretical and conceptual contributions of course content with field practicum are:

Term	Course Name and Number	Course Name and Number	Course Name and Number
Fall	Advanced Practice I: Clinical Social Work with Individuals (SOCW 5610)	Advanced Clinical Assessment and Treatment: Mental Health Disorders (SOCW 5720)	Optional Elective
Winter	Advanced Practice II: Clinical Social Work with Families (SOCW 5620)	Advanced Social Welfare Policy: Practice for Advocacy (SOCW 5710)	Required Elective
Spring	Advanced Practice III: Clinical Social Work with Groups (SOCW 5630)	Required Elective	Optional Elective

FIELD PRACTICUM CATEGORIES

Demonstrating Social Work Competency Through In-person Practice

In-person practice in field practicum is pedagogically the best method for students to develop competency of social work practice with clients and constituents. In accordance with CSWE's accreditation standards for field education, the Social Work Field Education Program requires in-person practice at field practicum. In recognition of the impact of the COVID-19 pandemic on the safety of students, clients, and communities, CSWE has adjusted its requirement for in-person practice. Social work programs may allow students to engage in remote field activities that provide knowledge and skills of social work practice with individuals, families, groups, organizations, and communities. As a result, the Field Education program allows students to participate in remote practice activities for part, but not the entire academic year. The Practicum Instructor is responsible for ensuring that remote practice activities assigned during any part of the academic year teach students the skills necessary to develop proficiency of the social work competencies at the MSW Generalist and Specialized Practice levels of social work practice.

MSW Generalist Field

The MSW Generalist year field practicum prepares students for practice using the person-in-environment theoretical perspective through direct practice with clients and constituents in a qualified agency setting. In the Generalist year field practicum, students learn to identify with the social work profession and apply ethical principles and critical thinking that considers the impact of the social environment on the lived experiences of clients and constituents. Students engage in in person practice using a social justice lens that promotes change and advocacy for human rights and social, economic, and environmental justice at the micro, mezzo, and macro levels.

To promote human and social wellbeing, students in Generalist year field apply a broad range of prevention and intervention methods through in-person practice with diverse individuals, families, groups, organizations, and communities. The Generalist year field practicum also enables students to understand social work practice within the contexts of social policy and research-informed practice/practice-informed research.

In the Generalist year field practicum, examples of appropriate in-person practice experiences include, but are not limited to:

- practice with at least three to five clients with individuals, families, and/or groups;
- engagement in the overall management and linkage to collateral resources for client systems served;
- engagement with staff from other disciplines to optimize outcomes for service delivery;
- participate in activities involving program development and/or evaluation through macro practice activities;
- develop an awareness of how social policy and regulatory standards impact how services are provided to clients/constituents served.

Some examples of appropriate field placements that provide in-person practice opportunities at the Generalist level include but are not exclusive to settings in child welfare agencies, schools,

settlement houses, community-based health services, outpatient substance abuse programs and nursing homes.

MSW Specialized Practice Field

The Specialized Practice year field practicum prepares students to learn and apply theoretical concepts and analyses with more complex practice situations in work with clients and constituents in clinical settings. The Specialized Practice year field practicum advances social work knowledge, values, skills, and cognitive and affective processes in the engagement, assessment, intervention, and evaluation of more advanced clinical situations. Students also synthesize and employ a broad range of interdisciplinary knowledge and skills based on scientific inquiry and best practices, while maintaining social work values and ethics through in-person practice with individuals, families, groups, organizations, and communities.

Students in the Specialized Practice year field engage in and conduct research to inform and improve practice and service delivery to individuals, families, groups, organizations, and communities that serve clients and constituencies. Students practice in-person using a social justice lens that promotes change and advocacy for human rights and social, economic, and environmental justice at the micro, mezzo, and macro levels. Selected Specialized Practice year field sites must offer in-person direct practice with clients and constituents, social policy, research informed practice/practice-informed research, and/or evaluation of practice.

In the Specialized Practice year field practicum, examples of appropriate in-person practice experiences include, but are not limited to:

- assignment to five to ten client systems with individuals, families, and/or groups;
- diagnosis and treatment of a range of behavioral health disorders;
- applying evidenced-based treatment in specialized practice areas and/or evaluating clinical outcomes for client systems within interdisciplinary teams
- clinical and program evaluation and implementation;
- practice inform-research and research-informed practice.

Examples of appropriate Specialized Practice year field placements that provide in-person practice opportunities at the advanced level include but are not limited to settings in inpatient hospitalization wards, outpatient clinical programs, government institutions, nonprofit human service agencies and global service institutions.

Work Study (Employment-based Field Placement)

Work Study is an employment-based practicum option that enables students to complete their field requirements at their places of employment. To be considered for a Work Study field practicum, students must submit a formal proposal. **Students considering Work Study must be employed full-time at a social service agency for at least six months prior to the designated due date of the Work Study proposal.** This timeline serves to protect the student's employment status by ensuring enough time has accrued for the satisfactory performance of the employment responsibilities before considering the additional role of student learner within an employment site. The employed social service agency must provide direct practice with clients and constituents and provide social work learning opportunities that align with the Social Work Program's educational standards for field practicum. The proposed practicum instructor must be different than the student's employment supervisor.

For consideration of a Work Study field assignment, students must complete both, a field application, and a Work Study proposal. A completed Work Study proposal must be signed by the student, employment supervisor, proposed practicum instructor, and the agency authorizing official (i.e., President, CEO). The Work Study proposal must outline the following:

- Social work practice learning opportunities at the level of field practicum (Generalist vs. Specialized Practice).
- Distinction between the student's employment responsibilities and field learning objectives for the field practicum.
- Identification of a qualified practicum instructor who is different from the student's employment supervisor.

The Social Work Field Director reviews and renders a decision regarding approval of a Work Study proposal. If a Work Study proposal is not approved, the student's field application will be processed and procedures for assigning a field placement for the student will ensue. The guide to apply for a Work Study proposal can be found in the Appendix section of the Field Manual.

CRITERIA FOR ADMISSION TO A FIELD PRACTICUM

Only students who have met the admissions requirements that are reviewed by the MSW Program Admission Committee and have confirmed acceptance of the offer of admission to the MSW Program are eligible for a field practicum assignment at Seattle University. To prepare for the field assignment process, enrolled students are required to complete the following for the Social Work Program:

- Social Work Field Practicum application
- An interview with the Social Work Field Director
- Signed attestation to adhere to the *NASW Code of Ethics*.
- Signed attestation to uphold the *Non-Academic Technical Standards for Social Work Education*.
- Criminal background check for the Social Work Program.
- An updated resume.

Criminal Background Check

The Social Work Program requires a criminal background check as a part of the admissions process. The criminal background check is provided by a company named, CastleBranch®. The cost of a criminal background check is at the expense of the applicant. Results of criminal background checks are made accessible to the Social Work Field Director. If an applicant defers admission to the MSW program after obtaining a criminal background check for admission, the applicant may be required to obtain an updated criminal background check when the deferral status is changed to an admission status in a future academic year at Seattle University.

When applying for a field practicum, students should report to the Social Work Field Director any criminal and/or legal issues that may impact the ability to be assigned to a field practicum. Examples of criminal and legal issues include, but are not exclusive to: CPS findings, arrests and/or felony convictions, and pending criminal charges. This information may be disclosed directly to the Social Work Field Director or indicated on the field application. Students are urged to notify the Social Work Field Director instead of deciding not to report any criminal history of legal issues that may impact the assignment to a field practicum. As part of a field practicum's onboarding process, an agency site may request its own criminal background check and students are responsible for any expenses associated with obtaining an agency's required criminal background check.

If a student is unable to be assigned to a field practicum because of findings in a criminal background check, the student may not be permitted to proceed in the field practicum. If a student is unable to complete a field practicum because of findings in a criminal background check, the student will not be able to proceed in the MSW Program.

When applying for social work licensure in the State of Washington, MSW graduates must provide personal data information that include findings from a criminal background check. Findings from a criminal background check are reviewed by the Licensing Board on a case-by-case basis and may impact the ability to obtain social work licensure within the State of Washington after earning an MSW degree.

CRITERIA FOR PROGRESSING IN A FIELD PRACTICUM

- Students must be in good academic standing to advance through each field practicum. Good academic standing is defined as maintaining an overall GPA of 3.0 in the MSW program.
- To satisfactorily complete field education coursework, students must complete the required number of hours and satisfactorily achieve competency of all social work practice skills.
- Evaluation of competency is measured in the field evaluation. Students must achieve satisfactory ratings (a minimum of “meets expectations”) of all social work competencies outlined in the field evaluation instruments.
- By permission of the Social Work Field Director, students may proceed to the next sequence of a field practicum if they require additional time to complete field hours or meet expectations of all social work competencies. A request for additional time to complete field practicum requirements may extend into the summer months. *An extended time in field may result in a delay in obtaining degree clearance for graduation in the last year of a student’s program.*
- Students are permitted to begin the MSW Specialized Practice year field practicum only after successful completion of MSW Generalist year field practicum coursework.
- Students must earn credit for both Generalist year field courses and be approved at an assigned Specialized Practice field practicum before being permitted to advance to the MSW Specialized Practice field practicum. The one exception is for students admitted to the MSW Advanced Standing program. Admission to the MSW Advanced Standing program indicates satisfactory completion of a generalist level field practicum during the junior and/or senior year of an undergraduate program and achievement of a bachelor’s degree in social work from a CSWE-accredited social work program.
- Students cannot advance to the next sequence(s) of a field practicum course if a failing grade is received for any previous field practicum course.
- Continuance in the Social Work Program is contingent upon students upholding the academic requirements necessary for completion of degree requirements at Seattle University. Applicants must attest to the accuracy and authenticity of all items in their application package. Upon admission, students are expected to adhere to the ethical standards of the NASW Code of Ethics, the Social Work Department’s Non-Academic Technical Standards for Social Work Education, Seattle University’s Professional Conduct Policy and the Code of Student Conduct.

TEVERA®

The Social Work Department has adopted the Tevera® platform to help students track the practicum placement process, academic progress in internship, and maintain access to practicum documentation after graduation when having to apply for social work licensure or employment. The streamline monitoring and evaluation processes of Tevera® help students independently monitor progress toward achieving the CSWE social work competencies, while also equipping students with tools and resources for coursework, field experience, and post graduate professional endeavors.

Upon the offer of admission and acceptance to the MSW Program, students pay a one-time fee of \$215 (plus an \$8 processing fee for a total of \$223). When a student's account becomes active, they are granted access to field education documents necessary to begin the field education placement process. Practicum instructors receive access to students' accounts when field practicum placements are confirmed. Only the leadership of the Social Work Department, students, and practicum instructors have access to field education documents. Tevera® contains the following field education and evaluation documents:

- Application forms for Field Practicum
- Pre-practicum Release forms
- Field Practicum Log of Hours
- Field Evaluations
- Field Education Plan forms
- Agency Site Visit forms

Orientations on the access and use of Tevera® are provided by the Social Work Field Director to students, practicum instructors, and field liaisons.

FIELD PLACEMENT PROCESS

Upon acceptance of admission to the MSW program, students are issued paperwork explaining the procedures for beginning the field placement process. The paperwork includes instructions to complete a field application in Tevera®. The field application is the official document indicating a student's intent to begin the field practicum. If the field application for each field practicum is not completed by the designated due date, the field placement process will not proceed, and a field practicum will not be assigned. The same process applies when MSW students prepare for the assignment of the MSW Specialized Practice field practicum in the second year of the 2-year MSW Program.

