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WELCOME TO THE SCHOOL OF SOCIAL WORK FIELD PRACTICUM
A Manual for Faculty Field Instructors

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

General Practicum/Seminar Objectives
• Provide students with an opportunity to engage actively in professional tasks that supplement, complement, and reinforce classroom learning
• Provide learning opportunities in the community relevant to MSW Program advanced generalist practice objectives
• Help students recognize the political, economic, social, and cultural influences on social services
• Encourage students to explore theoretical and practice issues through critical thinking and self-reflective learning
• Enable students and the school to assess student interest, commitment, and competence related to professional practice
• Help students develop a strong sense of professional social work identification with a firm commitment to service with populations at risk
• Instill in students an understanding of CSWE Educational Policy and Accreditation Standards Core Competencies:
  1. Identify as a professional social worker and conduct oneself accordingly.
  2. Apply social work ethical principles to guide professional practice.
  3. Apply critical thinking to inform and communicate professional judgment.
  4. Engage diversity and difference in practice
  5. Advance human rights and social and economic justice
  7. Apply knowledge of human behavior and the social environment.
  8. Engage in policy practice to advance social and economic well-being to deliver effective social work services.
  9. Respond to contexts that shape practice.
 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Practicum Partners

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Lisa Parise, Director of Field Education &amp; Training</td>
<td>509-359-6477</td>
<td><a href="mailto:lparise@ewu.edu">lparise@ewu.edu</a></td>
</tr>
<tr>
<td>Lu Brown, Associate Director of Field Education &amp; Training</td>
<td>509-359-6425</td>
<td><a href="mailto:lbrown@ewu.edu">lbrown@ewu.edu</a></td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>509-359-2355</td>
<td><a href="mailto:swfield@ewu.edu">swfield@ewu.edu</a></td>
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**Faculty Field Instructors (FFI’s)** are faculty of the SSW who monitor the students’ practicum, help students identify opportunities for learning in the field and facilitate seminars designed to help students make conceptual linkages between classroom and field experiences. They serve as a liaison between agencies and the School, meeting with students and AFI’s in the community and assessing students’ progress.

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

**Agency Field Instructors (AFI’s)** are social work professionals who work in affiliated community agencies, willing to provide students vital on-site learning experiences and opportunities for professional development. AFI’s provide professional supervision to students in their practicum, and they collaborate with FFI’s to ensure students receive opportunities to meet their graduate core competencies.
THE PRACTICUM/SEMINAR EXPERIENCE

Time Requirements

A total of 982 contact hours are required for students to successfully complete a graduate social work practicum experience: 902 contact hours in the community in foundation and advanced practicum and 80 contact hours in foundation and advanced seminars.

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

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<thead>
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<th>Minimum Time Requirements</th>
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<th>Minimum Time Requirements</th>
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<tr>
<td>Foundation Practicum</td>
<td>1 quarter, 242 hrs</td>
<td>Foundation Practicum</td>
<td>2 quarters, 121 hrs each qrtr</td>
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<tr>
<td></td>
<td>22 hours/wk for 11 wks</td>
<td></td>
<td>11 hours/wk for 11 wks *</td>
</tr>
<tr>
<td>Foundation Seminar</td>
<td>1 quarter, 20 hrs</td>
<td>Foundation Seminar</td>
<td>2 quarters, 10 hrs each qrtr</td>
</tr>
<tr>
<td>Advanced Practicum</td>
<td>3 qrtrs, 220 hrs each qrtr</td>
<td>Advanced Practicum</td>
<td>5 qrtrs, 132 hrs each qrtr</td>
</tr>
<tr>
<td></td>
<td>20 hours/wk for 11 wks</td>
<td></td>
<td>12 hours/wk for 11 wks *</td>
</tr>
<tr>
<td>Advanced Seminar</td>
<td>3 quarters, 60 hrs</td>
<td>Advanced Seminar</td>
<td>5 quarters, 60 hours</td>
</tr>
<tr>
<td></td>
<td>20 hrs per qrtr</td>
<td></td>
<td>12 hrs per qrtr</td>
</tr>
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* In the part-time programs when practicum/seminar happens during summer quarter, the students will need to spread the hours over ten weeks.

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

For liability reasons students in agencies are expected to follow the SSW quarterly schedule. Some agencies will expect the student to continue hours outside of the quarter. Without direct permission and a signed waiver from the Office of Field, those hours are considered volunteer hours.

It is the responsibility of the student to ensure the minimum time requirements are completed by the end of the quarter. If the student is unable to meet the time requirements, it is the responsibility of the student to contact the FFI and develop a plan to complete the hours. This plan must be approved by the Office of Field.
Practicum/Seminar
A major purpose of practicum is to help students integrate classroom learning, social work theory, and social work practice. Each student in practicum works with an assigned FFI, who facilitates seminars for a small group of students throughout their foundation and advanced practicum experiences.

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

Students are required to participate in 80 hours of seminar during the time they are in practicum. Seminar attendance is mandatory and is a part of the learning agreement. Failure to attend, participate, and present within seminar can cause a student to fail practicum/seminar.

Seminar Make-Up Policy and Procedure
Situations may arise that keep students from full attendance in seminar. Students who have unavoidable conflicts that cause them to miss seminar hours should work with their FFI to plan how to make up these hours. Options include:

- Attend a make-up seminar held at the end of each quarter by the Office of Field;
- Research, develop and present in seminar information related to the foundational social work knowledge addressed during the missed seminar; or
- Complete a relevant project as identified by the FFI.

Students must work with their FFI to identify the option taken. The FFI will inform the Office of Field if the student will attend the make-up seminar.

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

Certification for School Social Work
The State of Washington requires Initial Level Certification to qualify for employment in the Washington State public school system. The School of Social Work offers practicum opportunities in school systems to prepare students for work as a school social worker. For more information regarding certification for School Social Work, go to the Washington Association for School Social Work website.

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

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

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

Non-Discrimination and Sexual Harassment Policies
Eastern Washington University and the School of Social Work are administered and conducted without discrimination on the basis of race, color, gender, age, creed, religion, ethnic or national origin, disability, political orientation or sexual orientation in all aspects of their operation.

The University’s Sexual Harassment Policy, Equal Opportunity and Affirmative Action Policy, and Cultural Diversity Policy are printed in the Eastern Washington University Graduate Studies Catalog available online at http://grad.ewu.edu.

Safety Guidelines for Enhancing Safety and Minimizing Risk in the Practicum
Practicum sites are asked to adopt policies and procedures for enhancing safety and minimizing risk to practicum students.

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

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

The student should not be the sole representative of the agency in making critical decisions about client or patient disposition where there are physical or legal implications such as involuntary hospitalization, threats of suicide, or homicide. If the Agency Field Instructor is not available in such situations, there must be a written and fully understood protocol for notifying another staff person, a protocol for calling 911 or getting the client or patient to an emergency facility that can meet their needs.
Students are expected to receive a specific orientation to the agency policies and procedures regarding risk management. If the Agency Field Instructor does not provide this orientation, then **students must ask for it.** Students should also learn about the agency’s informal methods for assessing and handling risky situations.

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

1. Follow agency procedures to manage the immediate situation and to report the incident.
2. Get any needed medical care.
3. Notify and debrief with your Agency Field Instructor.
4. Recognize that a physical attack or threatening behavior is frightening and that you may respond emotionally to the stress (seek help to resolve the crisis).

Social work students are mandatory reporters of abuse and neglect of vulnerable persons. If during the course of their practicum students observe abuse or neglect, they must follow agency protocol for reporting this as mandatory reporters.

**Exposure to Pathogens or Toxic Substances**

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

**Transportation**

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

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

Pre-requisites for Entering MSW Practicum/Seminar

To enter foundation practicum/seminar:
- Students must complete or be in the following courses the quarter practicum begins: 530, 531, 532, 533, 540, 541, 550, 553, 557, and 580;
- Students must complete all social work courses with a cumulative grade point average of **3.0 or better**, **with no outstanding incompletes**; and
- Students must pass Practicum Prep Seminar offered the quarter prior to beginning foundation practicum.

To enter advanced practicum/seminar:
Students must successfully complete both the foundation coursework and the foundation practicum/seminar 694. Advanced standing students are required to complete Advanced Standing Seminar 561 that will include Practicum Prep information.

Professional Liability Insurance
The School of Social Work requires all students to be covered by professional liability insurance through the university. The cost of the professional liability insurance, which is a requirement of the School of Social Work, is up to $20 per year (September through August) and will cover the student for $1,000,000. Students will be billed the quarter they begin practicum/seminar. If you have questions regarding the information, please contact the Office of Field Education and Training at the School of Social Work. Students who are doing a workplace practicum are still required to purchase the professional liability insurance that will cover them while they are doing their practicum as a student within the agency.

Dependent on the practicum setting, students may be:
Required to pay for and pass a criminal background check before placement;
Required to have immunizations, AIDS training, and CPR training (particularly in a health agency placement); or
Required to work more hours per week in the agency, particularly in part-time programs School of Social Work settings, and in clinical placements

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

The students can access the following link to take them to the School of Social Work homepage: [http://ssw_field.ewu.edu/](http://ssw_field.ewu.edu/). They can then click on the Field Practicum Readiness Assessment Test and use their Student ID # (omitting the leading zeros) to login. The student practicum/seminar manual can be used during the test.
Placement Procedure for Students in the MSW Program
Practicum is a very exciting time for students. It is a time to begin ‘practicing’ what has been taught in class. The Office of Field Education and Training will make every attempt to provide students with practicum experience that is challenging and allows the student the opportunity to have experience in the field in which they are interested. We do not make guarantees that every student will be placed in a specific agency of his/her choice. Students are not allowed to seek their own practicum placement. Students may make suggestions to the Office of Field regarding placements that are not within the IPT system.

Practicum Preparation Seminar
Students will register for Practicum Prep seminar (10 contact hours), held the quarter prior to practicum start. This class will focus on the following:
- Practicum manual review
- The Intern Placement Tracking (IPT) program and log-on procedures
- The on-line Behavioral Readiness Test
- Preparation of a current resume
- IPT forms, time sheet, learning agreement and evaluation
- Preparation for a field practicum experience
- Opportunities in the practicum/seminar
- Supervision in the practicum setting
- Assessment of your practice skills
- Best practices for integrating theory with practice
- Practicum settings within the program
- Professional development within a field placement

Practicum outside of the established timelines
It is the expectation that students will complete their practicum within the established timelines (quarters) set by the School. Few exceptions are granted; students need to speak to their FFI to see what qualifies for an exception. All exceptions need to be approved by the Office of Field. Examples of exceptions: agency is offering an event or training that a student can only participate in outside of the established quarters, agency was shut down due to weather or student had a medical or emergency situation outside of their control. Students may request a waiver from the Office of Field. The form will need to be filled out and signed by the student, AFI, FFI and Director of Field.

Practicum Hours
Students may not count any hours spent in seminar or in any other academic activity for which the student is receiving credit toward the completion of practicum hours. Practicum hours are to be done at the agency during the time students can be supervised by their AFI (in person or by phone). Exception to this policy would be regarding student’s inability to accomplish objectives. The exception must be approved and signed by the AFI and FFI and must be reflected in the learning agreement.

Banking Hours
Due to unforeseeable events (illness, holidays, weather) students may end up short on hours. For this reason students may bank up to one-week’s worth of hours per quarter; for example, if they are required to do 20 hours a week, they may bank up to 20 hours that quarter. The hours can be used the quarter they are banked or in another quarter of the particular practicum. Foundation practicum hours cannot be
forwarded to Advanced. The hours may only be used with approval from the AFI and FFI. Once students have accomplished their minimum number of hours for the quarter, they can track additional hours on their time sheet, using the term BANKED HOURS in the description box before the description of the hours. When it has been approved by the AFI and FFI that the student can use the hours in a different quarter, the student would put in description USING BANKED HOURS-SEE TIME SHEET (name the quarter, such as Fall 2010)

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

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

The proposed workplace practicum site must meet the following *non-negotiable criteria*:
- Proposed practicum activities must constitute new learning;
- Practicum assignments must be educationally focused;
- Proposed practicum activities must constitute MSW-level learning;
- Agency must provide student with post-two-year MSW supervision;
- Participating agency must identify who, other than the student’s current supervisor, is qualified and available to serve as the on-site AFI;
- Agency must be in compliance with all other required practicum criteria (Affiliation Agreement & Agency Information Sheet);
- Agency agrees to release time for students to attend practicum seminar and required courses; and
- A student entering a workplace practicum setting without the Workplace Practicum Form approved cannot count any time spent in such settings as practicum hours.

**Distance Practicum**
Practicum placements for the full-time program will be within 100 miles of the Cheney campus. In the rare instances when the Office of Field is unable to secure an appropriate placement for a student within these geographic limits, consideration will be given on a case-by-case basis to comparable placements outside the 100-mile range.