The Social Work Program's field placement process is guided by criteria established by agency sites that supervise Seattle University social work students. Accordingly, field practicum assignments are coordinated through the Field Education program, and students are not permitted to obtain field placements independent of the Program's process. Students are assigned to only one field practicum at a time, and they are not permitted to interview at multiple agency sites when being considered for a field practicum. Agency sites may require students to complete pre-placement onboarding requirements before the start of field. Field agency onboarding requirements may have financial costs, which are the responsibility of the student. Some of these processes can take weeks to complete. Therefore, it is incumbent that students address any onboarding requirements soon after approval to a field practicum. Onboarding requirements may include, but are not limited to:

- Criminal background checks/fingerprinting
- Agency-based medical clearance procedures
- Agency-based new staff/intern orientations
- Pre-placement specialized trainings

MSW Generalist Field Placement Process

The Social Work Field Director oversees the field assignment process for all students beginning the MSW Generalist year field practicum. After officially accepting admission to SU's MSW Program, students are provided an account in Tevera®. Students are given instructions to complete the MSW Practicum Application and Planning Form and related practice attestation forms in Tevera®. Students must then upload an updated resume in Tevera®. Once this activity is completed, the placement process proceeds as outlined below.

- The Social Work Field Director schedules a meeting with the student; the meeting is scheduled within two weeks of receiving the practicum application and may occur in person or virtually. The goal of the meeting is to explain the placement process, offer feedback on the resume and discuss additional information that may not be reflected in the field application, but may be important to prospective field assignment.
- The Social Work Field Director makes the official match between the student and field agency site. Students cannot contact agencies about a placement prior to the Social Work Field Director's notification of field assignment.
- The student is sent a notice to the SU email address with instructions to schedule a pre-placement interview.

- When notified of the agency, the student must confirm receipt of the notification via email and contact the agency site to schedule a preplacement interview within two business days. A student cannot decline an assigned field practicum.
- After the preplacement interview, the agency site representative notifies the student and Social Work Field Director of the decision regarding acceptance to a field placement.
- When the acceptance notification from the agency site is received, the Social Work Field Director confirms the decision by sending an official notice, along with other materials to help the student and agency prepare for the field practicum.
- If the agency site does not accept the student, the Social Work Field Director will schedule a follow up meeting with the student to discuss further options.

MSW Specialized Practice Field Placement Process

The Social Work Field Director oversees the field assignment process for all students beginning the MSW Specialize Practice field practicum. In the beginning of the Winter quarter of an MSW student's Generalist year, the Social Work Field Director will provide an orientation to the placement process. Students preparing for the MSW Specialized Practice field practicum are instructed to complete the [MSW Specialized Practice Field Application](#) and related practice attestation forms in Tevera®. Students must then upload an updated resume in Tevera®. Once this activity is completed, the placement process proceeds as outlined below.

- The Social Work Field Director and a Field Placement Committee (consisting of faculty) meet to make matches that consider students' practicum interests and agency sites' requests. *MSW Generalist year students do not automatically receive individual meetings with the Social Work Field Director as part of this placement process.* However, a student may request to meet with the Social Work Field Director during this process.
- The Social Work Field Director makes the official match between the student and field agency site. Students cannot contact agencies about a placement prior to the Social Work Field Director's notification of field placement assignment.
- The student is sent a notice to their SU email address with instructions to schedule a pre-placement interview.
- When notified of the agency, the student must confirm receipt of the notification via email and contact the agency site to schedule a preplacement interview within two business days. A student cannot decline an assigned field practicum.
- After the preplacement interview, the agency representative notifies the student and Social Work Field Director of the decision regarding acceptance to a field placement.
- When the acceptance notification from the agency site is received, the Social Work Field Director confirms the decision by sending an official notice, along with other materials to help the student and agency site prepare for the field practicum next academic year.
- If the agency does not accept the student, the Social Work Field Director will schedule a meeting with the student to discuss further options.

Field Placement Process for MSW Advanced Standing

Applicants to the MSW Advanced Standing program must provide a copy of their current BSW field evaluation with their application paperwork. Incoming MSW Advanced Standing students follow the same procedures outlined in the *MSW Generalist Year Field Placement Process*, except they complete the MSW Specialized Practice Field Application and related practice attestation forms in Tevera®. A field practicum assignment remains in “pending” status until the final BSW field evaluation is submitted to Seattle University.

If a candidate from the SU BSW program obtained a background check from SU within one year of admission to SU's MSW Advanced Standing program, the background check from the SU BSW admission could be accepted without having to obtain another background check for the MSW Advanced Standing program.

Conflicts of Interest

There are some circumstances whereby a student’s assignment to a field practicum agency site may present a conflict of interest. A conflict of interest is considered a situation that may fundamentally compromise the student’s field practicum experiences. If it is determined that a conflict of interest exists, a field practicum assignment could be made invalid. Such nullification would be granted for situations that occur if the conflict of interest is discovered either prior to the field assignment or during a field practicum. Students must indicate on the field application if any of the potential situations outlined below may present a conflict of interest.

- Students are not permitted to conduct a field practicum at an agency site or with a practicum instructor with whom they or a family member had previously received or currently receives services.
- Students must have no prior personal or familial relationship with the practicum instructor.
- Students must notify the PI if assigned to a client(s) at the agency site with whom they had or currently have a personal or familial relationship.
- A student’s employment supervisor cannot serve as the student’s practicum instructor for either of the field practicums.

THE POST FIELD PLACEMENT PROCESS

When a field agency site accepts a student for a field practicum assignment, a letter of confirmation is sent by the Social Work Field Director to the agency site and student. Before field begins, the Social Work Field Director sends each agency copies of materials to help prepare for the beginning of the field practicum. Materials that are sent to the field site include:

- Field Practicum Calendar
- Field Education Manual
- Registration material for annual New Practicum Instructor Orientation
- Instructions for completing Process Recordings

If a student is not selected by the first assigned field placement, the Social Work Field Director contacts the student to review the reasons for the agency's decision. The student may be assigned to a second field placement if deemed ready for another pre-placement interview.

To reiterate, students are not permitted to decline an assigned field placement. However, if a student must adjust their plan of study due to residential and/or commuting needs, a formal request can be made to the Social Work Field Director for a change of an assigned field practicum. The request must be made prior to the beginning of the field practicum.

If a student is not selected by two (2) field practicum assignments, this will generate a review to evaluate the student's readiness to begin field. The student will meet with the Social Work Field Director. After the review, the decision regarding assignment to another field placement would be one of two options:

1. To assign the student to a third field agency site for consideration; or
2. To not begin field at that time and consider assigning to a field placement sometime in the future when the student is determined to be prepared to begin field.

If the second determination is made, the Social Work Field Director will schedule a meeting with the student and the MSW Program Director to discuss the implications of not beginning field practicum on the student's continuance in the MSW program.

If the Social Work Field Director approves an assignment to a third field placement and the student is not selected, another meeting between the student, Social Work Field Director, and MSW Program Director will be held to assess the student's readiness for field practicum and progression in the MSW Program.

FIELD EDUCATION – STUDENT RESPONSIBILITIES

- Students must uphold the Non-Academic Technical Standards for Social Work Education of the Social Work Program.
- Students must abide by the NASW Code of Ethics, specifically the ethical responsibility to clients by protecting the privacy and confidentiality of clients (1.07). Students must also learn, understand and abide by the federal law, the Health Information Portability and Accountability Act of 1996 (HIPAA) when engaged in practice with clients and constituents in field practicum.
- Students are considered mandated reporters and are expected to follow state and federal laws regarding mandated reporting. If students have knowledge of imminent harm or suspected abuse to clients served in field practicum, the practicum instructor must be notified immediately. The Washington State law on mandated reporting can be accessed [here](#).
- Students are to conduct themselves professionally when in field practicum. Professional behaviors expected in field practicum include but are not limited to:
 1. reporting to field in dressed for business that is in accordance with the agency's dress code policy;
 2. giving prior notification to the practicum instructor when unable to report to field;
 3. avoiding dual relationships with agency staff and clients;
 4. following protocols for reporting issues in field;
 5. adhering to agency policies and procedures.
- Standards for meeting field requirements include completing the required number of field hours per academic year and having demonstrated proficiency of social work competencies. These evaluative measures are implemented through evaluation tools accessed by students and practicum instructors in Tevera®. Students are responsible for ensuring that all field evaluation paperwork necessary to meet these requirements are completed when due.
- The Field Practicum Calendar provides the official field schedule for each academic year. The calendar outlines the official start and end dates of field and approved holidays/days off by Seattle University.
- When attending field practicum, students should inform practicum instructors about the need to take time off from field prior to being absent on a designated field day. Arrangements should be made with the practicum instructor to make up any missed days in field.
- Seattle University values and celebrates the diversity of its campus community. The Field Education Program respects students' celebration of religious holidays or holy days that align with their faith. If students miss a day of field due to a religious observance, they must discuss this with their practicum instructors prior to taking time off. Part of the discussion should include a plan to make up any days missed from field.
- Students are responsible for expenses incurred in field (criminal background checks, commuting expenses, meals, lodging, etc.).
- Social work services are increasingly delivered through use of various forms of technology. Students are required to discern the ethical use of technology when providing social work services. Students must also consider how they use personal social media platforms, which could be accessible by clients and constituents served in a student's field practicum. Students must uphold the ethical principles of the NASW Code of Ethics when using technology for personal and/or field practicum business.

FIELD EDUCATION – PRACTICUM INSTRUCTOR RESPONSIBILITIES

- Practicum instructors (PI) are members of the Field Education team. The development of competency of social work practice at the Generalist and Specialized Practice levels of social work education are achieved through the instruction and evaluation provided by social work professionals who serve as educators of practice in the field practicum.
- Practicum instructors are required to develop an education plan with their students within two weeks of starting field.
- Practicum instructors evaluate students' competencies of practice by completing field evaluations at the end of each academic quarter. They are responsible for completing all field evaluations when due and should notify their assigned field liaison immediately when needing additional time to complete field evaluations.
- Practicum instructors must also track students' hours in field and sign the official logs of hours for each student supervised when due.
- Practicum instructors must meet certain educational and professional qualifications to supervise students. These criteria include having earned a master's degree in social work from a CSWE-accredited social work program and having a minimum of two years of post-graduate social work practice experience.
- A practicum instructor may be an employee of the designated field agency site, a consultant recruited by an agency site to serve in this capacity, or an external social work practitioner approved by SU's Social Work Program that meets the educational requirements.
- New practicum instructors are required to complete a one-time new PI orientation offered by the Social Work Program. The training prepares new practicum instructors for serving as educators of social work practice in the field and to better understand the Social Work Program's educational standards and requirements for field education. Completion of the orientation permits new PIs to obtain continuing education (CE) credits towards social work licensure in Washington State.
- Each student should have at least one hour of supervision with their practicum instructor every week. Multiple students at a field placement may participate in group supervision as a supplemental learning experience, but group supervision should not replace the provision of individual supervision of students in field practicum. Supervision with the practicum instructor should be provided in addition to students participating in staff meetings, case conferences or treatment team reviews.

FIELD EDUCATION – FIELD SITE RESPONSIBILITIES

- Partnerships for field learning may develop either by the field site contacting the Social Work Field Director or through outreach to field sites from the Field Education team.
- Field agency sites are responsible for securing qualified staff members or designated consultants that meet the qualifications for supervision of student interns.
- Field agency sites must also communicate frequently and expeditiously with the Field Education Program about organizational changes, changes in PIs, challenges with the field practicum, and any other information that would have implications for a sustained field learning experience for social work interns.
- To ensure mutual understanding of formal policies and procedures related to field practicum, the Social Work Program enters into a formal affiliation agreement with the designated field agency site. The official partnership between entities may be obtained by establishing a formal affiliation that is signed by the authorizing official at an agency site and Seattle University.
- Field agency sites will allow its designated practicum instructors the time and access to resources necessary to provide quality supervision of students in field. These accommodations will be extended to practicum instructors needing to attend field-related programs and events provided by the Field Education Program for professional development.

Criteria for Qualified Field Sites

- The agency's philosophy of social work service aligns with the Social Work Department's educational curriculum and the National Association of Social Workers (NASW) Code of Ethics.
- Agency administrators and staff demonstrate an understanding of and respect for the ethical practices and values ascribed within the NASW Code of Ethics.
- The Board or governing body of the agency, where applicable, is committed to having social work interns and to its agency undertaking the responsibility of preparing social work students for professional practice.
- The agency is in good standing in the community and satisfactorily meets accreditation standards for its operations, when applicable.
- The agency has a clearly defined role in the community or in the region that addresses, in some capacity, the elimination of various health and social disparities experienced by vulnerable populations.
- The agency and its programmatic objectives are sustainable without reliance on social work interns.
- Social service units that operate in "host" settings, such as hospitals, courts, schools, or other institutions, are integrated in the total operations of the host organization. This means that the institution has objectives which are consistent with the values of social work practice and that the department or unit has a clearly defined role within the host organization.
- The agency site can provide a qualified practicum instructor. To supervise an MSW student, a qualified practicum instructor must have earned a master's degree in social work from a CSWE-accredited social work program and have a minimum of two years of post-graduate social work practice experience.

- Practicum instructors can be available on a regular basis throughout the academic year for the instruction of student interns. This includes time necessary for supervision, evaluation of students' progress, selection of assignments and participation in new practicum instructor orientations (when indicated).
- All new practicum instructors must attend a Practicum Instructor Orientation, which will be provided by Seattle University's Department of Social Work, before supervising a student intern. On a case-by-case basis, the Field Director may accept completion of a comparable training to serve as a waiver from this requirement.
- The size, scope and flow of agency activities can expose students to a full range of in-person social work practice experiences (i.e., individuals, organizational, community and social policy). Stand-alone private practices that exclusively offer therapy services to individuals, families and/or groups do not qualify as appropriate field placements.
- The selection of learning experiences for students should be based on their educational value, with the basis for determination being primarily the educational needs of the student rather than the needs of the agency.
- The agency site understands that students do not have to provide professional references for consideration of internship. Acceptance into Seattle University's social work program indicates qualification for learning social work practice under the supervision of qualified practicum instructors.
- The agency can provide suitable space and operating equipment for students. Operating equipment includes desk space, telephones, office supplies and access to computer equipment and IT networking (when necessary).
- Students will be provided notice of clearing and/or onboarding processes necessary for starting field practicum at the agency site.
- The agency site can provide students with an orientation of agency operations, including trainings on safety standards and protocols necessary for engaging in practice in the agency setting.

FIELD EDUCATION PROGRAM RESPONSIBILITIES

To ensure adherence to the CSWE 2015 Educational Policy and Accreditation Standards, the Field Education Program develops and implements policies and procedures that serve to uphold the quality of students' graduate learning in field. The field education standards support students and the professional development of practicum instructors.

The Field Education Program is responsible for communicating its standards, requirements, and due dates for documentation each academic year to the practicum instructor or designee. Field Education team members are responsive to field matters in a timely manner and work collaboratively with students and practicum instructors to resolve field challenges expeditiously.

The Field Education Program is responsible for preparing its practicum instructors for quality supervision of students. These responsibilities will be implemented as follows:

1. Students entering field should be aware of the professional standards required for developing social work practice skills in field.
2. The Field Education Program will uphold field sites' expectations regarding onboarding requirements necessary for students' start of field.
3. The Field Education Program will make every effort to notify practicum instructors in a timely manner of their assigned students. There should be enough time for practicum instructors to interview students, make a final recommendation for placement and prepare students for meeting any necessary requirements prior to starting the field practicum.
4. The Social Work Program supports the professional development of its practicum instructors. Practicum instructors are eligible for attendance to no-cost continuing education trainings offered by the Social Work Program and serving as adjunct instructors of Social Work Department coursework.
5. The Field Education Program hires field liaisons to support practicum instructors in the supervision of students. Field liaisons provide guidance on issues related to field, support with mediating conflicts experienced in field, and assistance in helping practicum instructors evaluate the practice skills of social work students.

Resources for Students

The Field Education Program provides the following in support of students' preparation for field:

- Orientations on the field placement process for each field practicum.
- An annual and updated field education manual explaining the policies and protocols for quality field education.
- Periodic notifications of the field education standards.
- Guidance and supportive counsel in preparation for field.
- Field seminars that support students' applied learning of social work practice in field.
- Field liaisons to support student learning and field challenges.
- Referrals to resources to support students' progression in the MSW program.

Each year, the Field Education Program hosts events to prepare graduating students for professional practice. Events organized by the Program include:

- Professional development trainings
- Career preparation workshops
- Annual Career Roundtable
- Social Work Licensure workshop

Resources for Practicum Instructors

The Field Education Program is responsible for preparing practicum instructors to supervise their students in the field. The Program also ensures that practicum instructors meet the required qualifications to serve in this capacity by obtaining a resume. Copies of all practicum instructor resumes are stored and tracked by the Field Education Program. The Program also provides the following supports:

- Documents that articulate protocols for preparing students for field learning at the graduate level.
- An annual training for new practicum instructors. The training is provided for free and provides CE credits toward Washington State social work licensure.
- Free CEU-credit bearing professional development trainings and workshops for licensure in Washington State.
- Access to the field education manual, course syllabi and scholarly readings.
- Education and training on the evaluation of field learning in accordance with the CSWE EPAS.

Agency Field Site Development

The Field Education Program ensures that field agency sites meet the educational standards of the field education curriculum. The Social Work Field Director and field liaisons conduct agency site visits during the academic year to evaluate the quality of students' learning experiences. The Field Education team elicits input from PIs and students. Decisions to continue partnerships with agency sites are determined based on observations from agency site visits and input from students regarding their learning experiences.

The Field Education team also actively explores field learning opportunities with new agency partners. Recruitment is conducted by the Social Work Field Director, field liaisons and agencies expressing interest in supervising SU social work interns. The geographic region used for

targeted recruitment of field practicum agency sites is centered in and surrounding the Puget Sound region of the Pacific Northwest in Washington State. Agencies interested in partnering with SU's Social Work Program are directed to complete a *Practicum Agency Profile Form*, located on the SU Social Work Department's website.

Formal Affiliations with Field Practicum Sites

Agency sites that meet the requirements to supervise SU's social work students (refer to criteria for qualified field sites in section "*Field Education – Field Site Responsibilities*") must obtain a formal affiliation with Seattle University. Seattle University uses a standard template for affiliation agreements and the template is given to new field sites prior to a student being assigned for field practicum. The agreement must be completed and signed by both the agency's authorizing official and Seattle University's Dean of the College of Arts and Sciences before a student can begin field practicum at that site. Affiliation agreements remain in effect until the field agency site requests to terminate the existing agreement or requests a new agreement. Affiliation agreements are tracked and stored by the Department of Social Work.

The Social Work Field Director acts as the liaison between the agency site and SU regarding any negotiations to the terms of any affiliation agreement. Seattle University may consider a contract provided by an agency site. A non-SU agreement must be reviewed and approved by Seattle University's legal counsel before SU can accept such an agreement.

Practicum Advisory Board

Effective integration of academic and field curricula is founded on the principle of open, clear, and frequent communication in accordance with the Jesuit mission and commitment to service and social justice. The Field Education Program has an established Practicum Advisory Board (PAB) whose mission is to promote excellence in social work practicum education by ensuring that field education is integrally linked with the academic curriculum. A primary goal of the PAB is to ensure that the Social Work Program's field education curriculum adapts and changes to meet emergent needs in the field, thereby ensuring a standard of excellence to help students become competent social work practitioners. Practicum instructors, faculty and appointed student representatives serve as members of the PAB to provide respective contexts for the student experience and practice environment.

The Practicum Advisory Board meets three times during the academic year. Appointed MSW student representatives can count the hours volunteered on the PAB toward their total field practicum hours during the academic year of service.

Community Advisory Committee

The Social Work Program has a Community Advisory Committee (CAC) that provides community perspectives and education on the social work practice landscape within the surrounding Puget Sound region. Insights from CAC members inform the explicit curriculum by ensuring that coursework and field practicums respond to community needs and prepare students for emerging issues in the field of social work. The CAC also reviews and provides feedback on program assessment summaries and plans for improvement. The CAC is comprised of social

work faculty, University program and department staff, agency representatives, practicum instructors, alumni, and enrolled social work student representatives.

The Community Advisory Committee meets three times during the academic year. Appointed MSW student representatives can count hours volunteered on the CAC toward their total field practicum hours during the academic year of service.

Evaluation of the Field Education Program

The evaluation of the field setting effectiveness is achieved by collecting and analyzing data on the overall achievement of social work competencies for students completing field practicums each academic year. Data is collected through annual surveys distributed to students, field liaisons, and field instructors. The three surveys are the *Students' Evaluation of Field Practicum*, *Field Liaison Evaluation of Field Setting*, and *Field Instructor Evaluation of Field Liaison*. The Social Work Field Director analyzes data and provides an annual report to the Social Work Department. Findings from survey results are used to develop policies, procedures, and activities to improve the learning experiences of students in field practicum.

SEATTLE UNIVERSITY POLICIES – STUDENT PROTECTIONS

Non-discrimination Policy

The MSW Program adheres to the following Seattle University non-discrimination policy:

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 based on genetic information in its employment related policies and practices, including coverage under its health benefits program.

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 SU’s 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, gender, 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, either in class or in field practicum, should always seek help from a member of the university community who is trained and able to assist. Seattle University offers informal and formal procedures for processing and responding to concerns of hostile or unwelcome behavior. The procedures can be found in the Code of Student Conduct. Experiences of bias-related incidents encountered in field practicum should also be reported to the Social Work Field Director.

Sexual Harassment Policy

Seattle University seeks to promote and maintain an environment free from harassment of any type. Sexual harassment that is experienced either within the campus environment or in field practicums 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 explanation of the Policy and Complaint Procedure Relating to Sexual Harassment is available in the office of the Dean of Students. Sexual harassment experienced in field practicum should also be reported to the Social Work Field Director.

Sexual Misconduct: Information and Resources

Seattle University affirms respect, responsibility, and care for all persons. Conduct constituting a sexual offense, such as non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, or sexual assault is not tolerated. Behavior of this nature, whether within the campus community or field practicum, is inconsistent with Seattle University values and is a violation of Seattle University's Code of Student Conduct. Students committing sexual misconduct in any form will 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.

Students who experience sexual misconduct from any persons at their field practicums should notify their field liaison and Social Work Field Director immediately. All Seattle University faculty and staff are required to report incidents of sexual misconduct to the Title IX Coordinator, a representative of Seattle University who responds to student reports of sexual harassment and misconduct experienced on campus and in field practicums.

Seattle University provides 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. A complete list of resources can be found on the website of the Dean of Students.

MSW PROGRAM - FIELD EDUCATION POLICIES

Attendance Requirements

Students are expected to attend field practicum in accordance with the field schedule on the Field Practicum Calendar and agreed-upon days and times arranged with the field agency site.

Attendance requirements include consistent punctuality to field. Students are expected to arrive on time each scheduled day of field practicum.

If an SU holiday falls on a field day, students do not have to attend field. However, students are required to notify the practicum instructor *prior* to being absent on a designated holiday/break. When having to be absent for another reason on a designated field day, students must notify the practicum instructor at least one (1) day prior to the start time of the next field day. For example, if a student is ill and unable to attend field practicum by 9:00 a.m. on a Wednesday, the practicum instructor should be notified during the daytime hours (i.e., 9:00 a.m.-5:00 p.m.) the Tuesday before. Missed days in field must be made up, and students should arrange to make up missed days with their practicum instructors. If the agency site is closed on a designated field day (i.e., an agency holiday or inclement weather), students may negotiate making up the time on an alternative day to maintain the schedule for completing the required number of field hours.

To track the completion of the required number of field hours for each field practicum, students are responsible for documenting field hours on the Field Log of Hours in Tevera® each quarter of the academic year. Both the student and practicum instructor must sign the attendance log at each period of evaluation. It is the student's responsibility to ensure that the signed attendance log of hours is completed and signed when due. The Social Work Field Director can request an accounting of field hours at any time during the academic year.