Placements outside the 100-mile range are viewed as exceptions to policy and are granted with the clear understanding that the student will travel to the school for practicum/seminars and other mandatory coursework. All requests for exceptions to policy must be based on objective considerations that directly relate to learning. An example of such would be an agency that offers a unique learning opportunity, which cannot be replicated in the 100-mile area. **Personal convenience and preference are not considered sufficient reasons for requesting exceptions to policy.**
Learning Agreements
The SSW has developed foundation and advanced core competencies for students in field practicum that complement and supplement the theory and practice skills students are learning in the classroom. These core competencies will guide the students’ activities in their practicum experience.

Each student will be required to develop and follow a learning agreement. This agreement will guide each student to identify activities in the agency, community, and seminar that will help the student meet SSW foundation and advanced practicum core competencies. The student’s FFI and AFI will work with the student in the development of this agreement. **It is the student’s responsibility to complete the learning agreement within the first few weeks of practicum. Failure to complete the learning agreement can cause a student to fail practicum/seminar.**

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

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

Evaluations are completed at the end of each quarter. Practicum grades in the MSW program are either “Pass,” “No Credit,” or “Y” (see page 13). The FFI assigns the grade and the AFI’s evaluation weighs heavily in the grade. If a student receives an “area of concern” in the evaluation, the FFI and AFI will develop a plan on how the student will resolve the concern during the next quarter and document it in the evaluation. If the student receives a No Credit for the quarter, this stops progress in the practicum.

Practicum Time Sheet
The Office of Field requires all students to fill out a practicum time sheet weekly. The following information is needed to contribute to the evaluation and ensure that the core objectives are being met within the practicum. During your practicum prep seminar, you will be given a handout of how to utilize the time sheet in order to meet your core objectives, for future interviews, and preparation for orals.
- Date—the date you are in the practicum
- Hours—the time you spent in practicum each day
- Activity Description—a general description of the activities you were involved in. The description should line up with the core competencies within the learning agreement.
PARTNER ROLES AND RESPONSIBILITIES

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

- The agency does not discriminate in hiring or service delivery on the basis of race, creed, gender, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran, and in the selection, assignment, and education of students.
- The agency will allow the student to practice within the NASW Code of Ethics.
- The agency will provide the necessary work space and other office support to allow the student to function effectively in the practicum, and agrees to reimburse students for expenses incurred on agency business.
- The agency will provide an orientation for the student covering rules, regulations, procedures, facilities, and equipment of the agency.
- The agency will provide meaningful and challenging learning activities respective to the course objectives for Foundation and Advanced Practicum.
- The agency will assign a post two year MSW agency field instructor (AFI) who meets the criteria set forth by the Office of Field. The School will on occasion waive the MSW agency instruction requirement if the following criteria are met:
  - The placement offers a unique learning opportunity, related to the School’s mission, which cannot be achieved by another agency; and
  - The designated AFI has a Graduate or Doctoral degree in a human service profession; or
  - Supplementary MSW supervision may be provided from outside the agency, dependent upon approval from the Office of Field.
- The agency may not change the designated supervisor (AFI) without the agreement of the Office of Field.
- The agency will consent to the student seeking learning experiences outside the agency, if necessary, to obtain opportunities unavailable in the agency in order to meet the core competencies. All time outside of the agency needs to be agreed to by the AFI and FFI prior to the experience.
- Tasks should allow students to work with staff members within the agency and with outside resources significant to agency services.
- Increased complexity of tasks will be expected as the student gains confidence and competence.

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

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

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

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

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

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

**Client Rights**

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

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

Grades are assigned by the FFI. There are three grades that can be issued for practicum/seminar: Pass, No Credit, or Y. The grading criteria are listed below.

**Passing Grade**
1. Learning Agreement is completed and signed by the AFI, FFI and the student.
2. Time Sheet is filled out weekly (see example under Time Sheet), initialed by the AFI (showing approval of how the student’s time was spent), and signed at the end of the quarter once the minimum number of practicum hours are entered (see chart above under time requirements) by the AFI, FFI and the student.
3. Evaluation is completed and signed by all parties at the end of the quarter.
4. Seminar students need to attend, participate and present during seminar. (See seminar make-up for missed time in seminar).
5. Follow policies and procedures with the practicum/seminar manual for student’s responsibility.

**No Credit**
1. Learning Agreement is not completed and/or signed by the AFI, FFI and the student.
2. Time Sheet is not filled out weekly (see example under Time Sheet), AFI would not initial (showing time sheet not approved), or form is not signed at the end of the quarter once the minimum number of practicum hours are entered (see chart above under time requirements) by the AFI, FFI and the student.
3. Evaluation is not completed and signed by all parties at the end of the quarter.
4. Student did not attend, participate and present during seminar and did not make up the time. (See seminar make-up for missed time in seminar).
5. The student did not follow the policies and procedures within the practicum/seminar manual for the student’s responsibility.

**Y Grade**
1. Student was placed within practicum/seminar late due to no fault of the student and was not able to complete 1-5 listed above under “passing grade.” A plan is documented in IPT under field notes to establish a time line to complete the requirements.
2. Due to agency change that was no fault of the student and thus the student was not able to complete 1-5 under “passing grade.” A plan is documented in IPT under field notes to establish a time line to complete the requirements.
3. The evaluation is completed with an “area of concern” that the student would not be able to address within the remaining time in practicum/seminar.
4. Student was not able to complete the minimum number of hours for practicum and has at least 75% of the hours for that quarter and has a plan documented in IPT under field notes about how they will complete those hours before they will receive a grade.
5. The IPT forms are not signed by all parties, even though the student has completed the course.
PRACTICUM DISRUPTION

The School of Social Work views a disruption in the practicum experience as a very serious situation. Optimal student learning is facilitated when continued, uninterrupted learning takes place in the same agency over a practicum period. The School of Social Work believes the vast majority of problems that arise in practicum offer the potential for resolution and learning. The School of Social Work expects students, AFI’s, and FFI’s to make concerted efforts to identify and resolve potential problems at an early stage in the placement. The following information will provide a student with a clear understanding of the process and levels of practicum disruption.

Level One—Dismissal from Agency—agency driven

An agency may dismiss a student for the following reasons: agency no longer can meet the objectives or give supervision time to the students, agency is restructuring, agency is closing down, or agency no longer has room for students. This dismissal has no repercussions on the student. The process for Dismissal from an agency is the following:

- The Agency is to contact the FFI or the Office of Field with the reason for the dismissal of the student.
- The FFI will inform the Office of Field regarding the situation.
- The Office of Field will work with the FFI in sending the student out for a new placement.

Level Two—Withdrawal from Practicum—student driven

A student may request the Office of Field to withdraw him/her from an agency for personal reasons, which may include health or financial circumstances that make it impossible for a student to complete practicum. If a student requests withdrawal from an agency because of difficulties that have arisen in the practicum, the following procedures must be followed:

Policies and Procedures for Withdrawal from Practicum

- Students may request the Office of Field to withdraw them from practicum following documented efforts, as outlined below, to address the identified issue(s) in question.
- Students are responsible for identifying and addressing issue(s) with the AFI and the FFI as they arise. They are also responsible for keeping FFI’s informed of any problems in the practicum that may require intervention.
- If the issue(s) cannot be resolved between the AFI and student, then the FFI should be invited to participate jointly in a meeting to pursue resolution with the student and the AFI.
- The FFI provides the Director of Field a written summary, outlining attempts to address and resolve the situation, which precedes the request for a change in practicum placement.
- If the issue cannot be resolved between the student, AFI, and FFI, then a FORMAL WRITTEN REQUEST is submitted to the Director of Field requesting his/her participation in the situation. Copies of this request, which include the reasons for the change, will also be provided to the AFI and the FFI by the student. If, after reviewing the documentation, the Director of Field agrees to withdraw the student from practicum, an exit strategy will be established and implemented under the direction of the FFI.
- Any request to the Director of Field by student/AFI/FFI MUST contain signed and dated documentation of all efforts taken by all parties to resolve the issue(s) in question.
MSW FAculty Field instructor Practicum/seminar Manual

- Students should be aware that the Office of Field, in honoring a student’s request to be withdrawn from a particular practicum setting, is not automatically committed to placing that student in a different practicum.
- A withdrawal from practicum counts as a disrupted placement and the student may be asked to meet with the Practicum Panel to determine the students’ readiness to be placed in another agency. In some cases students may be required to see a professional counselor, come up with a plan on how they might address their actions and demonstrate how they have changed to the field panel.
- All students will write a letter to the agency, acknowledging that the agency spent time and resources preparing the student to work with clients. The purpose of the letter is to maintain healthy relationships between the student and the community.

**Level Three—Termination from Agency—agency driven**

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

**Termination of Practicum**

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

- Demonstrate respect, empathy, and tolerance with peers, colleagues, and clients
- Utilize an assertive and direct style of communication, both verbally and non-verbally
- Demonstrate an understanding of one’s student role within the formalized structure of the organization
- Use established lines of authority appropriately within the organization
- Seek guidance from one’s identified supervisor and prepare for scheduled supervisory sessions
- Comply with supervisor’s directives and utilize supervisor feedback
- Dress and act in compliance with agency protocol
- Respect the principle of confidentiality at all levels within and outside the agency
- Give precedence to professional responsibilities over personal concerns
- Model a strengths-based perspective in professional interactions
- Respect and use established protocol as outlined in the practicum manual
- Practice in conformance with the NASW Code of Ethics
- Be truthful with information to clients, AFI, FFI and the Office of Field
Practicum Review Panel
Students who are unsuccessful in a practicum placement will be required to meet with the Practicum Review Panel that will assess the student’s readiness for practicum. When students are not successful in a practicum setting, we consider this a very serious situation and the process will focus on whether to place the student again. The review panel will consist of the Director of Field, Associate Director of Field, and the FFI. The goal of the panel is to determine what would need to change in order for the student to be successful in field. Students are often required to seek out counseling, take time away from the program, and/or for serious situations be dismissed from the social work program. Students will be required to participate in a plan and demonstrate how they have changed behavior before allowing the student back into a field placement. If the practicum review panel determines the student will not be allowed back into field again, they will refer the student to the Graduate Director to determine if the student will be allowed to continue with the program at this time.

Appeals Process for Grades Only
The School of Social Work follows EWU’s Grade Appeal policy and procedures. The policy, summarized here, is fully articulated in the EWU catalog. www.ewu.edu

In general, students have the option of appealing any grade they believe is unfair. To file an appeal, Intent to Appeal a Grade form must be submitted within 10 working days after instruction begins for the next regular quarter. Forms are available from the Graduate Office, the School of Social Work or each part-time program site.

An appeal begins with a discussion between the instructor and the student. If resolution is not achieved, and the student wishes to continue the appeal process, s/he must confer with the MSW director or her/his designee. If the conflict is not resolved and the student wishes to continue the appeal, a written explanation is prepared. These informal procedures occur before an official Grade Appeal form is filed.

Since Practicum/Seminar is graded pass/fail, it is difficult to appeal. The Office of Field has gone to great lengths to establish policy and procedure so that every attempt will be made to protect the rights of the student, along with the rights and responsibilities to agencies and populations they serve. It is a student’s responsibility to track her/his activity on the time sheet on a weekly basis and to document attempts to solve problems with the AFI and FFI.
SUMMARY OF THE NASW CODE OF ETHICS

- I regard as my primary obligation the welfare of the individual or group served, which includes action for improving social conditions.

- I will not discriminate because of race, color, religion, age, sex or national ancestry, and in my job capacity will work to prevent and eliminate such discrimination in rendering service, in my work assignments and in employing practices.

- I give precedence to my professional responsibility over my personal interests.

- I hold myself responsible for the quality and extent of the service I perform.

- I respect the privacy of the people I serve.

- I use in a responsible manner information gained in professional relationships.

- I treat with respect the findings, views and actions of colleagues and use appropriate channels to express judgment on these matters.

- I practice social work within the recognized knowledge and competence of the profession.

- I recognize my professional responsibility to add my ideas and findings to the body of social work knowledge and practice.

- I accept responsibility to help protect the community against unethical practice by any individuals or organizations engaged in social welfare activities.

- I stand ready to give appropriate professional service in public emergencies.

- I distinguish clearly, in public, between my statements and actions as an individual and as a representative of an organization.

- I support the principle that professional practice requires professional education.

- I accept responsibility for working toward the creation and maintenance of conditions within agencies that enable social workers to conduct themselves in keeping with this code.

- I contribute my knowledge, skills and support to programs of human welfare.

Website for NASW Code of Ethics:
http://www.socialworkers.org/pubs/code/default.asp
This agreement is established between the School of Social Work at Eastern Washington University (hereinafter referred to as "SSW") and the above-mentioned agency (hereinafter referred to as the "Agency") for the purpose of cooperation in providing practicum placements for students of the University. Practicum placements serve as an educational experience for students, and enhance Agency services.

This agreement entered into this day

2011

By and between SSW and the Agency, terminates on this day

2017

MUTUAL RIGHTS AND RESPONSIBILITIES

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

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

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

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

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

f. Each party to this agreement shall be responsible for damage to persons or property resulting from negligence on the part of itself, its employees, its agents, and its officers. Neither party assumes any responsibility to the other party for the consequences of any act or omission of any person, firm, or corporation not a party to this agreement. Students are not employees or agents of SSW.
The Agency has the right to interview and approve students proposed for placement consistent with Agency and SSW policies with regard to nondiscrimination.

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

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

The Agency will provide an orientation for the student and SSW faculty field instructor covering rules, regulations, procedures, facilities, and equipment of the Agency.

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

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

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

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

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

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

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

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

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

SSW will provide information regarding a student’s level of preparation and prior experience and will provide materials for the evaluation of the student.

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

SSW will provide integrative seminars during field placement for the student.

SSW retains the responsibility for the determination of a student’s final grade for the practicum.

SSW does not carry insurance to cover health or accident coverage for students, and assumes no responsibility for the practice of the agency or student.

SSW may withdraw the student from the Agency. Procedures for such withdrawal shall follow those listed in attachment 1.
In order to be placed in practicum, all students will purchase professional liability insurance through the university. The professional liability insurance coverage is in the amount of $1,000,000.

Attachment 1. Changes in Practicum Placements or Removal from Practicum

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

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

Reasons for Practicum Removal

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

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

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

All requests for change of practicum should be given to the Director of Field, who will work with the student, FFI and AFI to establish termination procedures and implications, if any, for the student's status in the program. In cases where the student’s work is satisfactory, the Practicum Director will refer the student for interviews at potential new practicum sites as quickly as possible.

Issues of student performance

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

When rating a student, the criteria used should be clear to the student. Any reasons for rating a student low in particular categories of behavior should be clear (stated in behavioral terms) and should be discussed with the student. The Director of Field will write a summary of the situation and report the final decision(s). The student will be given the opportunity to write his/her perceptions of the situation for placement in the permanent file. A copy of all documentation will have a place for the student to acknowledge that he/she has read and received a copy of each report.

This agreement may be modified at any time by mutual consent of the parties. The agreement may be terminated at any time by mutual consent or by failure of any party to fulfill its responsibilities.
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<th>EWU REPRESENTATIVES</th>
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<tr>
<td>Name</td>
<td>Lisa Parise</td>
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<tr>
<td>Title</td>
<td>Director of Field, Office of Field Education &amp; Training</td>
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| Signature             |                  |
| Name                  | Susan Brown      |
| Title                 | Contract Services, Eastern Washington University |
| Date                  |                  |
Student Name          ID #
Practicum Quarters
Agency Name
Agency Address
City, State, Zip
Agency Supervisor       Phone
AFI’s Name              Phone
AFI’s Degree            Date of Degree
FFI’s Name

Any agency accepting an employee as a practicum student in the EWU School of Social Work agrees to the following statements and operation principles:

1. The agency agrees to comply with all practicum policies delineated in the SSW practicum manual and agency affiliation agreement.

2. The agency agrees to identify new and challenging activities for the student, outside of their normal duties, that encompass broad and transferable skills/knowledge relevant to the learning agreement core competencies. (For those students in the job for less than six months, current job responsibilities will suffice for new learning.) The agency agrees to release the student during his/her practicum hours to go outside of the agency, if necessary, to obtain practice opportunities for these new knowledge and skills, with prior agreement by the FFI and the AFI.

3. The agency understands and accepts that the time set for practicum learning comes out of the regular work week.

4. The agency will provide a post-two-year MSW for supervision with MSW or BASW students and a post-two-year BASW supervisor for BASW students. **The practicum agency supervisor must be different from the workplace supervisor.**

5. The agency will be aware and sensitive to the potential conflicts inherent in being both student and employee, and will be supportive of the student during the transitional period.

In order for a workplace agency agreement to be approved, the following must be provided to the Office of Field:
6. A typed copy of the student’s current job description on agency letterhead; and
7. A typed copy of the student’s proposed new learning activities and how they will match up with the core competencies within the learning agreement.

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

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<td>Agency Director’s Signature</td>
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<tr>
<td>Practicum Director’s Signature</td>
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This waiver allows for the student to complete practicum hours between the scheduled quarters of Eastern Washington University.

Student Information
Name
Phone
Email

Agency Information
Agency Name
AFI Name
AFI Phone/Email

Specific waiver request:

Dates:
Start  End

Signatures:
Student  Date
AFI  Date
FFI  Date
Director of Field  Date

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

Student Corrective Action Form

School of Social Work · 121 Senior Hall · Cheney, WA  99004
Lisa Parise, MSW · 509-359-6477 Office · 509-359-6475 Fax · lparise@ewu.edu
Revised: December 2010
<table>
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<th>Student Name</th>
<th>SID#</th>
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<tr>
<td>Faculty Member Making Referral</td>
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**Nature of Contact/Observation/Conference:** (e.g. course, field, placement, etc)

**Nature of Concern:**

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

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

**Timeline to demonstrate needed improvement:**

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

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

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This concern/issue has been satisfactorily resolved.

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<th>Faculty/Date</th>
<th>Student/Date</th>
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Foundation Practicum/Seminar List of Core Competencies
The official Foundation Learning Agreement will be scheduled and available a week prior to the quarter beginning.

The Council on Social Work Education (CSWE) establishes core competencies for MSW field education. The learning agreement is designed to provide a framework for the practicum student to experience all aspects of professional social work, guiding the student to practice these core competencies and curriculum content. However, since each practicum site is a unique learning laboratory – and each student has unique learning needs and goals - the language of the learning agreements strikes a balance between being general, so that the CSWE core competencies are articulated, and flexible, so each student can use it to identify his/her unique learning needs.

The foundation learning agreement focuses student learning on the 11 learning competencies for students in the MSW foundation practicum. Under each learning competency is a list of learning activities in which the student is required to engage. This form guides students to document the steps they will take to demonstrate they have engaged in the required activities. The Agency Field Instructor (AFI) is encouraged to discuss with the student the opportunities available in the agency to meet the learning competencies. If the agency is unable to provide opportunities for specific required activities, the student should work with the Faculty Field Instructor (FFI) and Agency Field Instructor to identify additional opportunities that would allow the student to fulfill practicum expectations.

Evidence that the student has accomplished the learning competencies will be seen in the time sheet and the evaluation at the end of the quarter.

This is a working agreement between the student, the agency, the FFI, and the School, and it is expected that changes and additions will be made throughout the student's practicum experience. These changes must be approved by all parties; signatures on the form indicate approval of the agreement each quarter. This form must be completed and signed by the student, AFI, and FFI before an end-of-quarter grade can be submitted by the FFI.

1. ORGANIZATIONAL CONTEXT OF PRACTICE
   Required Learning Activities:
   a. Understand agency mission, ethics, structure, community network, funding, services and clientele
   b. Identify modes of practice used by agency with clients and/or systems
   c. Analyze relevant organizational policies and their impacts on client systems, including populations at risk
   d. Attend and participate in staff and other organizational or coalition meetings

2. SOCIETAL CONTEXT OF PRACTICE
   Required Learning Activities:
   a. Identify program regulations, policies and practices that have an impact on service delivery with populations at risk
   b. Identify consequences of poverty and injustice for clients, including populations at risk

3. COMMUNITY CONTEXT OF PRACTICE
   Required Learning Activities:
   a. Identify community resources, strengths and gaps in services and the continuum of services available to populations at risk within the community
4. PROFESSIONAL CONTEXT OF PRACTICE
Required Learning Activities:
a. Seek professional development and identify barriers to self-understanding and growth
b. Utilize supervision with Agency Field Instructor productively
c. Exercise critical thinking skills
d. Establish and maintain appropriate boundaries with clients and colleagues

5. GENERALIST PRACTICE PERSPECTIVE
Required Learning Activities:
a. Understand the influence and application of the Ecological Systems Perspective and Strengths Perspective
b. Interview clients in the context of their own environment to assess strengths, resiliencies and intervention needs ("client" may be considered an individual, group or system)
c. Assist clients to connect with community systems and/or resources
d. Identify barriers to services for populations at risk and identify issues or policies requiring advocacy or reform

6. DIVERSITY
Required Learning Activities:
a. Recognize the influence of diversity (cultural, disability, gender, socioeconomic status, religion, and sexual orientation etc.) on clients and their environment
b. Employ the major principles of sensitive practice with diverse groups

7. ADVOCACY AND EMPOWERMENT
Required Learning Activities:
a. Use communication skills to advocate for the interests of populations at risk
b. Identify the activities of a coalition, work team or task group active in advocacy

8. ETHICAL, VALUE-BASED PRACTICE
Required Learning Activities:
a. Practice through attitude, behavior, and demeanor a professionalism grounded in social work values, the NASW Code of Ethics, social work professional principles, traditions and accomplishments
b. Explore and critique linkages between professional practice and classroom content

9. PLANNING AND ASSESSMENT
Required Learning Activities:
a. Assess the strengths, resiliencies, needs and protective and risk factors of individuals, families, groups, organizations and communities (choose one)
b. Identify evidence-based assessment instruments in the agency

10. RESEARCH
Required Learning Activities:
a. Review and analyze current research-based literature pertaining to agency and populations at risk

11. SEMINAR
Required Learning Activities:
a. Attendance in seminar
b. Participation in seminar
c. Presentation in seminar

Advanced Practicum/Seminar List of Core Competencies
The official Advanced Learning Agreement will be scheduled and available a week prior to the quarter beginning.

The Council on Social Work Education (CSWE) establishes core competencies for MSW field education. The learning agreement is designed to provide a framework for the practicum student to experience all aspects of professional social work, guiding the student to practice these core competencies and curriculum content. However, since each practicum site is a unique learning laboratory – and each student has unique learning needs and goals - the language of the learning agreements strikes a balance between being general, so that the CSWE core competencies are articulated, and flexible, so each student can use it to identify his/her unique learning needs.

The advanced learning agreement focuses student learning on the 13 learning competencies for students in the MSW advanced practicum. Under each learning competency is a list of learning activities in which the student is required to engage. This form guides students to document the steps they will take to demonstrate they have engaged in the required activities. The Agency Field Instructor (AFI) is encouraged to discuss with the student the opportunities available in the agency to meet the learning competencies. If the agency is unable to provide opportunities for specific required activities, the student should work with the Faculty Field Instructor (FFI) and Agency Field Instructor to identify additional opportunities that would allow the student to fulfill practicum expectations.

Evidence that the student has accomplished the learning competencies will be seen in the evaluation at the end of the quarter.

This is a working agreement between the student, the agency, the FFI, and the School, and it is expected that changes and additions will be made throughout the student's practicum experience. These changes must be approved by all parties; signatures on the form indicate approval of the agreement each quarter. This form must be completed and signed by the student, AFI, and FFI before an end-of-quarter grade can be submitted by the FFI.

1. **Societal Context of Practice**
   Required Learning Activities:
   a. Identify the impacts of public policies, and budgets - federal, state and local - on the agency and client systems
   b. Identify the influence of cultural values and political perspectives on public policies.

2. **Community Context of Practice**
   Required Learning Activities:
   a. Within the agency identify underserved or inappropriately served groups in the community and their needs for service
   b. Articulate the agency's place within the service delivery system

3. **Professional Context of Practice**
   Required Learning Activities:
   a. Link your intervention/analysis to appropriate social work theories or perspective
   b. Establish and maintain appropriate boundaries with clients and colleagues
   c. Communicate information and ideas, verbally and in writing, to clients, service providers, colleagues, and field instructor
   d. Utilize supervision with Agency Field Instructor productively with an advanced generalist focus
   e. Employ self care within professional context
4. ADVANCED GENERALIST PRACTICE/THEORETICAL FOUNDATIONS
Required Learning Activities:
a. Engage with individual clients and facilitate an intervention for planned change (clients can be a group, family, community or organization)
b. Identify and network with primary systems in relationship with the agency

5. DIVERSITY
Required Learning Activities:
a. Develop culturally competent responses to service needs of diverse populations, including populations at risk

6. ADVOCACY AND EMPOWERMENT
Required Learning Activities:
a. Develop and use skills of negotiation, collaboration or coalition building
b. Utilize advocacy skills to promote positive change and social justice

7. ETHICAL, VALUE-BASED PRACTICE
Required Learning Activities:
a. Develop self-awareness of values, attitudes, and beliefs, as well as value conflicts, and how they influence professional practice through addressing ethical dilemmas using the NASW Code of Ethics as a guide to practice
b. Evaluate the effectiveness of your practice

8. PLANNING AND ASSESSMENT
Required Learning Activities:
a. Assess and plan using the ecological, strengths-based approach

9. INTERVENTION AND EVALUATION
Required Learning Activities:
a. Intervene and evaluate an intervention using the ecological, strengths-based approach (this could be done with a client, family, group, community or organization)
b. Effectively close or terminate an intervention

10. CASE TO CAUSE
Required Learning Activities:
a. Recognize the implications of policy, history, values, politics, and the economy on practice
b. Link a client’s problem to its broader context by identifying the generalist ramifications of the problem
c. Engage client in self-advocacy to address the problem

11. RESEARCH
Required Learning Activities:
a. Utilize on-line and other electronic information pertaining to social work and the populations served by the agency
b. Understand and apply evidence-based research findings to your practice

12. LEADERSHIP
Required Learning Activities:

a. Work cooperatively and collaboratively with team members in multiple contexts
b. Observe, identify and cultivate the skills of leadership in the agency setting or within the community

13. SEMINAR
Required Learning Activities:

a. Attendance in seminar
b. Participation in seminar
c. Presentation in seminar
MSW FFI Job Description

Faculty Field Instructors (FFI) are adjunct faculty or full-time faculty for EWU School of Social Work (SSW). The FFI is hired for the purpose of monitoring field placements and facilitating integrative seminars for the MSW programs through SSW. The FFI’s serve as a liaison between the community agency and the school. The FFI’s help the students make the conceptual linkage between classroom and field experiences. The FFI’s help the student identify appropriate activities and tasks to achieve the objectives within the learning agreement. The FFI’s evaluate and grade the students’ performance in practicum and seminar. An FFI is assigned a group of 10-12 students and will work with this group throughout the students’ foundation and advanced field experience. The FFI is directly responsible to the Director of Field Education & Training, who has overall responsibility for the field practicum program.