Accruing Hours in Field Practicum

Students are permitted to accrue field hours while in field practicum. Accruing extra hours in field is not a requirement, but an option that enables students to plan for unexpected absences that may occur due to illness, religious observances, or inclement weather during the academic year. The maximum number of field hours that can be accrued is outlined below:

MSW Generalist Field - 16 hours

MSW Specialized Practice Field - 24 hours

Accrued hours should be recorded on the attendance log of hours and must be approved by the practicum instructor. Students can apply accrued hours any time during the Fall, Winter, or Spring quarters. **Note: the number of accrued hours is a maximum for the entire academic year, and students are not permitted to bank additional hours above the maximum number indicated above.** Accrued hours cannot be used to end the field practicum earlier than the official end date of field in Spring quarter.

Lunch/Breaks During Field Day

The agency field site determines the daily field schedule. The practicum instructor should inform students at the beginning of the field practicum about the agency's policies regarding lunch and other breaks for employees. Field hour credit for lunch and other breaks is at the discretion of the field agency site and practicum instructor.

Student Intern Designation

Social work students are classified as student interns. Student interns are required to adhere to all field agency policies and procedures and must work to uphold the mission and organizational objectives of the field agency site. However, student interns are not considered employees of the field agency site. Subsequently, student interns should not be paid compensation for activities performed as part of their field practicums. Student interns are not eligible for fringe benefits accorded to employees and are not eligible for Workers' Compensation for workplace injuries.

To avoid compromising the field experience, offers of employment to students by field agency sites during the field practicum are discouraged. Student interns cannot independently accept offers of employment by their field agency site without notifying the Social Work Field Director. The Social Work Field Director has the discretion to discontinue a field assignment in cases where students accept offers of employment by the field agency site while also conducting their field practicums without prior approval.

Students' Protected Practice in Field

Seattle University provides liability insurance for its students conducting field practicum. The insurance is in effect only during the term period of the student's field practicum experience at the designated agency site. A certificate of insurance may be provided to the agency site upon request.

Disability Accommodation Requests for Field Practicum

Students may request an accommodation in field based on a diagnosed disability. When completing the field application, students should indicate on the field application their intent to request disability accommodations for field. Students are required to contact Seattle University's [Disability Services](#) to schedule an assessment for accommodations. The Social Work Field Director collaborates with Disability Services to evaluate the degree to which an accommodation request may fundamentally alter field education standards. Accommodation requests cannot compromise in any way the field education standards of the Social Work Program. For physical accommodation requests, every effort is made to identify approved field agency sites that can provide the necessary physical access needs of students.

Field Practicum for International Students

International students may be required to obtain work authorization when assigned to a field practicum. Students, whether in the United States on an F1 or J1 Visa, should consult with the [International Student Center](#) about requirements for participation in a field practicum in the United States. When a field practicum has been assigned to a student coming from another country, the student may need to obtain documentation from the agency stating they have been accepted for a field practicum. The Social Work Field Director may also provide a written document explaining the role of field practicum in a student's graduate education program. The student may use these documents to justify their participation in an internship that is part of their degree program.

Drug Use Policy

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. 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.

The Field Education Program adheres to Seattle University's policies regarding the use of mind-altering substances and the ethical responsibilities of professionals regarding impairment (4.05) in the NASW Code of Ethics (2017). Students must also consult with their placement agency to learn about their agency policies regarding the use of mind-altering substances.

Students who are found in violation of either the University's or the field agency's drug use policy may be dismissed from both the placement agency and the MSW Program. If students are not initially dismissed from the MSW Program, but cannot subsequently be placed at another agency, the dismissal process from the MSW Program may proceed. Students have the right to appeal a decision of dismissal as detailed in the [Seattle University Professional conduct: Policy and Appeal Procedures, 2011](#).

Confidentiality of Student Academic Information

A student's academic record at Seattle University is protected by the Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law that protects the privacy of students' educational records and establishes rights for students relative to the disclosure of academic records. The faculty and staff of the Social Work Program are bound by the rules of FERPA, as academic information is used to evaluate students' progress in the MSW program. The "faculty and staff" designation for the Social Work Program is extended to the Social Work Field Director, field liaison, and practicum instructor. Faculty and staff are also required to adhere to the ethical responsibilities to colleagues set forth in the NASW Code of Ethics (2017) regarding confidentiality (2.02) and the ethical responsibilities in practice settings regarding supervision and consultation (3.01).

Life Experience or Previous Work Experience

In adherence to the CSWE EPAS (2015), the Field Education Program does not accept or offer credit for life experience or previous work experience to fulfill field education requirements.

Safety in Field

There are inherent risks associated with providing services in field agency settings. Before beginning field practicum in the MSW Generalist year, students are required to read the Social Work Program's *Risk Acknowledgement and Release* form and sign an attestation statement acknowledging risk associated with agency practice and releasing Seattle University from any liability associated with injuries sustained in the field practicum.

The agency should provide security to students in the same measure as provided to its employees. Policies and procedures should be in place that protect students from workplace violence, harassment, or situations which are potentially dangerous to students' physical and emotional wellbeing. Students should receive specific orientation of an agency's policies and procedures regarding safety risk assessment and response. Specifically, students should receive guidance for ensuring their safety both within and outside of the agency (i.e., home visits). Generally, students should not be in the agency alone without supervision.

Home visits are an important element of making social work practice accessible, and they should be conducted in adherence with an agency's established safety protocols. The agency and student must always make provisions for safety when conducting home visits. Students are advised not to do home visits alone. However, if required to make home visits without the assistance of agency staff, students must be provided safety training by the agency site. The Field Education Program recommends the following safety considerations for students who will be conducting field practicum outside of an agency site:

- a) Make home visits during daytime hours only;
- b) Use only appropriate dress;
- c) Use main streets only to access destinations;
- d) Travel with official agency identification;
- e) Provide notification to agency of home visit dates, time, location, and purpose.

If a student encounters a health emergency during field practicum, the practicum instructor and field liaison should be notified immediately. If the field liaison is unavailable, students should contact the Social Work Field Director. If a health concern or injury results in any suspension of the field practicum during the academic year, the Field Education Program will collaborate with the student to develop an alternative timeline for completing field education requirements.

Medical Liability for Injuries Sustained in Field

If injuries occur while in field practicum, the cost of medical care is the student's responsibility. Students should immediately notify the Social Work Field Director of any injuries sustained while in field. Students have the discretion to complete a formal incident report of injuries sustained in field. The report can be completed and sent to the Social Work Field Director. An example of the incident report is in the Appendix section. Students also have the option to obtain medical care through Seattle University's Student Health Center.

Mandated Reporting of Abuse or Neglect

A mandated reporter is any person who is legally required to report suspected abuse or neglect of a child and/or a vulnerable adult. A “child” is as any person under the age of eighteen. A “vulnerable adult” includes a person:

- a) Sixty years of age or older who has the functional, mental, or physical inability to care for themselves; or
- b) Found incapacitated under chapter 11.88 RCW; or
- c) Has a developmental disability as defined under RCW 71A.10.020; or
- d) Is admitted to any facility; or
- e) Receives services from home health, hospice, or home care agencies licensed or required to be licensed under chapter 70.127 RCW; or
- f) Receives services from an individual provider; or
- g) Self-directs their own care and receives services from a personal aide under chapter 74.39 RCW.

In accordance with Washington State’s Abuse of Children Law (RCW 26.44), abuse or neglect means sexual abuse, sexual exploitation, or injury of a child by any person under circumstances which cause harm to the child’s health, welfare, or safety, or the negligent treatment or maltreatment of a child by a person responsible for, or providing care to, the child.

Washington State’s Abuse of Vulnerable Adults Law (RCW 74.34) defines “abuse” as the willful action or inaction that inflicts injury, unreasonable confinement, intimidation, or punishment on a vulnerable adult. In instances of abuse of a vulnerable adult who is unable to express or demonstrate physical harm, pain, or mental anguish, the abuse is presumed to cause physical harm, pain, or mental anguish. Abuse includes sexual abuse, mental abuse, physical abuse, and personal exploitation of a vulnerable adult, and improper use of restraint against a vulnerable adult. "Neglect" means (a) a pattern of conduct or inaction by a person or entity with a duty of care that fails to provide the goods and services that maintain physical or mental health of a vulnerable adult, or that fails to avoid or prevent physical or mental harm or pain to a vulnerable adult; or (b) an act or omission by a person or entity with a duty of care that demonstrates a serious disregard of consequences of such a magnitude as to constitute a clear and present danger to the vulnerable adult's health, welfare, or safety.

Because social work interns are not employees of field agency sites or of Seattle University, they are required to adhere to and uphold field agency policies and procedures for reporting abuse or neglect of children and/or vulnerable adults. Social work interns should not independently report suspected abuse or neglect without first consulting with and obtaining guidance from their practicum instructor and/or task supervisor about the mandated reporting procedures of the agency site. Within the course of conducting field practicum, if a social work intern has reason to believe that a client was abused or neglected, the social work intern should immediately report the suspected abuse or neglect to their practicum instructor and/or task supervisor. If the practicum instructor and/or task supervisor is not available for immediate consultation, social work interns may contact their field liaison for guidance on how to respond until formal notification is given to the practicum instructor and/or task supervisor. Under the guidance and instruction by the practicum instructor and/or task supervisor, social work interns should follow agency protocols regarding the reporting of abuse or neglect of children and/or vulnerable adults.

Leaves of Absence (Personal and/or Medical Leaves of Absence)

Graduate study is very rigorous and can demand a great deal of personal sacrifice. In keeping with its mission, the Social Work Department cares about the overall health and wellbeing of its students. Students may request leaves of absence from school any time during the progression of their academic program; however, they must complete all degree requirements within six years of the first date of enrollment in the MSW program. Students are advised against leaving school without formally notifying school officials. To request a formal leave of absence, students should contact the MSW Program Director.

If taking a leave of absence before completing an existing field practicum, students must also notify the Social Work Field Director, the practicum instructor, and field liaison *prior* to taking the leave. Proactive notification of intent to take a leave of absence will ensure that agency sites have time to ensure uninterrupted care to its clients and constituents.

If the field practicum is interrupted due to pregnancy (including paternity leave), the Field Education Program will work with the student to develop a plan for completing the field practicum when the student returns to school. Upon return from a personal/medical leave, a student's ability to return to the same field placement will be based on the field agency's ability to have the student return at the same status. Depending on the length of the leave, the Social Work Field Director may need to assign the student to a new field placement. Credit for previous hours accrued at the previous field placement will be determined based on review of the student's attendance record and any field evaluation paperwork completed at the time of the leave.

Transporting Clients in Personal Vehicles

Students are not advised to transport clients in their personal vehicles. Seattle University does not cover liability insurance for use of students' vehicles while conducting field practicum. If the use of a personal vehicle for client transport is a necessary part of field practicum activities, students may request that the agency insure their personal vehicles for this purpose or to be allowed access to agency vehicles. If authorized to use agency vehicles during field, the student is required to have a current driver's license in their state of permanent residency. If the agency field site will not cover the student's vehicle for client transport or will not provide an agency vehicle, students accept total liability for the use of their personal vehicles for client transport. If students do not accept this liability, they may consult with the Social Work Field Director to discuss other options for field practicum.

Protected Client Information

In accordance with the NASW Code of Ethics, students are required to uphold the ethical responsibilities to clients regarding privacy and confidentiality in practice (1.07). Students should be instructed in field about all agency regulatory standards for protecting client confidentiality and other rules regarding the handling of client information. Client information must be protected while in practice and even after the field practicum has ended.