General responsibilities include:
1. Participate in training sessions and meetings throughout the year with the Office of Field, completing a minimum of 8 hours of training per year.
2. Schedule and meet with the student and his/her Agency Field Instructor (AFI) to develop skills and activities that reflect the objectives within the learning agreement. This activity is done during the first few weeks of the foundation and advanced practicum only.
3. Schedule seminar each quarter. The full-time program has 20 hours per quarter of seminar during the foundation and advanced practicum. The hours for part-time programs are 20 (10 per quarter) hours for foundation seminar over 2 quarters and 60 (12 per quarter) hours for advanced seminar over 5 quarters.
4. Help the students integrate theoretical knowledge and classroom experience with current practice.
5. Provide an educational climate that challenges the students to expand professional skills, knowledge, and values.
6. Access Eagle Net (instructions can be found in the FFI manual) to pull down student information regarding registration for practicum/seminar.
7. Take attendance at seminars and hold absent students accountable for making up work. (See FFI Manual for seminar make-up policy)
8. Be available to AFI’s and students for support, consultation, and clarification of policies and procedures.
9. Work with the AFI when problems or questions arise related to the practicum experience or the student’s progress in field.
10. Monitor and evaluate student’s practicum and seminar experience on IPT program. Check your student’s forms on IPT making sure the hours are filled out and monitoring the student’s activity to ensure it meets the standard of an MSW practicum experience. We request you spend time each week checking the progress of your students on IPT.
11. Continue ongoing communication as necessary with the Office of Field during the student’s practicum/seminar.
12. Assure student conduct is in keeping with the Student Handbook and the NASW Code of Ethics and confer with the Director of Field if issues of inappropriate student conduct arise.
13. Sit in each student’s orals as the second member.
Beginning-of-the-practicum responsibilities include:

1. Several weeks prior to the beginning of the student’s practicum, the FFI’s will receive an email from the Office of Field directing them to the IPT program where the students will be assigned to the FFI. The FFI will have access to all the information regarding placement.
2. On the 1st, 5th, and 10th day of each quarter, access Eagle net to confirm that the students you have in seminar are registered for you practicum/seminar. If they are not registered on Eagle net but are connected to you in IPT, then contact the Office of Field. The number of students you will be paid for will be determined on who is registered with you on the 10th day of each quarter.
3. The FFI will contact each student to let them know the date, place and time of the practicum/seminar.
4. Visit each community agency early in the first quarter to establish learning activities, tasks and supervision guidelines and assist in task assignments. During this visit the student, AFI, and FFI will review the learning agreement. A draft copy of this agreement should be signed by the end of the fifth week of the practicum. If changes to the learning agreement need to be made after it has been signed, then contact the program support staff to release the signatures or send an email to swfield@ewu.edu with a heading Clear IPT Signatures.

End-of-the-quarter responsibilities include:

1. Visit each agency at the end of each quarter to complete an evaluation and discuss the student’s progress with the AFI. (See specific timelines for each program.)
2. Access Eagle Net at the end of each quarter to record grades (pass, no credit or Y) for each student. Recommendations from the AFI will be considered in determining grade assignments. The final grade will be determined by a composite of the AFI’s written evaluation, student’s contribution to field seminars and written assignments, and AFI observations of the student in the field. See information on grading students. All forms on IPT need to be complete, on track and signed by all three parties before a pass grade can be submitted.

Seminar responsibilities include:

1. At the beginning of the every quarter of foundation and advanced practicum, set up a schedule of seminars for the student. (See table of hours attached.)
2. Contact the Office of Field if you desire consultation or feedback related to field.
3. Hold students accountable to seminar hours (the # of hours are mandatory). (There are examples of how to make up seminar absences in the FFI manual.)
4. At the end of each quarter, evaluate how the student has progressed; your comments can be added to the practicum evaluation in IPT.
5. Seminar topics and best practices are listed in the FFI manual. Activities are isolated to practicum, and discussion and process are assigned to seminar.

Contact Hours & Compensation

Approximate contact hours required based 10-12 students

- Seminar: Full-time programs 20 hours per quarter for foundation and advanced seminar. Part-time programs 10 hours per quarter for foundation seminar and 12 hours per quarter for advanced seminar. A total of 80 contact hours in seminar is required for all programs.
- Agency Site Visits: Full-time program foundation practicum hours and advanced practicum hours. Part-time program foundation practicum hours and advanced practicum hours. (see chart below)
- Coordination, training, prep for seminar and administrative activities 8-10 hours a quarter.
- Travel is compensated on a monthly basis through mileage reimbursement
<table>
<thead>
<tr>
<th>Full-Time Program</th>
<th>Hours</th>
<th>Part-Time Program</th>
<th>Hours</th>
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<tbody>
<tr>
<td>(4 Credits)</td>
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<td>(2 Credits)</td>
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<tr>
<td>Foundation</td>
<td>Seminar 20 hrs</td>
<td>Foundation Practicum Quarter</td>
<td>Seminar 10 hrs</td>
</tr>
<tr>
<td>Practicum, one Qtr</td>
<td>1st Site Visits 20 hrs (first few weeks of qrtr)</td>
<td>55 hrs = $1650</td>
<td>1st Site Visits 20 hrs</td>
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<tr>
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<td>Phone conference evaluation 10 hrs</td>
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<td></td>
<td>Admin Duties &amp; IPT 20 hrs</td>
<td>Admin Duties &amp; IPT 15 hrs</td>
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<td>(4 Credits)</td>
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<tr>
<td>Advanced Practicum</td>
<td>Continuation of placement. Phone consultation with AFI to review</td>
<td>Foundation Practicum Quarter</td>
<td>Seminar 10 hrs</td>
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<td>Quarter</td>
<td>70 hrs = $2100</td>
<td>advanced learning agreement 10 hrs</td>
<td>Evaluation Site Visit 20 hrs</td>
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<td></td>
<td>Seminar 20 hrs</td>
<td>Seminar 20 hrs</td>
<td>Phone conference evaluation 10 hrs</td>
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<td>Evaluation-Site Visits 20 hrs</td>
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<td>Admin Duties &amp; IPT 20 hrs</td>
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<tr>
<td>Advanced Practicum</td>
<td>Seminar 20 hrs</td>
<td>Advanced Practicum Quarter</td>
<td>Seminar 12 hrs</td>
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<tr>
<td>Quarter</td>
<td>50 hrs = $1500</td>
<td>37 hrs = $1110</td>
<td>Phone conference evaluation 10 hrs</td>
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<td>Phone conference evaluation 10 hrs</td>
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<td></td>
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<td>(5 Credits)</td>
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<td>Advanced Practicum</td>
<td>Seminar 20 hrs</td>
<td>Advanced Practicum Quarter</td>
<td>Seminar 12 hrs</td>
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<td>Quarter</td>
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<td>Final Evaluation Site Visits 20</td>
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<td>Orals 30</td>
<td>Advanced Practicum Quarter</td>
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<td>Admin Duties &amp; IPT 20</td>
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<td>Advanced Practicum Quarter</td>
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<td>Site Visits 20 hrs</td>
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<td>Orals 30 hrs</td>
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<td>Admin Duties &amp; IPT 15 hrs</td>
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Full-time 8700/4 = 2175/10 = 217.50 per student

Part-time 10650/7 = 1521.43/10 = 152.14 per student
Course Syllabus

SOWK 694: Foundation Practicum/Seminar

Course Description
In Foundation Practicum, students practice generalist social work in the community and apply foundation MSW coursework in a community setting. Students, with the assistance of Agency and Faculty Field Instructors, plan activities in the practicum agency which will support the development of generalist skills as specified in individualized learning agreements.

The Foundation Seminar is the forum in which students share their field experiences, participate in discussions of ongoing practice issues and concerns, and make presentations that help them increase their skills of articulation and application of social work theory, skills, and knowledge. These seminars are designed to help students make conceptual links between the classroom and practice, increase their critical thinking and self-reflective skills, assess their readiness for professional practice, and develop advanced generalist skills that will increase their effectiveness in the community. Students will collect written evidence of activities that document essential learning for inclusion in a personal academic portfolio, which will be developed in the field seminar.

Course Rationale
As developing social work professionals, students need opportunities to apply the knowledge, values, and skills they have examined and learned during their foundation coursework in a generalist practice setting. Practicum is a supervised learning experience in the community in which students learn to use supervision as a professional development process and receive feedback on their professional functioning.

The practicum seminar encourages students to engage in critical thinking, emotional awareness, and integration of social work knowledge, skills, and qualities. Students are expected to link foundation coursework and field experiences through discussions and presentations in the seminar. The organizing paradigm for the seminar is a strengths-based model, providing students with access to resources and information critical to personal and professional development. The seminar is designed to provide students with the support they need for reflection, integration, and learning to occur, as well as the challenges they need to take the risks inherent in the development of professional skills. Students will be encouraged to employ this model in their professional practice.

Course Objectives
Students’ specific learning activities will be developed in a learning contract in consultation with the Agency Field Instructor. Practice in the agency and discussions in the seminars will be based on the following generalized course objectives. By the end of the foundation practicum experience, students will be able to:

A. Develop an understanding of the organizational, societal, and community context of practice
   1. Assess the agency context, clientele, mission, structure, funding, services, and place within the continuum of the service delivery system
2. Identify relevant social policies, regulations, and procedures and their effects on practice, programs, populations at risk, and client access
3. Apply the ecological systems perspective to identify targeted systems for practice and the strengths perspective to identify protective factors
4. Identify the primary models and practice knowledge employed by the agency in working with individuals, families, or groups

B. Develop an understanding of and demonstrate professional growth toward MSW-level competency, identity, and behavior
   1. Demonstrate integration of social work values and ethics within one’s professional practice
   2. Effectively utilize agency field instructor’s supervision and peer and faculty field instructor’s consultation to enhance self-reflection of one’s own practice
   3. Demonstrate effective written and oral communication skills in carrying out learning activities in the agency and in the seminar
   4. Demonstrate the ability to practice in a culturally appropriate manner
   5. Develop the practicum learning agreement and implement its learning objectives

C. Understand and apply the basic principles of generalist practice
   1. Identify strengths and intervention needs of micro, mezzo, and macro practice systems
   2. Assess the impacts of poverty, discrimination, oppression, and social injustice on systems
   3. Demonstrate understanding of the process of creating and changing policies and services, employing effective advocacy techniques

D. Apply research-based knowledge and best practice knowledge to social work practice
   1. Explore current research agency data collection systems to understand how research data is used in the agency to evaluate and increase practice effectiveness
   2. Review current research-based literature pertaining to client within the agency

**Content Areas**
Seminar topics will include material related to foundation learning objectives:
- Organizational context of practice
- Societal context of practice
- Community context of practice
- Professional context of practice
- Generalist practice
- Diversity
- Advocacy and empowerment
- Ethical, value-based practiced
- Planning and assessment
- Research
Course Requirements

Attendance and Participation
Students are expected to attend practicum regularly on the schedule agreed upon with the Agency Field Instructor. Practicum seminar attendance is mandatory, and students are expected to attend seminars reliably according to the schedule agreed upon with the Faculty Field Instructor. Because student participation is critical to the quality and effectiveness of the seminar, active engagement in seminar by students is an expectation.

Integration of Class and Practicum Learning
Students are expected to include discussion of course concepts during practicum supervision and during practicum seminars, increasing everyone’s abilities to integrate social work theory with social work practice.

Development and Implementation of a Learning Agreement
Each student will be required to develop and follow a learning agreement. This agreement will guide each student to identify activities in the agency, community, and seminar that will help the student meet foundation learning objectives. Students and field instructors should continue to review and monitor the agreement throughout the practicum placement and modify it as necessary.

Course Readings and Seminar Presentations
Students are expected to read material assigned by the Faculty Field Instructor, including the Student Practicum Manual, the Graduate Student Handbook, the NASW Code of Ethics, and other material distributed by the FFI. In addition, students will prepare seminar presentations that allow them to articulate key foundational concepts and their relevance to practice in their practicum setting.

Evaluation and Grading
The practicum/seminar is graded Pass or No Credit. Students are expected to complete 242 practicum contact hours and 20 seminar contact hours in their foundation practicum. Students will be evaluated on their attainment of the learning objectives identified in the practicum manual and the individual student learning agreement, their willingness to actively participate in seminar discussion and activities, and their ability to apply foundation course content to the field experience. While the faculty field instructor is responsible for conferring the final grade, the agency field experience is evaluated jointly with the agency field instructor, whose evaluation weights heavily in grading of the experience.

Professional Behavior
Behavior that Warrants a Passing Grade
Students are expected to treat the faculty field instructor, other students, agency field instructors, and themselves with respect at all times. Respect for these parties in this context is demonstrated by the following:

- Student accomplishes learning objectives.
- Student receives a satisfactory evaluation from the AFI and FFI.
- Student consistently applies graduate social work knowledge base to his/her field experience.
- Student practices in conformance with the NASW Code of Ethics.
- Student maintains professional relationships with clients, supervisors, and instructors.
- Student is at the practicum site during working hours without unjustified tardiness or absences.
Student uses time and resources appropriately.
- Student engages in culturally appropriate practice.
- Student utilizes feedback toward professional growth.
- Student demonstrates the use of critical thinking skills.

Behavior that May Warrant a Failing Grade
- Student does not accomplish the above despite the support from the agency field instructor and the faculty field instructor.

Course Outline
Faculty field instructors may distribute a course outline each quarter to delineate seminar topics and clarify student expectations in seminar.
Course Syllabus
SOWK 695: Advanced Practicum/Seminar

Course Description
The Advanced Practicum/Seminar is the laboratory for application of classroom learning. The practicum consists of 660 contact hours of agency practice and 60 contact hours of seminar. In practicum students utilize the agency setting for integration of advanced course content. In seminar, students focus on the integration of theory and practice, the facilitation of skill development, and the articulation of competencies in practice.

Course Rationale
As social work professionals, students are required to apply knowledge, skills, and social work values and ethics to develop effective practice with clients. Practicum and seminar provide students with the opportunities to integrate advanced course work and practice, as well as use supervision and professional consultation as a professional development process.

Course Objectives
Each student will develop a specific learning agreement to operationalize key learning activities in the practicum agency (see Advanced Learning Agreement for advanced learning objectives). Generalized course objectives include:

A. Apply a strengths-based, advanced generalist model within a practice field
   1. Apply assessment, intervention, and evaluation skills with population and within social environments
   2. Utilize current practice knowledge in the practicum agency and seminar
   3. Utilize theory and research-based models of helping with individuals, families, and communities
   4. Assess current practice theories, programs, policies, trends, and modes of service delivery to determine effectiveness and need for change
   5. Identify trends in service delivery, knowledge development, and technology that will impact the future of social work practice

B. Develop professional growth toward MSW-level competency, behavior, and identity
   1. Demonstrate integration of social work values, especially with regard to ethical dilemmas within one’s professional practice
   2. Identify ongoing professional growth needs and incorporate a plan for addressing those needs in practicum activities and seminar discussions
   3. Engage in professional development to increase ability to engage in culturally competent, skillful practice with at-risk populations
   4. Develop skills to evaluate client progress and one’s own practice
   5. Utilize agency supervision and professional consultation to improve professional practice
C. Develop an advanced understanding of the context of professional practice
   1. Develop a range of advanced generalist social work roles and skills
   2. Understand social and organizational policies and their implications for services to populations at risk
   3. Exercise leadership in the community and in the seminar
   4. Develop and implement the learning agreement objectives to demonstrate advanced professional growth

**Content Areas**
Content areas will reflect students’ learning needs in meeting the learning agreement objectives (see learning agreement for specific objectives). Seminar topics will reflect learning objectives:
- Societal context of practice
- Community context of practice
- Professional context of practice
- Advanced generalist practice
- Diversity
- Advocacy and empowerment
- Ethical, value-based practice
- Planning and assessment
- Intervention and evaluation
- Case to cause
- Research
- Leadership

**Course Requirements**

**Attendance and Participation**
Students are expected to attend practicum regularly on the schedule agreed upon with the Agency Field Instructor. Practicum seminar attendance is mandatory, and students are expected to attend seminars reliably according to the schedule agreed upon with the Faculty Field Instructor. Because student participation is critical to the quality and effectiveness of the seminar, active engagement in seminar by students is an expectation.

**Integration of Class and Practicum Learning**
Students are expected to include discussion of course concepts during practicum supervision and during practicum seminars, increasing everyone’s abilities to integrate social work theory with social work practice.

**Development and Implementation of the Learning Agreement**
Each student will be required to develop and implement learning activities in the learning agreement. This agreement will guide each student to identify activities in the agency, community, and seminar that will help the student meet advanced learning objectives. Students and field instructors should continue to review and monitor the agreement throughout the practicum placement and modify it as necessary.
Course Readings and Seminar Presentations
Students are expected to read material assigned by the Faculty Field Instructor, including the Student Practicum Manual, the Graduate Student Handbook, the NASW Code of Ethics, and other material distributed by the FFI. In addition, students will prepare seminar presentations that allow them to articulate key advanced concepts and their relevance to practice in their practicum setting.

Preparation for the Final Comprehensive Orals Examination
The processes of integration and articulation in seminar help to prepare students for the final comprehensive oral examination. This examination will be scheduled during the last quarter of the program. The orals exam represents a culmination and integration of classroom and practicum learning. The orals examination committee will typically consist of a graduate faculty chair, the student’s FFI, and a third member outside the School of Social Work. Students will present their portfolios and projects to the committee as evidence of their professional competency.

Evaluation and Grading
The practicum/seminar is graded Pass or No Credit. Students are expected to complete 220 practicum contact hours and 20 seminar contact hours in their advanced practicum. Students will be evaluated on their attainment of the learning objectives identified in the practicum manual and the individual student learning agreement, their willingness to actively participate in seminar discussion and activities, and their ability to apply foundation course content to the field experience. While the faculty field instructor is responsible for conferring the final grade, the agency field experience is evaluated jointly with the agency field instructor, whose evaluation weights heavily in grading of the experience.

Professional Behavior
Behavior that Warrants a Passing Grade
Students are expected to treat the faculty field instructor, other students, agency field instructors, and themselves with respect at all times. Respect for these parties in this context is demonstrated by the following:

- Student accomplishes learning objectives.
- Student receives a satisfactory evaluation from the AFI and FFI.
- Student consistently applies graduate social work knowledge base to his/her field experience.
- Student practices in conformance with the NASW Code of Ethics.
- Student maintains professional relationships with clients, supervisors, and instructors.
- Student is at the practicum site during working hours without unjustified tardiness or absences.
- Student uses time and resources appropriately.
- Student engages in culturally appropriate practice.
- Student utilizes feedback toward professional growth.
- Student demonstrates the use of critical thinking skills.

Behavior that May Warrant a Failing Grade
- Student does not accomplish the above despite the support from the agency field instructor and the faculty field instructor.

Course Outline
Faculty field instructors may distribute a course outline each quarter to delineate seminar topics and clarify student expectations in seminar.
THEORIES

Attachment Theory

Major Theoretical Assumptions

- Attachment is an instinctive need of each human being, developed during infancy as a result of a reciprocal relationship between a child and its primary caregiver (usually the mother).
- The quality of the initial attachment affects the interpersonal interactions, as well as the quality of a person's intimate relationships.
- Development of insecure attachments leads to problems between children and their caretakers, as well as problems in adult relationships.

Goals of Intervention

- For children: assist them in replacing a maladaptive pattern of attachment with an adaptive one
- For adults: help them understand how their attachment pattern influences current relationships

Unit of Attention

- Children
- Families

Role of Social Worker

- Provide instructions to the primary caregiver in order to set up corrective actions that will result in a positive change in the attachment pattern
- Serve as an attachment figure for adults in order to provide a secure environment in which they can explore their own pattern of attachment

Focus of Assessment and Intervention

- The quality of the initial attachment
- Current behaviors in the context of parent-child relationships

Noted Theorists

- Mary Ainsworth
- John Bowlby
Ecological Systems Theory

Major Theoretical Assumptions
- People's environments - the informal, formal, and societal systems in their lives influence their sense of self-worth, sense of personal power, capacity to problem solve and cope, to grow, and to thrive. The multiple biological, economic, social, and cultural influences on people combine to create individualized worldviews that strongly impact how people believe, behave, and respond to social work intervention.
- Individuals are always engaged in reciprocal interaction with their family, community, and larger society.
- The transactions between the individual and these systems determine the “goodness of fit” between the individual and his/her environment. A poor fit will result in a challenging situation for the individual.
- Individuals have strengths, are resilient, and have a capacity for self-change.

Goals of Intervention
- Assess which interactions between clients and their environments are supportive and life-enhancing and which interactions are causing problems.
- Recognize societal context of problems and the multiple targets of intervention.
- Increase supports available from the environment.
- Foster effective coping mechanisms.

Unit of Attention
- Individual
- Family
- Group
- Policy

Role of Social Worker
- Assist the client in identifying, supporting, and mobilizing their natural resources, thereby improving the “goodness of fit” between the client and environment.
- Build upon the client’s strengths.

Focus of Assessment and Intervention
- Improving adaptive capacity in the client.
- Assess strengths, resources, and supports of the client.

Treatment Approaches/Tools
- Genogram to aid in assessment and plan for intervention.
- Ecomap to aid in identifying stress and support in the social environment.

Noted Theorists
- Pincus and Minahan
- Germain and Gitterman
- Urie Bronfenbrenner
Empowerment Theory

Major Theoretical Assumptions
- Power is essentially liberating as well as oppressive.
- Political understanding needs to inform practice, in observing both constraints and opportunities.
- Skills can empower. Gaining and using skills can be an important way of experiencing liberation.
- Interdependence of policy and practice must be established.

Goals of Intervention
- Help clients see themselves as causal agents in finding solutions to their problems.
- Assist in reducing the effect of social or personal blocks to exercising existing power, by increasing capacity and self-confidence to use power, and by transferring power from the environment to clients.
- Social justice, helping people gain greater social and political equality.

Unit of Attention
- Individual
- Group
- Community
- Policy

Role of Social Worker
- Social worker is a peer and partner in solving problems.

Focus of Assessment and Intervention
- Support people to define their own goals and participate in decision-making and planning.
- Challenge oppressions and make it possible for people to take charge of matters which affect them.
- Support clients to identify the full range of possibilities that might feed their needs.
- Equip people with personal resources to take power, by developing their confidence, self-esteem, assertiveness, expectations, knowledge, and skills.
- Organize the agency to be open to participation.

Noted Theorists
- Paolo Freire
- Barbara Solomon
- Furlong, Russel-Erlich and Rivera
Existential Theory

Major Theoretical Assumptions
- The essence of human existence is self-determination and freedom of choice.
- Individuals can gain the personal power they need to control their lives and change ideas governing how they live.

Goals of Intervention
- Help the client understand they are in a state of “being,” and help them have a greater understanding of themselves.

Unit of Attention
- Individual

Role of Social Worker
- Help the client make plans and decisions about who they want to be in the future.
- Assist client in understanding that “bad faith” decisions limit their freedom of choice.
- Facilitate groups by actually being a part of the group, rather than the therapist who only gives advice.

Focus of Assessment and Intervention
- Centrality of human choice.
- Help people gain personal power for change.
- Teach people to accept personal responsibility for their choices.

Family Systems Theory

Major Theoretical Assumptions
- The family is viewed as a natural social system extending over at least three generations.
- Families display a recurring pattern of behavior in their interactions. These behavior patterns are established as families respond to situational difficulties, developmental transitions, and the problems of everyday living.
- Once a pattern is established, it may become a repetitive, interpersonal process that may occur in multiple contexts.

Goals of Intervention
- Determine a behavior pattern within a given family.
- Identify the interactive sequences and relational patterns of the family unit.

Unit of Attention
- Individual
- Family
Role of Social Worker

- Ask circular, conversational, and therapeutic questions. Use circularity and neutrality. Track problems, solutions and/or exceptions to problems.
- Listen intently as those involved (the real experts) tell their stories so as to gain a mutual understanding of the family process.

Focus of Assessment and Intervention

- Gain an appreciation of process causing problems within the family.
- Understand how the family has developed its identity.
- Change multigenerational patterns of dysfunction.

Treatment Approaches

- Structural Family Therapy. Rules govern interactions across and within family subsystems. Enact transactional patterns through talking, marking boundaries, redirecting stress. Involves three phases: Joining, Assessing, and Restructuring. Special attention is paid to family strengths.
- Family of Origin Therapy. Views families as a unified emotional unit, in which members share a connection with one another. Intervention is generally directed at the relief of anxiety and reduction of symptoms. Genograms may be used to map out family subsystems and the tensions existing between these subsystems.
- Strategic Family Therapy. Based in systems theory, though emphasis is placed on communication. Focus on uncovering problems in verbal and non-verbal communication between family members and developing clear and congruent communication patterns. Use of “family sculpting” technique explicates family dynamics.