Labor Disputes at Field Agencies

In cases where there is an anticipated strike or slow down, agencies must notify Social Work Field Director immediately. When agency staff, who would be involved in the supervision of student interns, is involved in a strike against the agency, students are withdrawn from field for the duration of the strike or slow down period. Students are not expected to cross picket lines. During an agency strike or slow down, Seattle University assumes neutrality.

The Social Work Field Director and field liaison will be available for consultation in these instances. If the strike/slow down by agency staff is anticipated to be lengthy, the Field Education Program has the discretion to remove its students from the field placement and assign them to another field placement.

Managing Challenges in Field Practicum

The field liaison is the first point of contact when a student and/or practicum instructor has any concerns regarding the field practicum experience. The field liaison should be contacted immediately. The field liaison will work with the student and practicum instructor to understand and resolve problems contributing to the quality of students' learning experiences. Timely notification will result in an expeditious response that may avoid a potential disruption to the field practicum. Depending on the issue, the field liaison may request guidance from the Social Work Field Director, who may be asked to intervene in a significant challenge that could jeopardize continuance of the field practicum.

Process for Handling Suspension of Field Practicum

A student cannot independently end a field practicum. Students must follow intervention procedures for retention in field and adhere to the final decision from the Field Education Program about the status of the field placement.

If a student is asked by a field agency site to leave a field placement prior to the official end date of field, this is considered a suspension of field practicum. When a field practicum is suspended, the student and field agency site must notify the Field Liaison and Social Work Field Director immediately.

When a field practicum is suspended, a **formal review** takes place to better understand the circumstances surrounding the decision to suspend the field practicum. The formal review is conducted by the field liaison and will be scheduled within one week of official notification by the agency site of the suspension of the field practicum. The formal review may be used as an intervention to understand the reason(s) for suspension and work with the practicum instructor to develop a plan that will preserve the field practicum.

Prior to the formal review, the field liaison must gather all necessary documents for review. The formal review process involves the following:

- Obtain written reports of the field experience from the practicum instructor, task supervisor (if indicated) and student.

- Review of field documentation that includes the student's education plan, log of hours and any field evaluations that were completed prior to the suspension.
- Meet with the student to hear their explanation of the field experience. The student may request to meet alone with the field liaison. The student may also provide a written report explaining their field practicum experience, which will be included in the formal review. Students cannot invite family members or legal counsel to any meetings involved in a formal review of a suspension of field practicum.
- Meet with the student and practicum instructor, other agency staff. The field liaison may invite the Social Work Field Director to attend the meeting.

Following the completion of the formal review process, the field liaison will write a report summarizing the review process and its findings. The field liaison only conducts the review process and does not make the final decision regarding a student's status in field practicum. During the review process, if the agency site changes course and decides to preserve the field practicum for the student, the practicum instructor should revise the education plan to articulate the terms for continuance in field practicum for the student. The revised education plan is called a **focused education plan** and it must be reviewed and signed by the student and practicum instructor.

However, if the agency site maintains its decision to suspend a student's field practicum after the formal review process, the field liaison must write a report summarizing the outcome of the formal review and send the report to the Social Work Field Director. The Social Work Field Director notifies the MSW Program Director.

The Social Work Field Director initiates a formal review after obtaining reports from the field liaison and practicum instructor. The Social Work Field Director reviews all supporting documentation that may be included with the reports. The Social Work Field Director may also request an independent meeting with the student before a decision is made and the MSW Program Director is invited to the meeting.

The Social Work Field Director makes the decision regarding the student's status in field practicum and sends in writing the decision to the MSW Program Director, student, and field liaison within one week of completing the formal review. Because of a decision's implications on a student's ability to continue in the MSW program, every effort is made to render a decision as soon as possible. The final decision will be one of three options:

1. Assign the student a new field practicum within the current academic year.
2. Agree to assign the student to a new field practicum, but at a period in the future after the student has met certain field practicum readiness requirements. This decision may delay the completion of field practicum requirements, as well as MSW degree requirements.
3. To not assign the student to another field practicum and fail the student for the field practicum course. This decision may result in the student not being able to progress in the MSW program.

To appeal a decision regarding suspension of a field practicum, the student may follow the policy and procedures outlined in the MSW Handbook regarding *Probation, Repeating a Course, Suspension or Dismissal from the Master of Social Work Program*.

EDUCATION TOOLS FOR PRACTICE SKILL DEVELOPMENT

Education Plan

The education plan is an individualized learning plan for the student's field practicum and is developed mutually between the student and practicum instructor within the first two weeks of the field practicum. The purpose of the education plan is to identify key learning objectives that will contribute to the student's achievement of the social work competencies over the course of the field practicum. The education plan outlines specific tasks, volume of work, and level of engagement within the organizational structure. These details outline the various mechanisms for which students will learn and develop knowledge and skills of social work practice.

The education plan is a working document that should be reviewed regularly and revised to support the student's achievement of the social work competencies. The practicum instructor is responsible for selecting cases, projects, and other learning experiences appropriate to the field practicum level (Generalist vs. Specialized Practice). The student's learning style and practicum instructor's teaching style should be considered and discussed as part of the early phase of supervisory relationship-building. The education plan is a form found in Tevera® and both the student and practicum instructor must sign the education plan.

Focused Education Plan

During the field practicum, the practicum instructor may determine that the student is having difficulty developing knowledge and skills of social work practice during the field practicum. If a student is underperforming in a way that impacts the timing for achieving competency of practice, the practicum instructor may implement a **Focused Education Plan**. A focused education plan outlines specific skills and performance areas that need improvement, while also identifying action steps to improve skills. A focused education plan should indicate a timeline, with a specific due date, for when skills will be re-evaluated. The tool also puts the student on formal notice that there are concerns regarding his/her progress in field. The practicum instructor must notify the assigned field liaison immediately about performance concerns, and the field liaison supports the development and implementation of the focused education plan.

The need for a focused education plan should be determined early within the field practicum to allow the student time to improve upon identified performance areas. For example, practicum instructors should assess a student's progress in time to discuss with field liaisons at scheduled agency site visits every quarter.

When a focused education plan is completed, the student, practicum instructor, and field liaison should review and sign the document. A copy of the plan should be given to the student, and copies should be kept on file by the field liaison and practicum instructor. At the designated period outlined in the plan, the practicum instructor should meet with the student to provide a progress report of the specific performance areas in the plan. The practicum instructor should maintain a written summary of every intervention used to help the student improve their performance and practice skills. The focused education plan is not a form in Tevera®. A template of the form can be found in the Appendix but can also be obtained from the field liaison.

Supervision

Supervision is central to evaluating students' competencies of social work practice. Through supervision, students demonstrate and articulate knowledge and skills of social work practice. Supervision is also key to helping students integrate their values and determine their personal fit within the social work profession. It is the one of the key learning tools that engages students in personal reflection of their practice. Through this reflection, students are encouraged to identify strategies for continued professional growth. To achieve these aims, students should have one-hour of individual supervision per week. Students are advised to come to supervision with an agenda listing questions, learned skills, and requests for resources. Students are expected to contribute to supervision meetings articulating skills and knowledge of practice.

Practicum instructors may also contribute to developing the weekly agenda for supervision. Documentation of student learning, performance concerns, and the status of achieving learning objectives in the educational plan should be assessed in weekly supervision.

Progress should be tracked and documented by practicum instructors. Documented supervisory notes should include dates and describe constructive feedback provided, along with suggestions for performance improvement. Practicum instructors should also document students' abilities to incorporate constructive feedback for performance improvement and skill deficits that have been resolved or require additional time and intervention processes (i.e., focused education plan). Documentation of problem areas is especially important if performance does not improve, and students are subsequently asked to leave their field placements.

Group supervision is permitted when multiple students are interning at a field site. However, group supervision should serve as a supplemental learning tool for knowledge and skill development, not a replacement for individual supervision.

Process Recordings

The process recording exercise is an essential tool for a student's development of cognitive and affective processes necessary for developing competency of social work practice. Through process recordings, students develop clinical processes for measuring practice skills through reflection on their specific activities, personal thoughts about their practice and practicum instructors to make adequate educational assessments of their students' progress.

The following is a suggested outline for process recordings:

1. A statement describing the purpose of the session.
2. Client description, including appearance, characteristics, and affect (no personal identifying information).
3. Content that lists the verbatim exchange between the student and client during the beginning, middle and/or end of a session.
4. Observation and analysis of the interaction between the client and student intern.
5. Identification of the social work skills used during the session.
6. Student's reflection of personal feelings, values, and reactions to interactions with the client.
7. General observations and impressions based on data gained from the session.
8. Questions for the practicum instructor.

In the **MSW Generalist year**, students are required to do a process recording assignment for the Integrative Field Seminar.

In the **MSW Specialized Practice year**, students are required to do three (3) process recordings per quarter, for a total of nine (9) process recordings for the entire academic year. Process recordings are to be given to the practicum instructor for review. A template of the Process Recording format and sample can be found in the Appendix.

EVALUATION AND GRADING

As indicated by the Council on Social Work Education, competence of social work practice is evaluated based on students' ability to apply and integrate knowledge, values, skills, and cognitive and affective processes in all practice situations (CSWE, 2015). There are nine social work competencies that undergird these criteria within social work education. Students are required to demonstrate satisfactory achievement of all nine social work competencies for each MSW field practicum, Generalist, and Specialized Practice. The social work competencies are listed below:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Assessment of students' competencies are achieved through three key mechanisms: 1) completion of the required number of hours of field practice; 2) overall satisfactory achievement "meets expectations" of all social work competencies; and 3) attendance to and active participation in the field seminar for the MSW Generalist year. To verify completion of the required number of field hours, students are required to track hours in field on the **Field Log of Hours**. The field log of hours form must document an accurate number of hours completed by the student each quarter. At the end of each quarter, the completed field log of hours form must be signed by the both the student and practicum instructor.

Evaluation of competency of practice is measured in three evaluation periods during the academic year, one for each quarter (Fall, Winter, and Spring). MSW Students have two forms of evaluation for field practicum each quarter. The two evaluation forms used for the **MSW Generalist** year field practicum are the **Generalist PI Evaluation** and the **Generalist Student Self-Assessment**. The two forms for the **MSW Specialized Practice** year field practicum are the **Practicum Instructor Assessment of Specialized Practice** and the **Student Self-Assessment: Quarterly Evaluation-Specialized Practice Year**. All evaluation forms and field log of hour forms are accessible in Tevera@.

Program Type	Evaluation Forms Completed Each Quarter
MSW Generalist	Field Log of Hours Generalist PI Evaluation Generalist Student Self-Assessment
MSW Specialized Practice	Field Log of Hours Practicum Instructor Assessment of Specialized Practice Student Self-Assessment: Quarterly Evaluation-Specialized Practice Year

The evaluation forms list the nine social work competencies, which indicate specific practice behaviors that illustrate how each competency is measured. Practice behaviors for each competency differ based on the field practicum level (Generalist/Specialized Practice). The observable practice behaviors and corresponding competencies remain constant for the entire practicum. However, 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 develop.

All field evaluation documents can be accessed and reviewed by students, practicum instructors, field liaisons, the Social Work Field Director, and administrative staff in the MSW program. Students can access their field evaluation documents in Tevera® after graduation. After graduation, students can sign into their Tevera® accounts to retrieve their field evaluation documents and/or confirmation of the completion of field practicum.

During the first two quarters of the academic year (Fall and Winter), students may have overall ratings of 2 or better, indicating that they are in the process of meeting expectations of all nine of the social work competencies by the end of the academic year. Therefore, ratings of N/O are permitted during this time if the education plan indicates future opportunities for students to engage in social work practice activities that will support their achievement of the nine social work competencies by the end of the academic year. By the final field evaluation period (Spring Quarter), students must have ratings of 1-4 for all nine social work competencies.