Noted Theorists

- Salvador Minuchin - Structural Family Therapy
- Murray Bowen - Bowenian, Family of Origin Therapy
- Jay Haley, Virginia Satir - Strategic Family Therapy
- Carl Whitaker - Experiential Family Therapy

Feminist Theory

Major Theoretical Assumptions

- Problems experienced stem from structural, not individual, causes.
- Gender is a naturally occurring phenomenon.
- Inequality towards women stems from their working class position in a patriarchal society.
- Experiences of men and women are the cornerstone of all social science understanding.

Goals of Intervention

- Address gender inequality and the oppression of women in society.
- Unite women and raise their consciousness regarding feminist issues.
- Empower women to assert their individuality.

Unit of Attention

- Individual
- Family
Role of Social Worker
- Incorporate gender into the foundation of treatment.
- Advocate for the inclusion of gender as an inseparable part of the family system.
- Explore the full range of gender interpretations as perceived by the individual or the family system.

Focus of Assessment and Intervention
- Identify behaviors that are adaptive or maladaptive, as well as the strong social influences reinforcing this behavior.
- Gender inequities are explored along with cultural and ethnic implications.
- Highlight strengths and contributions of women.

Humanistic Theory

Major Theoretical Assumptions
- Human nature is basically good, and we all have an inherent potential for self-fulfillment and self-actualization.
- Individuals have the capacity for personal growth, development of potential, and freedom to choose their destiny.
- Our self-concept develops from our experiences of receiving positive regard. Depending on our experiences, we can develop either a positive or negative self-concept.
- One’s personality is more than a sum of its individual parts; one’s personality is a unique and total entity that functions as a unit.
- One’s assessment of the world, whether or not it is accurate, becomes one’s reality.

Goal of Intervention
- To assist clients toward personal growth, self-fulfillment, and self-actualization.

Unit of Attention
- Individual

Role of Social Worker
- Guide and collaborator, rather than expert

Focus of Assessment and Intervention
- Focus on feelings and subjective experiences.
- Focus on satisfying deficiency needs (physiological and psychological needs) before attending to satisfying growth needs (desire for truth, goodness, beauty, and justice).

Noted Theorists
- The beginning of humanistic theory can be traced to two psychologists, Abraham Maslow and Carl Rogers.
Psychodynamic Theory

Major Theoretical Assumptions

- Psychic determinism - behaviors result from thought processes rather than being random.
- Some thinking is not known to the conscious mind, but lies in the unconscious mind. These inner forces can’t be accessed consciously; they expose themselves through dreams, fantasies, and slips of the tongue.
- Both mind and person are influenced by one’s social environment
- Early childhood development is critical, because later personality problems have their roots in repressed childhood conflicts.

Goals of Intervention

- Assist clients in discovering the dissonance that exists between their thoughts and reality.
- Bring to the client’s conscious thoughts their true feelings in order that those feelings can be understood and dealt with.

Unit of Attention

- Individual

Role of the Social Worker

- Become a “blank screen” upon which clients may project their unconscious feelings.
- Help clients unlock the mysteries of their unconscious desires.

Focus of Assessment and Intervention

- Assess childhood experiences and early relationships.
- Focus on the identification of hidden feelings as a form of behavior management.

Noted Theorists

- Sigmund Freud
- Neo-Freudians: Alfred Adler, Carl Jung, Otto Kernberg, Karen Horne
**Radical Theory**

**Major Theoretical Assumptions**
- Derives from Marxist philosophy and suggests that problems are defined as social and structural, rather than individual.
- Inequality and injustice to particular groups in society come from their working-class position.
- In order to help people, the system must be changed, as opposed to advocating for people to receive help within the confines of the current system.

**Goals of Intervention**
- Accurately determine the need(s) of the client and change the political, governmental, and/or legal system necessary to help the client.

**Unit of Attention**
- Mezzo and macro systems

**Role of Social Worker**
- Serve as a leader and facilitator to educate clients on the opportunities available to join together to rally for system change.

**Focus of Assessment and Intervention**
- The focus of change is political action and broad social change.
- Work with individuals, grass-roots organizations, and other groups for social, economic, and political change.

**Social Development Theory**

**Major Theoretical Assumptions**
- Social development is a process of planned social change designed to promote the well-being of people in conjunction with economic development.
- Resources for the community can be created by linking social and economic developments, rather than seeing welfare as dependent on economic growth.

**Goals of Intervention**
- Improving social equity between groups
- Making structural and institutional reforms to involve people in development and social change
- Increasing skills and capacity for people to act on their own behalf in improving the economy and institutional development of their area
- Removing obstacles to social development

**Unit of Attention**
- Community
- Society
- Policy
Role of Social Worker
- Partner in social change

Focus of Assessment & Intervention
- Individualist strategies focus on self-actualization, self-determination, and self-improvement.
- Collectivist strategies emphasize building organizations as the basis for developing new institutional approaches to action.
- Populist strategies focus on small-scale activities based in local communities.

Noted Theorists
- Midgely
- Paiva
- Pandey

Theories of Addiction and Chemical Dependency
Treatment for addiction and chemical dependency tend to reflect a particular theoretical bias in relation to chemical dependency. Some of the theories or concepts that have an impact on how social workers approach this treatment include:

Biopsychosocial Theory - This approach emphasizes the interplay among various systems in the development of alcoholism or chemical dependency. It addresses the socio-cultural, biological, psychological, environmental, and behavioral dimensions of an individual's environment.

Genetic Theory/Disease Concept - A person is believed to be biologically predisposed to alcoholism or chemical dependency, and the user is not considered to be responsible for his or her disease, though they are seen as responsible for addressing it.

Psychodynamic Theory - Narcissistic need and entitlement deprivation are the key ingredients in the etiology of addiction. Psychological abuse by parents or significant others is viewed as central to the personal history of all addicts.

Behavioral/Social Learning Theory - Alcohol and drug abuse is seen as a voluntary learned behavior. It recognizes the influence of biological, social, psychological, and environmental factors.

Transpersonal Theory
Major Theoretical Assumptions
- Individuals are more than their personalities; they are a reflection of a divine force and part of an interconnected universe of souls.
- At our core, we are good, whole, and capable of extraordinary creations.
- Dysfunctional patterns are not pathology, but natural symptoms of birthing a new consciousness.
- There is a healing force within us that always is moving us toward healing and fulfillment of life purpose.
Goals of Intervention

- Help clients to access their inner wisdom.
- Help clients to reunite with their emotions and their body’s wisdom.
- Help clients remember who they are, which is a spirit having a physical experience.

Unit of Attention

- Individual
- Families

Role of Social Worker

- Guides, not experts. A person’s truth is to be drawn from his/her inner self.
- It is the relationship between the client, social worker, and the Divine that heals, not the technique.

Focus of Assessment and Intervention

- Attention to the integration of the personality, made up of the physical form, the mental life, and the emotional body.
- Use of the knowledge of the connection among the body/mind/spirit to aid in assessment and intervention.

Noted Theorists

- Ken Wilbur
- Jacquelyn Small

PERSPECTIVES

Strengths Perspective

Major Theoretical Assumptions

- Every individual, every family, and every community has strengths, assets, and resources.
- Trauma and abuse, illness and struggle, may be devastating, but they also may be opportunities for growth and sources of challenge and opportunity.
- We do not know, nor can we know, the upper limits of anyone’s capacity to grow and change.

Goals of Intervention

- Help client identify and build on strengths, assets, and resources, many of which were developed and strengthened in life’s struggles.
- Empower clients to believe in their abilities to change and to form a perspective that is hopeful.
- Help clients realize they have options and the capacity to meet goals.
- Help correct the effects of being labeled.

Unit of Attention

- Individual
- Family
- Community
Role of Social Worker

- Clients seen as experts, collaborators, and peers

Focus of Assessment and Intervention

- Focus on individual and family strengths, their successes, hopes, needs, resources, personal qualities, virtues, capacities, and gifts.
- Acknowledge the pains and traumas, and help clients express and grieve them, always with an eye on resilience and adaptability.
- Focus on what clients know and what they’ve learned from struggles.
- Normalize and externalize people’s problems into possibilities.

Noted Theorists

- Dennis Saleebey
- Steven DeShazer

Client-Centered Perspective/Person-Centered Therapy

Major Theoretical Assumptions

- The relationship between the therapist and the client is healing in itself.
- Clients are unique individuals who have unlimited potential.
- Therapists who have unconditional positive regard for their clients contribute to the healing environment. Clients are strengthened when they perceive their therapists as honest, genuine, warm, respectful, accepting, and empathic.

Goals of Intervention

- Assist clients to claim their personal power to achieve their objectives

Unit of Attention

- Individual

Role of Social Worker

- A partner in therapeutic relationship

Focus of Assessment and Intervention

- Emphasis on the here and now, rather than on the client’s history of problems.

Noted Theorist

- Carl Rogers
THERAPIES

Cognitive-Behavioral Therapy

Major Theoretical Assumptions

- Inappropriate behavior arises as a result of misperception or misinterpretation of the environment during the process of learning.
- Beliefs, expectations, and perceptions affect how an individual behaves.
- Behavior is learned and maintained by positive and negative reinforcement in the environment.

Goals of Intervention

- Identify, examine, and alter irrational beliefs to achieve the desired behavioral results.
- Condition positive responses to stimuli.

Unit of Attention

- Individual

Role of the Social Worker

- Assist the client in identifying negative thought patterns that lead to the negative behavior they desire to change.
- Educate the client about antecedents, consequences, and perceptions that affect behavior.
- Provide structured guidance using some of the following activities to alter negative thought sequences: cognitive restructuring, thought stopping, and time-outs.

Focus of Assessment and Intervention

- Identify and change the source of unwanted behavior.
- Increase positive behavior and perceptions; decrease negative behavior and perceptions.
- Identify strengths and resources.
- Behavioral changes are measured over the course of treatment.

Noted Theorists

- Albert Ellis
- William Glasser

Narrative Therapy

Major Theoretical Assumptions

- Meaning is socially constructed through language/thought and experience, leading to life stories.
- A person’s life and relationships are shaped by the stories (life scripts) they develop.
- It is possible to view experience and thought from different perspectives; new meaning can be found and re-scripting can occur.
- Individuals have strengths, are resilient, and have the capacity for self-change.

Goals of Intervention
Help clients to separate their lives and relationships from those stories/thoughts they find impoverishing.
• Assist clients in challenging stories/thoughts they find defeating.
• Encourage clients to re-author their own lives according to alternative and preferred stories/thoughts.

**Unit of Attention**
- Individual
- Families
- Groups

**Role of Social Worker**
- Facilitate sharing of life stories
- Promote change in these stories or the relationship between stories, possibly by helping to reconstruct those stories

**Focus of Assessment and Intervention**
- In assessing the present problem, the therapist elicits the client’s story to gain an understanding of the meaning it holds for the client.
- Emphasis is placed not on thoughts, feelings, or behaviors, but rather on the meanings and stories attached to them.

**Solution-Focused Therapy**

**Major Theoretical Assumptions**
- Clients are the experts in their own lives. Their frames of reference and their perceptions of the problems and solutions are central in designing interventions.
- All persons possess strengths which can be engaged to improve their lives.
- All environments contain resources. A client’s ability to survive in difficult circumstances is an indication of that.

**Goals of Intervention**
- Develop an image of the solution
- Discover how the solution is already occurring
- Determine measurable steps towards the solution
- Describe the thoughts, feelings, and actions that will help obtain goals
- Do things that make a difference

**Unit of Attention**
- Individuals
- Families
- Groups

**Role of Social Work**
- Create a context in which clients can solve their own problems.
Engage in cooperative exploration of client strengths and resources in order to bring about change desired by client.

Help client develop a clear picture of what his/her world would be like without the presenting problem.

Focus of Assessment and Intervention
- Client’s motivation and how well they are coping with the current problem
- Help the client visualize the solution to their problem

Noted Theorists
- Steve DeShazer
- I.K. Berg
- William O’Hanlon

APPROACHES

Community Work
There are numerous models of theory related to community social work. These include models of community development, community action, community care, community organization, social and community planning, community education, feminist community work, and anti-racist community work.

Crisis Intervention

Major Theoretical Assumptions
- A crisis occurs when internal and external stressors diminish coping skills to the point of disequilibrium with a person’s environment. A crisis may be a single catastrophic event or a series of events with a cumulative effect.
- Perceptions of threats or challenges trigger characteristic emotional responses which suggest the subjective meaning of crisis, specific to each individual.
- A crisis is a time-limited event with a beginning and an end.
- Intervention in crisis is more successful than at other times.

Goals of Intervention
- Create a sense of safety and security
- Develop new adaptive capacities that will see the client through the crisis and enable them to cope more effectively in the future

Unit of Attention
- Individual
- Family
- Group

Role of Social Worker
- Attend to the immediate effect of the client’s perception of the crisis.
**Focus of Assessment and Intervention**

- Safety and security: help meet safety needs.
- Ventilation and validation: give clients the opportunity to tell their story and have their feelings normalized.
- Prediction and preparation: help in planning necessary future activities (such as memorial services, returning to work, etc.).
- Rehearsal and reassurance: help the client understand what to expect, and practice for upcoming events.
- Education and expertise: provide needed information.

**Noted Theorist:**

- Naomi Golan

**Generalist Approach**

**Major Theoretical Assumptions**

- People's problems in social functioning have their roots and their solutions at all levels of society simultaneously. Therefore, social work and its interventions must also reflect this systemic view.
- Generalist practice involves work with multiple, inter-related client systems.
- The practice methods of casework, group work, and community organization can be used alone or in combination in direct practice.
- Specific generalist knowledge and skills are transferable and generalizable to different contexts and with diverse client populations. These skills include those in practice, research, human behavior in the social environment, and policy.

**Goals of Intervention**

- Using the problem-solving/solution-seeking method, generalists intervene with individuals, families, groups, communities, organizations, and broader systems to effect change.

**Unit of Attention**

- Individual
- Family
- Community
- Organization
- Policy

**Roles of Social Worker**

- Variety of roles, including counselor, case manager, group worker, program developer, community organizer, advocate, mediator, and broker, depending upon the needs of the client and the level of intervention

**Focus of Assessment and Intervention**
Assessment should consist of a broad-based formulation that addresses micro, mezzo, and macro concerns, as should the targets of intervention.

- Engagement in organizational development is a major focus.
- Focus is on solving problems of individuals, groups, organizations, and social policies.

Compiled from:
   Eddie Bowers Publishing Co.
   NY: Peacock
Notes from EWU faculty members, EWU students, and other theorists
Supplemental Material to Aid in the Development of a Foundation Seminar Course Outline

The Purpose of Seminar
MSW students in practicum will spend a total of 80 hours in seminar during their foundation and advanced practicum experiences. A field seminar is a unique opportunity for real reflection, integration, assessment, and learning to occur. Unlike a typical graduate class, the seminar group is small and more conducive to personal attention and feedback. Also unlike a typical class, a seminar is not didactic; field instructors rarely introduce new material, lecture about theories or concepts, or engage students in outside-the-class learning activities. In seminar there is a higher expectation of active student participation and engagement. Students are called to integrate classroom content, social work foundational principles, and social work values and ethics with their practice in the field.

The Role of the FFI
In seminar the FFI acts as a facilitator of reflection and integration, allowing the students the space to reflect on the multiple contexts of practice: the organizational, societal, community, political, professional, and personal. As the FFI creates a culture within the seminar that is both supportive and challenging, students will feel safe enough and motivated enough to take active ownership of their learning and contribute to the quality and effectiveness of the seminar experience.

Throughout discussions in seminar, FFI’s can enhance students’ abilities to analyze their experiences, organize their thinking, and articulate their thoughts, feelings, and understandings related to social work theory and practice. They can assign presentations, assign brief informal reflective papers, lead extemporaneous discussions, lead planned, focused discussions, etc.

Regardless of the methods used, one of the most effective techniques an FFI can use in seminar is to ASK QUESTIONS. Because seminar is meant to be integrative, not didactic, questions focus the seminar on its true purpose: helping students make connections, integrate, and articulate their emerging competency as professional social workers.

Particularly effective questions are those that help students discover and articulate how their experiences in practicum connect to:
- what they’re learning in the classroom
- current research in the field
- foundational social work knowledge, theories, and perspectives
- social work values and ethics
- their individual values, beliefs, and perspectives

There are many types of questions that can be asked in seminar that are conducive to student integration. FFIs are encouraged to practice the art of questioning and cultivate a learning atmosphere in seminar that is supportive, reflective, and challenging. Handouts available from the Office of Field that can help FFIs do this include:
- Encouraging Questions
- Critical Thinking Questions
- Questions for General Discussion
- Helping Students Integrate Theory with Practice
- Power Questions When the Group is in Conflict
- Questions that May Be Asked in Orals
The Development of a Seminar Course Outline

FFI’s are required to develop and distribute course syllabi at the beginning of the foundation and advanced practicum. The School of Social Work provides templates of a foundation and advanced syllabi for use in field practicum.

Parts of this template must be reproduced verbatim on all syllabi used in the School of Social Work: the course descriptions, course rationales, course objectives, content areas, and practicum policies. The course outline, however, allows for some FFI flexibility in the development and implementation of seminar topics and activities. There are numerous ways to frame discussions, create awareness, and connect theory and practice in seminar, and FFI’s are encouraged to explore seminar practices that work best for them and the cohort.

FFI’s are teaching professionals with diverse styles and experiences who bring unique talents to seminar and to their interactions with students. Seminars are expected to differ among cohorts due to the idiosyncratic nature of our professional work. What should be similar among all seminars, however, is that they:

- are organized around key foundation learning objectives
- provide students opportunities to explore connections between classroom learning and community practice
- challenge students to articulate experiences, insights, and social work concepts as preparation for professional practice and for the final comprehensive orals examination

The learning objectives in the foundation practicum can provide guidance in the development of a seminar course outline that will ensure students address/articulate/focus on key learning objectives.

What follows is a sample seminar outline that incorporates the key MSW foundation learning objectives. These ideas can be used to organize and plan student presentations, cohort discussions, and seminar activities as FFI’s plan seminars and develop course outlines. FFI’s are encouraged to use any of this material, modifying it to their preferences, or employ alternate techniques that will help students integrate social work theory and knowledge with their professional practice.

The First Seminar

The first seminar is an opportunity to clarify the purposes, expectations, opportunities, and realities of the practicum/seminar experience. Most students have questions or concerns about practicum, and spending quality time early in the quarter providing clarity around these details can help to cultivate a learning atmosphere and provide reassurance to students.

Ideas for Early Seminar Activities

(Handouts are available from the Office of Field Education and training and from the School of Social Work/Office of Field website.)

- Discuss student, School, and FFI expectations of this practicum experience. What are the expectations of the FFI, the AFI, the agency, the Office of Field, the seminar, and of you? (This is a good discussion to have early in the first seminar to clarify School, FFI, agency, CSWE, Office of Field, and student expectations.)
Handouts: MSW Student Practicum Manual (the students may all ready have their manual)
Sample Group Guidelines for Seminar
Seminar Attendance Policy
Knowledge, Skills, Qualities List

- Assess your current skills, attitudes, values, abilities, knowledge, and motivations related to your practice as a student social worker. Identify skills and qualities you are being called to develop in your practicum experience. (This is an opportunity for students to assess their strengths, gaps in understanding, and areas for growth and integration.)

Handouts: Practicum-Related Strengths Activity
Professional and Personal Assessment (in development)
Questions for Developing Your Philosophy of Helping

- Review the foundation learning objectives, the practicum learning agreement, and the practicum evaluation form.

Handouts: Foundation Learning Objectives
Foundation practicum learning agreement
Foundation practicum learning agreement evaluation

- Identify activities and experiences you might cultivate in your agency, in the community, and in seminar that will help you meet learning objectives and integrate social work theory with your practice. (This is a useful exercise to do as students prepare to craft their learning agreements.)

Handouts: Plan to Learn in Your Practicum

Subsequent Seminars

The following list of sample seminar topics and activities for subsequent seminars are organized around the MSW foundation learning objectives:

Organizational Context of Practice

- Present an agency overview of mission, services, funding, organizational structure, history, modes of practice, etc.

Handout: Agency Overview

- Identify the systems involved in the provision of services in your agency. Draw an eco-map that demonstrates these relationships.

Handout: Social Workers and Their Systems

Societal Context of Practice

- Analyze a social welfare policy or program that impacts populations at risk or the profession of social work.

Handout: Social Welfare Policy Analysis

- Share an example of how poverty or social injustice impacts your agency’s clients. How does it impact their access to services, resources, opportunities, and social justice?
Community Context of Practice

- Identify your agency’s place in the continuum of services within the community. Identify key systems, organizations, programs, and decision-makers in your agency’s field of practice.

- Identify the social welfare services, cash support and in-kind, available to your clients. Address strengths and weaknesses in the service delivery system. Identify multi-systemic remedies for gaps in the system.

Professional Context of Practice

- Discuss the knowledge, skills, and qualities you are being called upon to develop to strengthen your professional identity and personal growth.
  - **Handouts:** Criteria for Assessing Emotional Competence  
    Role Plays: How to Handle Critical Feedback

- Discuss the communication patterns and processes within your agency.
  - **Handout:** Communication in Organizations

- Discuss the professional boundaries you encounter and employ within the agency, with clients, and with staff and peers.
  - **Handout:** Boundaries in Your Practicum Setting

- Provide an overview of your agency’s connection to professional social work practice.
  - **Handout:** Professional Social Work

Generalist Practice Perspectives

- Do a case presentation from an ecological, strengths-based perspective with at risk population.

- Do a presentation on how the ecological and strengths perspectives are influential in practice within your agency; if they are not, how could they be employed in practice?

Diversity

- Discuss your experience and comfort level with a broad range of diversity. Identify a plan to increase your empathy, sensitivity, cultural competency, and understanding of protective and risk factors of diverse populations, including populations at risk.
  - **Handouts:** Diversity and Self-Awareness Discussion  
    Cultural Competence in Social Work Practice  
    Cultural Competence, NASW Code of Ethics

- Focus on diverse client perspectives of the organization.
  - **Handout:** Does Your Agency Welcome Diversity?

- Present an example of client behavior that challenges you. What is your perspective of the problem? What is your client’s perspective? Consider how cross-cultural differences may result in a misunderstanding of client behavior or motivations.
  - **Handout:** Cultural Factors in Client Behavior: Situations to Discuss
Advocacy and Empowerment

- Discuss a legislative or administrative policy that impacts your clients and/or your agency. How is this issue seen through your clients’ eyes? What systems are involved in making and implementing this policy? Where are the points of influence within these systems in which change can be promoted? What groups are working actively on these issues? What more can be done?

Ethical, Value-Based Practice

- Present an ethical dilemma you faced in your practicum. Use the Code of Ethics as a guide for resolution.

- Assess the quality of cultural competence within you and your agency.

Handout: Cultural Awareness in Your Agency

Planning and Assessment

- Present your agency’s assessment tools used within the organization. Analyze them for their efficacy and integration of social work principles. Do the assessment tools used within the organization increase the resiliencies of the client.

Research

- Discuss how your agency uses evidence-based research in its organization. What other types of research are used? How do social workers use it to inform their practice? What excites you about the research-based knowledge used in your agency?
Encouraging Questions are useful tools to stimulate, clarify, and increase student participation in seminar. They allow the FFI to invite students to think critically and take personal responsibility for insight, articulation, and integration. These questions are effective during a reflective analysis or a fast-paced discussion.

- **Prompting Questions**  
  Help students organize their thoughts and make connections with other ideas and elements of the curriculum

- **Justifying Questions**  
  Require that students provide evidence for their opinion or arguments

- **Clarifying Questions**  
  Check on comprehension, verify understanding of material

- **Comparative Questions**  
  Require drawing parallels and contrasts with other theories, studies, methods, or ideas

- **Connective Questions**  
  Establish links with material or concepts from students’ experiences, readings, etc.

- **Extension Questions**  
  Help students explore the implications of their responses, and require elaboration or additional explanation
List of questions from University of North Carolina-Chapel Hill’s Center for Teaching and Learning, 2005.
Helping Students Integrate Theory with Practice

The ITP Loop model (Bogo, M and Vayda, E) provides a method for practitioners to assess the effectiveness of their interventions and increase their reliance on theory in practice. This model is an effective tool for Agency Field Instructors to use with social work practicum students in supervision. In applying this model, students are encouraged to attend to the following aspects of an intervention:

1. **Retrieve** the facts
2. **Reflect** on the effectiveness of the situation and on our personal associations
3. **Link** to professional knowledge: theories, perspectives, skills, qualities
4. **Respond** as a professional

In each of these aspects, students are encouraged to pay attention to a broad range of factors, which include:

- **The Client System** - Attention to individuals, families, groups, and communities. Observations about behavior, affect, and cognition; options and resources; and formal and informal support systems.
- **The Relationship** - Attention to social worker and client/group/system exchanges. Observation about the quality of the interaction between the student and client.
- **Society** - Attention to the economic and political structures that affect individuals, families, and communities and disempower certain groups through discrimination. Attention to societal attitudes that may erect boundaries to exclude.
- **The Organization** - Attention to the bureaucratic systems and how their ideology and assumptions, rules, and procedures affect program delivery and service provision. Attention to the organization’s climate, roles and procedures, mandate, structure, funding, and relationships in the community.