To successfully complete each field practicum (i.e., earning a final grade of Credit “CR” by the third and final evaluation period), the final field evaluation for each practicum (Generalist and Specialized Practice) that is completed by the practicum instructor must calculate an overall average of 3, “Meets Expectations” for all nine of the social work competency ratings. An overall average that calculates to less than 3, “meets expectations” by the third evaluation period will result in a student failing the field practicum course. Failure of the field practicum course may result in a student having to complete a new field practicum (in part or in its entirety) at a different agency site. Failure of a field practicum may result in an adjustment to a student’s MSW plan of study and subsequent delay in completing graduation requirements.

The students’ self-assessment allows students to reflect on their own growth and to assist the Practicum Instructor in determining learning activities for the next quarter. The practicum instructor’s assessment is the official measure of the student’s competency of practice and is used to determine the final grade for the field practicum course each quarter. The completion of both forms of assessment are required (student and PI) for final grading. Both forms of assessment must be reviewed with the student and signed by both the student and practicum instructor.

Note: Field log of hours and evaluations are documents that are part of a student’s academic record. Misrepresenting one’s academic work by falsifying field hours on a field log of hours form constitutes academic fraud, which is a violation of Seattle University’s Academic Integrity Policy.

Directions for Completing Practicum Assessments

The assigned practicum instructor is given access to Tevera®, the field education data management system that has all field evaluation documents. Evaluation ratings and summary reports are entered into the system for each evaluation period. Instructions for accessing Tevera® are given to the practicum instructor prior to the due date of each field evaluation.

For each evaluation period, the practicum instructor uses the evaluation rubric below to rate each student on every practice behavior. The rating is based on the practicum instructor’s assessment of the student’s observed practice in field practicum.

1	2	3	4	N/O
Unsatisfactory	In Process	Meets Expectations	Exceeds Expectations	No Opportunity Provided or No Opportunity to Observe

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 generalist practice in the Generalized Practice Year and for specialized (clinical) practice in the Specialized Practice Year. 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 can 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 competency of an observable practice behavior. It is expected that student 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. The comments should also briefly describe the relevant learning activities.

Guidance for Evaluating Students' Practice Skills

1. Practicum instructors should communicate with students their philosophies and practices for evaluating competency of practice. For example, if it is customary for a practicum instructor to assign ratings of “in-process” during the first and second evaluation periods and students should be informed of this philosophy early in the field practicum.
2. By the end of the Fall Quarter evaluation period, the student may be competent in some areas, but some areas of practice may still be in the process of developing competency. By this time, if the student does not appear to be on track to develop competency of practice by the final evaluation period, the practicum instructor should contact the field liaison for consultation.
3. Practicum instructors are strongly encouraged to provide written comments with each rating to help the student understand how their progress is being measured, along with explaining a plan for achieving competence of social work practice by the final evaluation period. Spaces for documenting required comments are included after each social work competency rating.
4. By the final (third) evaluation period, the student is expected to demonstrate overall proficiency of each social work competency that is evaluated. To successfully earn credit for the field practicum (Generalist or Specialized Practice), by the final evaluation period (Spring Quarter) the overall rating for all nine of the social work competencies must be a 3 or higher (“meets expectations”). At the end of the competency ratings, the practicum instructor is asked to provide an overall rating on a scale of 1-4 (1-Unsatisfactory; 2-In-process; 3-Meets expectations; 4-Exceeds expectations) of the student’s overall performance in field.
There should be no overall ratings of “N/O” at the final evaluation period.

Grading of the Field Practicum Course

Field practicum is a year-long course and is graded on a Credit (CR) or Fail (F) grading scale for all three quarters of the academic year. Both the field practicum and field seminar courses receive grades of CR/F.

Incomplete in either Seminar or Practicum

An “incomplete,” indicated by issuing a grade of “No Grade” (N) is available in exceptional circumstances. For example, if students are not able to complete the practicum hours during a registered quarter, they may be able to continue in the field placement and complete the required hours at the beginning of the next quarter. Also, a student may need additional time to meet expectations of the practice behaviors of all social work competencies. Finally, for the MSW Generalist field seminar, the instructor may allow students to take extra time to complete required assignments. Under these circumstances (which must receive prior approval from the either the Social Work Field Director or seminar instructor), students may temporarily receive a grade of “N”. A written plan for completion of the hours or requisite assignments must be presented prior to the end of the quarter. Once the missing work and/or hours are completed the seminar instructor or Social Work Field Director (whoever is the instructor of record) will issue a grade change to “CR”.

For the MSW Generalist year field practicum course, withdrawal from the practicum course requires withdrawal from the linked field seminar course. With the approval of the MSW Program director, a student may be permitted to register for the other required courses offered in the designated term.

Implications for Failing Field Practicum

If a student receives a failing grade in any a field practicum course, the student may not be allowed to register for the next sequence of the corresponding courses in that academic year. The student will be required to meet with the MSW Program Director. Coursework in the MSW program is sequential, which means that students may not register for certain courses without completing field practicum requirements. Also, certain courses are only offered once per academic year. As a result, a failing grade in field practicum may require a student to repeat the field practicum and register for linked courses in the following academic year. This may subsequently alter a student’s plan of study and extend the timeline for completing degree requirements.

APPENDIX

Non-Academic Technical Standards for Social Work Education

Risk Acknowledgement and Release Requirements for Field Practicum

Practicum Incident Report Form

Guidelines for Work/Study Proposal

Work/Study Proposal Form

Sample Education Plan

Template for Focused Education Plan

Process Recording Template

Process Recording Example

Professional Organizations and Associations

Social Work Journals and Periodicals

Non-Academic Technical Standards for Social Work Education

Objectives for Learning Social Work Practice

Social work practice is guided by the National Association of Social Workers' (NASW) Code of Ethics. The Code states, "the primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty" (NASW, 2017). Students must uphold this mission as they prepare to become social work practitioners through admittance to Seattle University's Social Work program.

Social work education prepares undergraduate and graduate students for the practice of social work. Practice is defined as the process of doing the work of enhancing human well-being and meeting the basic needs of vulnerable, oppressed, and impoverished people within real-world agency settings. Seattle University's Social Work Program (BSW and MSW) is guided by the NASW Code of Ethics and Educational Policy and Accreditation Standards of the Council on Social Work Education (CSWE). CSWE adopted a competency-based educational framework that focuses on student learning outcomes. These outcomes require students to demonstrate social work competence by integrating and applying social work knowledge, values, skills, and cognitive and affective processes in real-world practice situations (CSWE, 2015). CSWE (2015) defines cognitive and affective processes as the exercise of critical thinking, good judgment, and the capacity to manage affective reactions when engaging in social work practice. Critical thinking and judgment are essential skills for social work practice, and they require a willingness to integrate other sources of knowledge with one's own assumptions and personal biases when engaged in social work practice.

Learning integration involves a student's ability to conceptualize course content and integrate new knowledge into the field practicum experience (Boitel & Fromm, 2014). Learning integration in Seattle University's Social Work Program is evaluated based on student learning outcomes from both coursework and the field practicum experience. To achieve these learning outcomes, students must have the capacity to learn and apply a set of cognitive, behavioral, and social attributes necessary to demonstrate social work knowledge, values, skills, and cognitive and affective processes in real-world practice situations. Before deciding to apply to the Social Work Program, applicants must consider their capacity to achieve these learning outcomes, with or without accommodations.

The Social Work Program has established a set of technical standards that are required to achieve these learning outcomes. Technical standards are defined as the non-academic criteria established by an educational program that are deemed essential for students to successfully progress through and complete academic requirements (Blacklock & Montgomery, 2016; de Saxe Zerden, et al., 2019). Upon admission, any violation of these standards may become grounds for dismissal from the Social Work Program.

Technical Standards and Disability Accommodations

Seattle University's (SU) Social Work Program is committed to supporting students' educational experiences as they proceed in the program. The Social Work Program recognizes that students present with various levels of ability in their pursuit of undergraduate and graduate education. This is illustrated by the Program's commitment to make course materials and program activities accessible to students with diverse learning abilities. Students may request accommodations to support their learning. SU's Disability Services Office works collaboratively with the Social Work Program to facilitate equal access to courses, programs, and activities. The partnership between the Social Work Program and Disability Services facilitates students' access to resources that support the achievement of the technical standards required for admission to, progression through and completion of degree requirements. However, accommodation requests cannot serve to compromise or fundamentally alter the educational standards of the Social Work Program's degree requirements.

Technical Standards for Social Work Education

Applicants considering admission to SU's Social Work Program must evaluate their capacity to learn and apply, with or without accommodations, the specific non-academic criteria outlined below. These criteria, hereinto called *technical standards*, explain the following skills: *effective use of communication and interpersonal skills, respect for diversity, equity and inclusion, exercise stress management skills; demonstrate self-awareness, and adhere to SU's academic standards and the profession's conduct and ethical standards.*

Communication Skills

Communication is defined as the transfer and exchange of messages in all modalities, which can include verbal and non-verbal forms of communication (Matsumoto et. al., 2013). The form of communication used must first and foremost serve to engage with clients and constituents (i.e., practice with individuals, families, groups, organizations, and communities). Students must prepare to learn and apply the following:

- A capacity to convey empathy and self-reflection within all aspects of social work practice.
- A capacity to express feelings and ideas that contribute to learning transfer and integration.
- A capacity to suspend judgment when listening to others.
- Be proficient in the verbal and written English language. English is the language by which course content, classroom discussions and assignments are articulated at Seattle University.

Interpersonal Skills

Interpersonal skills involve the application of behaviors and types of communication to effectively interact with others. In social work practice, interpersonal skills are integral to achieving the overall wellbeing of client systems (i.e., individuals, families, groups, and/or communities). Students must prepare to learn and apply the following:

- An ability to interact with diverse clients and constituents, including colleagues (students and field agency staff), faculty, and organizational leadership.
- Recognize the importance of exercising empathy as an acknowledgement of the multivariate lived experiences of others.
- Understand the importance of operating within established channels to resolve conflicts and affect change towards the overall wellbeing of clients and constituents.
- An ability to apply problem-solving skills that respond to personal and academic challenges.

Respect for Diversity, Equity, and Inclusion

Seattle University prohibits discrimination and/or harassment based on an individual's lived experience and social/cultural identities. The Social Work Program promotes an equitable and inclusive learning environment within classroom and field practicum settings. Students must prepare to learn and apply the following:

- An appreciation for diversity and inclusion of people's lived experiences and social and cultural identities.
- Commitment to increasing awareness of one's own personal biases and how they impact the learning and demonstration of social work practice.
- Receptivity to acknowledging structural and systemic inequities that marginalize and disenfranchise diverse populations.
- A capacity to respond to inequities and foster inclusive practices in the learning environment and through practice in the field.

Stress Management

When learning new information and skills, particularly those that are challenging to take in, students may experience a stress response (Sue, 2013). Managing personal stress is demonstrated through an ability to be aware of how stress impacts emotions when interacting with others (MacCann et al., 2011; Goleman, 2006). The ability to manage personal stress is imperative for effective social work learning and practice. Students must prepare to learn and apply the following:

- Exercise organizational and time management skills to consistently prepare for and be punctual to class and field practicum.
- Meet due dates, keep appointments, and proactively plan for the unexpected when preparing for course and field education requirements.
- Navigate transportation and travel to and from field practicum.
- When needed, identify supports and strategies to manage personal stress.

Self-awareness

Self-awareness is an active and continuous process of understanding ourselves, how we make decisions, and being conscious of how we behave in different situations (Trevithick, 2018). Self-awareness and interoceptive awareness skills increase one's capacity for emotional understanding and the ability to have attention and tolerance for the physical sensations, feelings and thoughts experienced between individuals in the present moment. The ability to exercise these skills helps social workers maintain attention on growth and restoration during practice (Porges, 2011). Students must prepare to learn and apply the following:

- A commitment to examining one’s own values, beliefs, biases, and prejudices and how they impact behavior and interaction with others.
- A commitment to critically examining one’s lived experiences and beliefs.
- A capacity for applying critical thinking skills in their knowledge and skill development of social work practice.
- The ability to accept constructive feedback and use resources (i.e., supervision) to facilitate learning and skill development.