Supervisors can help students more effectively integrate social work theory with their practice by asking them questions that are related to theory. The following questions were developed collaboratively by E.W.U. School of Social Work Agency Field Instructors in Spokane, Everett, and Yakima and the EWU Practicum Office staff.
The Client System

- Attention to the client system - individuals, families, groups, and communities
- Observations about behavior, affect, and cognition; options and resources; and formal and informal support systems

Questions to help students make a link to theory

- What are the client’s strengths? What are the client’s weaknesses?
- What’s the client doing that is working? What is not working?
- What are the possibilities for this client?
- Is the client developmentally appropriate to his/her age level?
- What are the client’s support systems?
- What are the client’s resources?
- Are you aware if the client’s basic needs are met?
- What is meaningful for the client?
- Who is central to the client’s life?
- Have you created an eco-map? Have you done a genogram?
- Who are the key players in the client’s life? Have you talked with them?
- Can you identify an instance in the history of this client, family, community, system, or society that is reminiscent of this situation? How was that instance resolved?
- What does the client want to happen?
- How would the client respond to the miracle question (if the problem were miraculously solved, what would be different)?
- How can “start where the client is” relate to this situation?
- What’s the purpose of a particular intervention?
- What could the client do to enhance strengths?
- Where does the client feel powerful in her life?
- With whom and in what context does she feel most powerful?
- Where does the client feel powerless in her life?
- How might the client internalize oppression?
- How does the client’s lack of power in this situation manifest in her personal relationships? in her home? in her various networks? in her relationships? with authority figures?
- Who does she perceive is powerful in her world?
- Are there issues of gender, culture, ethnicity, or class to consider?
- What is “culturally normal” for this client?
- How might her culture impact the situation? give her strength? set boundaries? offer resources? provide context?
- Is the client’s culture respected and brought into treatment aspects? What strengths and opportunities for healing are present in his culture?
- Do you know any of the client’s stories about her history?
- Does the client have spiritual beliefs or practices that can contribute to resolution?
- What qualities is the client being called upon to develop?
The Relationship

- Attention to social worker and client/group/system exchanges
- Observation about the quality of the interaction between student and client (individual, group, or system)

Questions to help students make a link to theory

- What do you like about this client?
- What is working between you and the client? What is not working? What has worked before?
- What is it like to be with the client?
- Are you comfortable around the client?
- How do you know when you are uncomfortable? What happens in your body?
- Do you sense any power struggles between you and the client? If so, how are you dealing with these; what are you doing about it?
- Are there issues of gender, culture, ethnicity, or class to consider?
- Who is working harder in this interaction?
- How do you feel when the client cries? When she shows anger?
- What does it mean when the client cries? When the client gets angry?
- What were you expectations about this client before you got to know him? Why?
- How might your perceptions of the client and/or the situation be biased in any way?
- How might your biases affect the relationship between you and the client?
- How do your personal values conflict with the client’s values?
- In this relationship between you and the client, where do you feel hopeful? hopeless? confident? frustrated? empowered?
- How does humor play into your interactions with the client?
- How do you feel when the client cancels an appointment?
- Are you comfortable being in the room alone with the client?
- Do you feel vulnerable in any way with the client?
- If you feel vulnerable, are you comfortable talking about it or asking for assistance?
- Was your interaction with the client an interview or an interrogation?
- What emotions or reactions have you identified in yourself in relation to this client?
- What things do you find it difficult to discuss?
- What would you change about this case, if you could?
- How willing is the client to make a change?
- What would you change about the client?
- Do you feel the client is abusing the system in any way?
- Do you feel the system is abusing the client in any way?
- What would you change about yourself in this relationship?
- What is your role in helping the client reach their goals?
- What do you appreciate about the work you are doing with this client?
- How do you feel about your work with the client/group/system?
- What qualities are you being called upon to develop?
Society

- Attention to the economic and political structures that affect individuals, families, and communities and disempower certain groups through discrimination
- Attention to societal attitudes that may erect boundaries to exclude

Questions to help students make a link to theory

- What is happening in the client’s community? state? country? world?
- What are the current social, economic, and political contexts of this situation?
- What parts does the individual/group/community play in these contexts?
- What social, economic, and political barriers exist in the client’s situation?
- What social, economic, and political opportunities exist in the client’s situation?
- Are there attitudes, practices, and/or policies that erect barriers for the client?
- How do various segments of the public perceive the client?
- Is the client stereotyped? Is the client discriminated against?
- What does the client need from his environment?
- What needs of the client are being met? What needs aren’t being met?
- Is the individual client eligible for and receiving public benefits and subsidies?
- With what systems is the client involved? With what agencies is the client connected?
- How are these systems helpful to the client?
- How are the systems unhelpful to the client?
- Does the system exclude the client from participation? from decision making?
- To what degree is self-determination encouraged by contextual structures?
- What systemic barriers are there to helping the client meet her needs?
- If you could change the system to increase your ability to help, what would you change?
- If you were president or governor for the day, what would be your priorities?
- How could you change the system in this respect? Who has the power to create this change; who makes the ultimate decision to change? How might you influence the decision makers?
- Are there other people in the community who have an interest in changing the system?
- Are others active and organized around this issue?
- Are established advocacy groups working on this issue?
- How can you and/or the client advocate for change? With whom?
- When do you advocate for the client, and when do you encourage the client to do so?
- Does the client vote? Do you?
- Does the client communicate with policy makers? Do you?
- Is the client involved with a group in the community committed to change? Are you?
- Are there social workers who are effective in influencing the system? How do they do it?
- Do you share with your clients the empowering nature of advocacy?
The Organization

- Attention to the bureaucratic systems and how their ideology and assumptions, rules, and procedures affect program delivery and service provision.
- Attention to the organization’s climate, roles and procedures, mandate, structures, funding, and relationships in the community.

Questions to help students make a link to theory

- What can our agency do for this client?
- Do inequities in the bureaucracy or in this agency impact the client’s ability to access resources? How might the client and/or student influence this situation?
- What are the points of influence in our organization?
- How can you most effectively bring about change in this organization? in a bureaucracy?
- Does it feel safe in this organization to advocate for your client?
- What are the unwritten rules of this agency? its formal and informal structure?
- Have you attended committee or board meetings? What did you observe?
- How did you feel about this agency when you first entered the building?
- What characteristics do clients need to exhibit to receive services here?
- What do you think clients have to hide in order to receive services from our agency?
- What do we hide from our clients and why?
- Is there anything this agency doesn’t want the public to know?
- What are the strengths of your co-workers?
- Do you know our staff’s different theoretical perspectives?
- How diverse is our staff? How inclusive does this organization appear to diverse clients?
- Are we welcoming and responsive to the diverse needs of our clients?
- Using systems theory, assess communication within our agency.
- Are we collaborating with other agencies? How? Are these collaborations effective?
- How can our collaborative activities be enhanced?
- Do a need assessment of our agency. Do a strength assessment of our agency.
- What can we improve upon in this agency?
- What do you like about your time spent in supervision?
- What would you change about our time in supervision?
- How accessible are administrators in this organization?
- Review a contemporary grant submitted by our agency and analyze key components.
- How is our organization involved in advocacy? (case advocacy, grass roots advocacy, administrative advocacy, legislative advocacy)
- Is our organization a member of a coalition of advocates? Why or why not?
- Is this agency’s approach to intervention meeting client needs?
- How effective is this agency in meeting its goals? in commitment to our mission?
Curriculum Content (CSWE)
Social work values and ethics
Diversity
Cultural competence
Populations at risk
Social and economic justice
Human behavior in the social environment
Social welfare policy and services
Social work practice
Theories, models, interventions in social work practice
Research

Theoretical Foundations
Advanced Generalist Practice
Micro, mezzo, macro systems
Ecological perspective
Community, societal, organizational contexts of practice
Strengths perspective

Fields of Practice
Children and families
Mental health
Health
Poverty and basic needs
Chemical dependency
Aging
Schools
Criminal justice
Advocacy
Disabilities

SKILLS

Micro Skills
Engagement
Relationship building
Verbal and non-verbal behavior
Communications: Listening, speaking, writing
Self-reflection and self-change
Assessment and planning
Intervention and evaluation
Critical thinking
Strengths identification
Counseling
Interviewing
Problem-solving
Resource identification

Mezzo Skills
Group dynamics
Group facilitation
Assessment and planning
Intervention and evaluation
Decision making
Conflict resolution
Coordination, collaboration, and teamwork
Networking
Service coordination

Macro Skills
Case advocacy
Cause advocacy
Assessment and planning
Intervention and evaluation
Policy analysis
Negotiation and mediation
Needs assessment
Micro skills with broader systems
Building and working with coalitions
Research
QUALITIES: Our Power Tools

Empathy
Creativity
Patience
Discipline
Open Mindedness
Optimism
Trust
Trustworthiness
Flexibility
Resiliency
Gratitude
Curiosity
Assertiveness
Sense of Humor
Critical Thinking
Healthy Skepticism
Healthy Detachment
Honesty
Love
Respect for Others
Respect for Myself
Compassion for Others
Compassion for Self
Respect for Diversity
Responsibility
Accountability
Humility
Commitment to Growth
Willingness to Change
Self-Awareness
Self-Determination
Persistence
Determination
Passion
Listening Skills
Speaking Skills
Social Work Values & Ethics
1. As a social worker, how can you best deal with resistant clients? Angry clients? Unmotivated clients? Clients who exhibit traits that are part of your personality?

2. How can you handle your fear of angering clients when you confront them about inconsistent behaviors? How would you deal therapeutically with clients’ resistance so they are more likely to look at their behavior than defend themselves?

3. How can you learn to avoid bringing the problems of clients’ home with you? How can you remain open and sensitive to your client’s struggles yet also acquire some healthy distance from their problems?

4. How can you deal with your own reactions that are stimulated by working with a wide range of clients?

5. What client behaviors do you find the most problematic? Why?

6. When you are faced with working with “difficult clients,” what do you generally do?

7. Are you aware of any unfinished business from your past that is likely to affect your ability to work with certain types of clients? What have you done to heal your own psychological wounds?

8. What kind of clients would you be most likely to refer to another professional? What might this answer tell you about yourself?

9. What defensive behaviors do you employ when you feel personally threatened? How open are you to recognizing your patterns of resistance? If you had a caseload composed of clients like yourself, what do you think your job would be like?

These questions can be used to address conflict. They can also be useful to draw students back to focus, to an awareness of the true purpose of seminar. 

**Note:** some of these will work well in the full group, and some of these will work better when working individually with a student.

- What are your contributions to this experience?
- What are you getting out of this impasse/problem/conflict?
- What qualities are you being called upon to develop?
- What has to happen in order for you to be satisfied, etc.?
- Will you take the opportunity in seminar to do the work and grow from this -or will you retreat into victimhood, blaming, or powerlessness.....into the perceived comfort of being “wronged” or being “right”?
- Will you see reconciliation or division?
- Will you see innocence or guilt?
- What can I bring to contribute to reconciliation?
- What do I know? What can I do? What can I develop?
- Am I creating an excuse to be _____?
- Am I looking for a reason to be (bored/angry/sick/powerless)?
- Am I looking for excuses not to engage or not to interact?
- Am I looking for excuses to not be vulnerable?
- Ask “what if” questions, rather than “if” questions:
  - What’s being stimulated in you? Name it.
    - What’s feeling frustrating?
    - What’s feeling uncomfortable?
- What do you know about that?
What don’t you know that you wish you did?

A Sample of Frameworks to Use for Assessment and Intervention

**Knowledge, Skills, and Qualities Lists**
Curriculum content, Values/Ethics, Theories/Perspectives, Fields of Practice; Micro, Meso, and Macro Skills; Personal Qualities for Practice

**ITP Framework**
Micro to Macro: Client, Relationship, Society, Organization

**Sample Ecological Framework**
Individual, Family, Groups, Community, State, Nation

**Sample Micro Framework**
Social, Psychological, Cognitive, Emotional, Biological, Spiritual

**Sample Macro Framework**
History of issue, Economy, Politics, Values, Tenor of the Times

**Sample Advocacy Framework**
Legislative (federal, state, local), Administrative (federal, state, local), Grass-Roots (individuals, groups, agencies), Community groups, Business, Media, Partners/Stakeholders, Resistance, Windows of Opportunity

**Sample Social Development Framework**
Political economy, Institutional structure, Power relations, Social dynamics, Stakeholder participation

**QUESTIONS TO ASK WITH ANY OF THE ABOVE FRAMEWORKS**
- What factors have you focused on? Has your client focused on?
- Which have you prioritized? Why?
- Which might you explore further?
- What theory, perspective, knowledge is guiding you?
- How can ________ guide you to resolution / empowerment?
- What might you be called to develop?
- Ask specific questions from the following resource handouts:
  - ITP Questions for Supervision
  - Encouraging Questions
  - Questions When Group is in Conflict
  - Questions for Discussion
Situations with Student Supervisees

The following are characteristics or problems you may encounter with student supervisees. What is your comfort level with the student behavior described below? How might you respond to the situation in ways that could empower the student, yourself, your agency, or the School of Social Work to maximize learning and growth?

1. The supervisee who comes to you repeatedly throughout the day with simple questions.
2. The individual who rarely comes with questions, who seems to function almost too independently.
3. The student who seems to know everything already.
4. The student who is older than you are.
5. The student who is a great deal younger than you are.
6. The supervisee who has more knowledge or expertise than you do in some areas.
7. The student who seems not to learn very quickly.
8. The student who questions or challenges your knowledge and/or authority.
9. The student who can’t seem to be kept busy, who works so quickly you can’t keep up.
10. The student with significant deficits in grammar, spelling, sentence structure, or some other aspect of written communication.
11. The student with a lot of past experience and a lot of unlearning to do.
12. The student with emotional problems affecting performance in field.
13. The student who sits quietly when you give feedback regarding his/her performance, although you sense he/she doesn’t agree with everything or is having some other reaction that is not being shared with you.
14. The student who doesn’t seem especially interested in his practicum experience.