Academic and Professional Conduct Standards

Acceptance to and continuance in the Social Work Program is contingent upon students upholding the academic requirements necessary for completion of degree requirements at Seattle University. Applicants must attest to the accuracy and authenticity of all items in their application package. Upon admission, students are expected to uphold the technical standards. Students must also adhere to the ethical standards of the NASW Code of Ethics (<https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>), Seattle University’s Professional Conduct Policy (<https://www.seattleu.edu/media/redhawk-service-center/registrar/registrar-policies/Professional-Conduct-2011-2.pdf>) and Code of Student Conduct (https://www.seattleu.edu/media/dean-of-students/files/policies/Code_19_20_FINAL.pdf)

Citations

- Blacklock, B., & Montgomery, T. (2016). Understand technical standards in health science and medical education. *Disability Compliance for Higher Education*, 21(11), 7.
- Boitel, C. R. & Fromm, L. R. (2014). Defining signature pedagogy in social work education: Learning theory and the learning contract. *Journal of Social Work Education*, 50, 608-622. Council on Social Work Education, Alexandria VA.
- CSWE. (2015). *Educational Policy and Accreditation Standards*. Council on Social Work Education. Alexandria VA.
- De Saxe Zerden, L., Naylor, S. M., Thomas, S., Brigham, R. B., & Bailey, T. (2019). Defining the minimum expectations of MSW students: Implementation and application of technical standards. *Journal of Social Work Education*. DOI: 10.1080/10437797.2019.1671269.
- Goleman, D., (2006). *Emotional Intelligence: Why it can matter more than IQ*, 10th Ed. New York, Bantam Dell.
- Gratz, K., & Roemer, L. (2004). Multidimensional assessment of emotion regulation and dysregulation: Development, factor structure, and initial validation of the Difficulties in Emotion Regulation Scale. *Journal of Psychopathology and Behavioural Assessment*, 26, 41–54.
- MacCann, C., Fogarty, G. J., Zeidner, M., & Roberts, R. D. (2011). Coping mediates the relationship between emotional intelligence (EI) and academic achievement. *Contemporary Educational Psychology*, 36(1), 60-70.
- Matsumoto, D., Frank, M. G., & Hyang, H. S. (2013). Nonverbal Communication. *Science and Applications*, London, Sage.
- NASW Code of Ethics (2017), <https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>. National Association of Social Workers. Washington DC.
- Porges, S. W. (2011). *The Norton series on interpersonal neurobiology. The polyvagal theory: Neurophysiological foundations of emotions, attachment, communication, and self-regulation*. W. W. Norton & Co.
- Sue, D. W. (2013). Race talk: The psychology of racial dialogues. *American Psychologist*, 68(8), 663–672.
- Trevithick, P. (2018). The ‘Self’ and ‘Use of Self’ in social work: A contribution to the development of a coherent theoretical framework. *British Journal of Social Work*. 48, 1836–1854.

Risk Acknowledgement and Release Requirements for Field Practicum

The practice of social work involves certain risks inherent in the engagement of practice with client systems (i.e., individuals, families, and/or groups). Students participating in the field practicum experience should engage in behaviors that promote their personal safety and minimize 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. Students preparing for field practicum must also affirm their acknowledgment of certain risks associated with field practicum. 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 field practicum, including, but not limited to, risks arising from:
 - Commuting to and from the practicum site, or during 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.
 - The novel coronavirus ("COVID-19") has been declared a global pandemic by the World Health Organization. There is potential increased risk of contracting COVID-19 while participating in in-person clinical experiences. To prepare for these risks, I agree to comply with safety trainings and protocols provided by the agency site and the SU social work program.
2. I understand that if I decide not to or am unable to participate in the in-person clinical experience, it may impact my academic progression and anticipated graduation date. Students are advised to contact the field director as appropriate.
3. 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.
4. I acknowledge and agree that it is my responsibility to understand and follow the Agency's safety procedures and 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 for 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.
5. I understand that in connection with my field practicum, 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.
6. 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

- contact the Seattle University Office of Disabilities Services at <https://www.seattleu.edu/disability-services/> to request reasonable accommodations prior to the start of my field practicum.
7. 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.
 8. 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.
 9. I agree to immediately notify my Practicum Instructor and Field Liaison of any medical injuries sustained during the course of conducting my field practicum.
 10. It is my responsibility to comply with the safety standards, policies, and procedures established by the practicum site. The practicum site will have the right to take immediate temporary action to correct a situation where my actions endanger client care or are unethical, disruptive, or unprofessional. All final resolutions of my academic status in such situations will be made solely by the Social Work Program at Seattle University. The practicum site has the right to terminate my access to its facilities where necessary to minimize any disruptions to agency operations and to ensure quality client care.
 11. 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 that the Social Work Program may require. I agree to cooperate with the practicum site in obtaining any background check the site requires.
 12. 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 also binding on my family, my heirs, my personal representative, agents, or assigns.
 13. 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.

Practicum Incident Report

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 the:

Practicum Instructor: _____

Field Liaison: _____

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 Department of Social Work to take in regard 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 Social Work Field Director:

What actions were taken in response to this incident?

What are follow-up plans, if any?

Field Director signature _____ Date _____

Guidelines for Work Study (Employment-based Practicum) Application

The Work Study employment-based field application is available to any full-time BSW or MSW student who wishes to fulfill a fieldwork experience in the agency at which they are currently employed. To be eligible to apply, a student and the agency must meet the following minimum educational criteria:

1. Student must have been employed in a human service agency, providing human services work. Nursing, teaching, camp counseling, and educational assistantships are examples of some of the many types of work that do **not** qualify as human service employment for the purpose of this proposal. Employment is defined as a full-time, paid position. For the proposed Work Study agency site, the student must also have been employed with this agency for a minimum of 6 months or have completed the employment site's probationary period (whichever is longest) at the time of the application submission. There are **no exceptions to meeting these requirements**.
2. Agency must be willing to reassign student to a field setting that is **identifiably** different from the work that the student is currently employed to do for two (2) or for three (3) days per week, depending on the field concentration of BSW/Generalist or Specialized Practice.
3. The proposed practicum instructor must meet the minimum criteria for field instruction: master's degree from a CSWE-accredited social work program, two years post-graduate social work practice experience, and completion of and/or availability to complete the new PI training course in the fall. The designated practicum instructor **must** be different from the applicant's employment supervisor.
4. Applicants for the Work Study option must meet all of the admissions requirements of Seattle University's BSW and MSW Programs and be in good academic standing at the time of application.

PLEASE NOTE: Approval or denial of a Work Study application is determined by the Social Work Field Director. The submission of an application does not guarantee that a proposed Work Study placement will be approved!

PROCEDURE FOR COMPLETING PROPOSAL

The student must submit a detailed and complete application; incomplete applications will not be considered for approval. The document is constructed as a Word document and text should be typed in or checked off in applicable sections. The Social Work Field Director may contact you, your employment supervisor, and/or your potential practicum instructor for further information. An email will be sent by the Social Work Field Director notifying students of the outcome of the completed application review process.

The "Statement of Completion" outlines the required documents that must accompany the Work Study application; please refer to the information below.

DOCUMENTS	“MUST HAVES”
Application with ALL required signatures	Must have the approval of key leadership at the employment agency, such as Executive Director.
Completed Work/Study proposal outlining employment and field practice learning differences.	Must describe employment responsibilities and how they are distinguishable from proposed field learning practice experiences in field.
Applicant’s current resume	Must include chronological work history showing month/year of employment <i>and</i> must distinguish between full and part-time work.
Proposed Practicum Instructor’s resume	Must show date when master’s degree in social work was earned

Use this space to describe the differences between your employment and proposed Work Study placement responsibilities. A detailed description is required for the “Population Served”, “Type of Services Provided”, “Treatment/Service Goals”, and “Intervention Methods” sections; please refer to the example below.

CURRENT EMPLOYMENT	PROPOSED FIELD PLACEMENT
<u>POPULATION SERVED:</u> <i>Families with children who have an Axis I mental health diagnosis and are at risk of out-of-home placement.</i>	<u>POPULATION SERVED:</u> <i>Mothers of infants who could benefit from child development and parenting education.</i>
<u>TYPE OF SERVICES PROVIDED:</u> <i>On-site service coordination, individual and family therapy, crisis intervention, medication management, mentoring, and group recreational activities.</i>	<u>TYPE OF SERVICES PROVIDED:</u> <i>Home visiting parental mental health assessment, child development assessments, parenting skills training, and connections to medical providers and community resources.</i>
<u>TREATMENT/SERVICE GOALS:</u> <i>For children to function safely and appropriately in the home and community, thus preventing out of home placement.</i>	<u>TREATMENT/SERVICE GOALS:</u> <i>For mothers to safely and effectively meet their infant’s development, social/emotional, and medical needs, thus promoting the timely achievement of developmental milestones.</i>
<u>INTERVENTION METHODS:</u> <i>Psychosocial assessment, treatment planning, individual and family therapy, crisis intervention, and referrals.</i>	<u>INTERVENTION METHODS:</u> <i>Mental health and development assessments, psychoeducation, safety planning, advocacy, case management, and referrals.</i>

Employment-based Work Study Application

WORK STUDY APPLICATION

NAME:

MSW FIELD CONCENTRATION: BSW/Generalist Specialized Practice

SEMESTERS: Fall Spring ACADEMIC YEAR:

PHONE NUMBER: EMAIL: _____@seattleu.edu

AGENCY NAME:

ADDRESS:

CITY: STATE: ZIP CODE:

BUSINESS PHONE: WEBSITE ADDRESS:

In this section, describe the distinct differences between your primary employment and the proposed Work Study field assignment.

CURRENT EMPLOYMENT	PROPOSED FIELD PLACEMENT
NAME OF PROGRAM	NAME OF PROGRAM
POPULATION SERVED	POPULATION SERVED
TYPE OF SERVICES PROVIDED	TYPE OF SERVICES PROVIDED
TREATMENT/SERVICE GOALS	TREATMENT/SERVICE GOALS
INTERVENTION METHODS	INTERVENTION METHODS

PHYSICAL SITE LOCATION <i>and</i> WORKSPACE	PHYSICAL SITE LOCATION <i>and</i> WORKSPACE
WORK SCHEDULE (DAYS AND TIMES)	FIELD SCHEDULE (DAYS AND TIMES)
SUPERVISOR NAME/TITLE/PHONE/EMAIL:	PRACTICUM INSTRUCTOR (PI) NAME/TITLE/PHONE/EMAIL:
Is proposed Practicum Instructor willing to take required New PI training in the Fall? YES NO	

Work Study Applicant Analysis

The goal of Work Study is to allow qualified applicants the opportunity to complete one year of field at their place of employment, which must be a human services organization that provides direct care to client systems (i.e., individuals, families and/or groups). The applicant must have completed a minimum of 6 months of employment or have completed the employee probationary period at their employment site, whichever is the longest period. Although Work Study offers a measure of convenience for students, a Work Study internship must first and foremost deliver the educational rigor that prepares students for professional social work practice. Work Study field practicums present unique challenges, such as potential role confusion between learner and employee. As a result, the Field Education Program carefully considers Work Study proposals to ensure that the placement is designed to primarily serve the field education degree requirements and identifies measures that will safeguard the educational integrity of the field learning experience against the employment responsibilities of the applicant.

For guidance on identifying goals for your field placement, consider reviewing the evaluation that corresponds with the field internship.

Allow the practice behaviors for which you will be evaluated to guide the goals.

Please provide your well-considered full-length answers to the following question in the space below:

- *What are your top three learning goals for this placement? For each goal, describe how your proposed work study plan will assist you in achieving the stated goal.*
-

Goal #1:

Goal #2:

Goal #3:

Signature Page

By signing the Work Study application, the student and employment site agree to the terms of a Work Study field placement in accordance with the academic standards for field education set forth by Seattle University's Department of Social Work. The Social Work Field Director is also permitted to contact the student's employment supervisor and proposed Practicum Instructor for additional information related to the Work Study application.

PLEASE NOTE: Acceptance or denial of Work Study application requests are determined by the Social Work Field Director. Submission of an application does not guarantee that a proposed Work Study placement will be approved!

SIGNATURES

_____ Student	_____ Date
_____ Employment Supervisor	_____ Date
_____ Proposed Practicum Instructor	_____ Date
_____ Organization's Authorizing Official (i.e., Executive Director, CEO)	_____ Title
	_____ Date

Sample Education Plan for MSW Generalist Field

Generalist Practice year

Directions

The Educational 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 PI, 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, measurable, 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 and submit the Education Plan on Tevera® by the designated due date, which is found in the syllabus and 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 Tevera® by the second week of Winter and Spring quarters. If a revision is made the Field Liaison and Field Director must be informed. Both the Field Liaison and Field Director will read the educational plan, and the Field Liaison signs it after the student and PI. 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 Evaluation forms. It is helpful to consult this form often, in supervision and in writing the quarterly evaluations.

Field Schedule for Generalist Year

Generalist year students' practicums run consecutively over fall, winter, and spring quarters for a total of 448 hours. Students are at the agency for 16 hours per week totaling 128 hours in Fall quarter and 160 hours in both Winter and Spring quarters. 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.

Supervision Schedule

All Students receive a minimum of 1 hour of supervision weekly with the designated 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. 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.

Quarter: Year:

Student: Phone:

Practicum Instructor: Phone:

Agency/Program:

Field Liaison:

I. Field Schedule (Days and times at Agency)

Monday	Tuesday	Wednesday	Thursday	Friday

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

Monday	Tuesday	Wednesday	Thursday	Friday

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, and learning opportunities at field practicum site:



Competency #1: Demonstrate Ethical and Professional Behavior				
	Observable Practice Behaviors	Dimension	Learning Tasks to Operationalize the Practice Behaviors	Completed
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	Values Cognitive process		<input type="checkbox"/>
1.2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Values Affective process Skills		<input type="checkbox"/>
1.3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	Skills Knowledge		<input type="checkbox"/>
1.4	Use technology ethically and appropriately to facilitate practice outcomes	Values Skills		<input type="checkbox"/>
1.5	Use supervision and consultation to guide professional judgment and behavior	Knowledge Cognitive and Affective process Values		<input type="checkbox"/>
Competency #2: Engage in Diversity and Difference in Practice				
	Observable Practice Behaviors	Dimension	Learning Tasks to Operationalize the Practice Behaviors	Completed

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	Skills Knowledge		<input type="checkbox"/>
2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences	Skills Values		<input type="checkbox"/>
2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Cognitive and Affective process Skills		<input type="checkbox"/>

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

	Observable Practice Behaviors	Dimension	Learning Tasks to Operationalize the Practice Behaviors	Completed
3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Skills Knowledge Cognitive process		<input type="checkbox"/>
3.2	Engage in practices that advance social, economic, and environmental justice.	Skills Knowledge		<input type="checkbox"/>

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

	Observable Practice Behaviors	Dimension	Learning Tasks to Operationalize the Practice Behaviors	Completed
4.1	Use practice experience and theory to inform scientific inquiry and research	Skills Knowledge		<input type="checkbox"/>

4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Cognitive process Knowledge Skills		<input type="checkbox"/>
4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery	Skills Knowledge Cognitive process		<input type="checkbox"/>

Competency #5: Engage in Policy Practice

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

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

	Observable Practice Behaviors	Dimension	Learning Tasks to Operationalize the Practice Behaviors	Completed
--	-------------------------------	-----------	---	-----------

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	Skills Knowledge		<input type="checkbox"/>
6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Values Skills Affective Process Cognitive processes		<input type="checkbox"/>

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

	Observable Practice Behaviors	Dimension	Learning Tasks to Operationalize the Practice Behaviors	Completed
7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Cognitive process Skills Knowledge, Value		<input type="checkbox"/>
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;	Skills Knowledge Cognitive process		<input type="checkbox"/>
7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Skills		<input type="checkbox"/>
7.4	Select appropriate intervention strategies based on the assessment,	Values Skills knowledge		<input type="checkbox"/>

	research knowledge, and values and preferences of clients and constituencies	Cognitive and affective process		
Competency #8: Intervene with Individuals, Families, Groups, Organizations and Communities				
	Observable Practice Behaviors	Dimension	Learning Tasks to Operationalize the Practice Behaviors	Completed
8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	Knowledge Skills Cognitive Process Values		<input type="checkbox"/>
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	Skills Knowledge Cognitive process		<input type="checkbox"/>
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Skills		<input type="checkbox"/>
8.4	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Skills Knowledge Values Cognitive process		<input type="checkbox"/>
8.5	Facilitate effective transitions and endings that advance mutually agreed-on goals.	Skills		<input type="checkbox"/>
Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations				

	Observable Practice Behaviors	Dimension	Learning Tasks to Operationalize the Practice Behaviors	Completed
9.1	Select and use appropriate methods for evaluation of outcomes	Knowledge		<input type="checkbox"/>
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Skills Knowledge		<input type="checkbox"/>
9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Cognitive and Affective process		<input type="checkbox"/>
9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Skills, Cognitive process Values		<input type="checkbox"/>

Signatures

Learning Tasks De

Student Signature:

Education Plan

Practicum Instructor Sign

Education Plan

Field Liaison Signature:

Education Plan

Completed

Student Signature:

Click to sign Completed Document

Practicum Instructor Sign

Click to sign Completed Document

Field Liaison Signature:

Click to sign Completed Document

Template of a Focused Education Plan

Date:

Student's Name:

Practicum Instructor's Name:

Task Supervisor (if applicable):

Field Liaison:

The student, practicum instructor, and field liaison have agreed that the following performance targets will be established and attained in order to meet the requirements for proceeding with the Field Practicum course objectives. Progress toward these performance targets will be reviewed on [DATE]. Continuance at this field site is determined based on review of the student's progress in the areas outlined below as determined by the practicum instructor and field office staff.

1. Performance Objective: In order to demonstrate the ability to complete this objective, the student will:
 - a. Item 1
 - b. Item 2
 - c. Item 3

Evaluation Method: Direct observation by practicum instructor.

2. Performance Objective: In order to demonstrate the ability to complete this objective, the student will:
 - a. Item 1

Evaluation Method: Review completed weekly process recordings.

In addition to the skill areas outlined above, the following practice skills will be reviewed and monitored by both student and practicum instructor over the remaining evaluation period.

Apply Self-Awareness Skills

1. The ability to demonstrate an awareness of how one's values, attitudes, beliefs, emotions, and past experiences affect perception, thinking, and behavior within the working relationship.
2. The ability to recognize one's influence on others, take reasonable responsibility for this influential role, and be willing to make appropriate adjustments when decisions and behavior are counter-productive to desired outcomes.

Receptivity to Feedback

1. Ability to receive and accept feedback toward enhancing one's professional growth and development.

Professionalism in Practice

1. Demonstrates dependability by being punctual and consistently present, while also prioritizing responsibilities and completing assignments on time.
2. Demonstrate the capacity to recognize and maintain appropriate role boundaries and reserve the use of self-disclosure as a conscious and deliberate technique undertaken to benefit the client.

Communication Skills

1. Ability to communicate effectively and sensitively with other students, faculty, staff, clients, and other professionals.
2. Capacity to express ideas and feelings without judgment of persons and demonstrate a willingness and ability to listen diverse perspectives.

-
-

Signatures:

Student _____ Date _____
Practicum Instructor _____ Date _____
Field Liaison _____ Date _____

Process Recording Example

Student Name: Student Someone
 PI Name: Remarkable Social Worker
 Date of Interview: July 4, 2017

Describing the Context and Purpose:

Interview was on 7/4/17. This was a second meeting with the client to complete an assessment needed prior to completing forms for services. A possible barrier is the client may desire an interpreter, although at our first meeting we did not use one and he said he felt ok without the interpreter. Interview will be in my office. “Joe” is 43 years old, a Hispanic male who lives alone. He works sporadically doing sheetrock installation.

Dialogue	Significant non-verbal behavior	Student analysis. Use your knowledge, values and skills, theory, etc.	Describe cognitive and affective processes (what did you think and feel?)	PI Comments
<p>Me: Hey Joe, I didn't think you would make this appointment. Good to see you.</p> <p>CL: Who are you? I don't remember you.</p> <p>Me: Don't you remember me?</p> <p>CL: Didn't I already say I don't know you? If I remembered you, why would I ask?</p> <p>Me: I am Jane Doe, the social work intern. We met last week when you were filling out the</p>	<p>He was smiling in the reception area but when I called his name, he became stiff and wouldn't take my extended hand to shake.</p> <p>I tried to walk around to look at his face.</p> <p>He turned away</p>	<p>I think I came on with a disrespectful statement when I called him by his first name. He may have interpreted my calling him “Joe” as rude and disrespectful.</p> <p>How will I de-escalate his growing anger...or it looks like anger to me.</p>	<p>Competency 1 and Competency 6: As I used professionalism to engage with the client</p>	<p>Could be interpreted as challenged the client. Try another opening</p> <p>Good explanation of when you met and who you are.</p>

<p>paperwork for this program. I helped you with questions you had. I mentioned to you that we would meet today. Would you prefer I called you Joe? or Mr. Smith?</p> <p>CL: Now I do remember you. I'd rather you call me "Mr. Smith". I'm here today about my rent. I no longer have my unemployment benefits, my rent is due and without the money from this program, I'll be evicted.</p>	<p>from me</p> <p>I walked over to him and faced him he didn't turn away again but sat in a chair</p>	<p>I'm relieved; he seems to have calmed down and voiced worries about income and rent. I wonder about food. I'll ask more about his overall environment and strengths. I want to make sure we are on the same page about his needs and goals as we work together.</p> <p>I wonder if he can extend his unemployment benefits</p>	<p>Nice trying to begin again and re-establish a Relationship</p> <p>Good start to begin doing the assessment, don't forget his immediate needs for help with rent.</p>
---	---	---	---

Excerpt from Danowski, 2004

Professional Organizations and Associations for Social Workers

Professional organizations and associations for the social work profession serve to connect students and social workers around the country and globally to professional networks, shared practice expertise, trainings for professional development and post job announcements. Below is a list of some organizations and associations that offer these types of resources to its members. Joining a professional organization is a great way for social work students to benefit from the array of resources available to social work practitioners. Some organizations offer discounted membership fees to students. For more information, click on the links below to learn more about each organization or association.

[National Association of Social Workers](#)

[Washington State Society for Clinical Social Work](#)

[Association of Social Work Boards](#)

[Washington State Department of Health Social Work Licensing](#)

[Council on Social Work Education](#)

[Society for Social Work and Research](#)

[International Federation of Social Workers](#)

[National Association of Black Social Workers](#)

[Association of Latina/Latino Social Work Educators](#)

[National Rural Social Work Caucus](#)

[School Social Work Association of America](#)

[Association of Oncology Social Work](#)

[Society for Social Work Leadership in Health Care](#)

[Association for Gerontology Education in Social Work](#)

Social Work Journals and Periodicals

Social work practice and education are informed by research and empirical study. Below is an abbreviated list of scholarly journals and periodicals for which students can obtain vast amounts of knowledge in social work practice applying research-informed treatment modalities in work with diverse populations.

Child Development

Child Welfare

Clinical Social Work Journal

Health and Social Work

International Social Work

Journal of Social Work

Journal of Social Work Education

Qualitative Social Work

Research on Social Work Practice

Social Work

Social Work in Public Health

Social Work Research

Social Work Today

The New Social Worker: The Social Work Careers Magazine