

## ***ADMINISTRATION OF FIELD EDUCATION***

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Field instruction at GWB is the responsibility of the Dean and the faculty who delegate the implementation of practicum policies to the Office of Field Education. This office reports directly to the Associate Dean for Academic Affairs.

### **Office of Field Education Staff**

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### **PRACTICUM ADVISORY COMMITTEE**

The Office of Field Education is assisted by the Practicum Advisory Committee, which provides advising with regard to all aspects of the field education program. Its mission is to strengthen the program and to ensure the integration of the practicum experience into other educational activities of the School. This committee is a permanent standing committee and serves as a sub-committee of the curriculum committee on matters of educational policy. It is composed of three faculty members, three students, three alumni, and three field instructors appointed by the Dean.

The specific functions of the committee include the following:

- To advise on the overall quality of practicum instruction and practicum settings.
- To make recommendations regarding new practices, policies and guidelines for practicum instruction.
- To assist in the design of new instructional models, orientation programs, and continuing education for practicum instructors.
- To assist in the development of instruments for evaluating student performance

## **MISSION, GOALS, AND NONDISCRIMINATION POLICY STATEMENT**

### ***Mission of Washington University in St. Louis***

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Washington University's educational mission is the promotion of learning—learning by students and by faculty. Teaching, or the transmission of knowledge, is central to our mission, as is research, or the creation of new knowledge. The faculty, composed of scholars, scientists, artists, and members of the learned professions, serves society by teaching; by adding to the store of human art, understanding, and wisdom; and by providing direct services, such as health care.

Central to our mission are our goals, which are to foster excellence in our teaching, research, scholarship, and service; to prepare students with the attitudes, skills, and habits of lifelong learning and with leadership skills, enabling them to be useful members of a global society; and to be an exemplary institution in our home community of St. Louis, as well as in the nation and in the world.

Through our goals Washington University intends to judge itself by the most demanding standards; to attract people of great ability from all types of backgrounds; to encourage faculty and students to be bold, independent, and creative thinkers; and to provide the infrastructure to support teaching, research, scholarship, and service for the present and for future generations.

### ***Washington University Policy on Nondiscrimination***

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Washington University encourages and gives full consideration to all applicants for admission, financial aid, and employment. The University does not discriminate in access to or treatment or employment in its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, national origin, veteran status, or disability. Present Department of Defense policy governing ROTC and AFROTC programs discriminates on the basis of sexual orientation; such discrimination is inconsistent with Washington University policy. Inquiries about compliance should be addressed to the Vice Chancellor for Human Resources, Washington University, Campus Box 1184, One Brookings Drive, St. Louis, Missouri 63130-4899, (314) 935-5949. (For more information, see <http://www.wustl.edu/policies/equalopportunity.html>.)

### ***Mission of the George Warren Brown School of Social Work***

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The George Warren Brown School of Social Work is a community of scholars of social welfare and social work dedicated to the pursuit, advancement, and transmission of the most up-to-date knowledge of a broad range of social policies and interventions in the United States and the world. Through the scholarly and educational endeavors of its faculty and students, the School seeks to prevent and alleviate social problems, build the capacity of social work clients—be they individuals, families or communities—and advance social justice and harmony. The principal components of these endeavors are analyses of social problems and issues, exploration of social innovations, examination of theoretical frameworks, evaluation of social programs, promotion of evidence-based social work practice, and participation in projects of social service and social change.

The George Warren Brown School of Social Work puts the highest emphasis on excellence in instruction and inquiry. As an integral part of an institution of higher learning and a professional school dedicated to human rights of freedom and social justice, the School of Social Work fosters free and open discussion of contending Educational Learning Agreements for improving the human condition. GWB expects both students and faculty members to engage in educational tasks with utmost respect for the norms of academic responsibility, integrity, and freedom.

The George Warren Brown School of Social Work is committed to inclusiveness in all aspects of its work including the composition of faculty, students and staff; the curriculum; and policies and procedures governing the operation of the School.

## *Goals of the George Warren Brown School of Social Work*

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### **Goal #1: Preparation of graduate students for advanced social work practice and scholarly careers.**

GWB has designed a curriculum for the master's program that consists of a foundation component and a number of concentrations, each of which requires classroom study as well as supervised instruction in a field practicum. This curriculum forms a coherent and integrated whole based on a liberal arts perspective and reflects GWB's belief that social work education should be evidence-based and foster capacity building among client systems. It prepares master's students for advanced social work practice in an area of concentration through integration of basic humanitarian values with the knowledge, values and skills of the social work profession. Our school is dedicated to graduating students who are committed to strengthening the profession, reducing oppression and discrimination, supporting social and economic justice, and remaining aware of a lifelong responsibility to pursue professional growth. Educational efforts are grounded in generalist social work practice, respect the diverse nature of our society, attend to systems of various sizes from individuals to international organizations, and reflect social work values and ethics. GWB is committed to graduating MSW students who communicate effectively in a variety of social work practice contexts, understand their roles within organizations, and utilize consultation and supervision appropriately. Our graduates will appreciate the historical and current social policy contexts as well as the nature and use of social services and be able to analyze and influence policy. GWB is also committed to graduating students with the ability to think critically, to assess client systems, to evaluate and use theoretical perspectives, to make professional use of self, to evaluate and use others' research, and to evaluate their own interventions. The Ph.D. program aims to produce researchers and scholars who are competent to analyze and conceptualize social work issues, apply social and behavioral science theories and research to social work concerns, conduct methodologically rigorous empirical investigations on issues relevant to social work and social welfare, and disseminate the knowledge thus generated through publication and teaching.

The faculty has adopted the following objectives for the George Warren Brown School of Social Work.

### **OBJECTIVES**

1. **Students will understand and be committed to the profession.** Students will develop an understanding of and commitment to the social work profession and take responsibility for strengthening the profession as an instrument of public service, social change, and development.
2. **Students will demonstrate a commitment to basic humanitarian values.** Students will develop an understanding of ethics and values as they relate to social work practice. Students will demonstrate a commitment to the basic humanitarian values underlying social work and an ability to apply them within the professional helping process. They will be assisted in developing an awareness of their personal values and in clarifying conflicting values and ethical dilemmas.
3. **Students will understand their role within organizations.** Students will function within the structure of organizations and service delivery systems and seek necessary organizational change.
4. **Students will learn to use professional consultation and supervision.** Students will develop the ability to use consultation and supervision appropriate to advanced practice in an area of concentration.
5. **Students will be aware of the importance of continuing professional development.** Students will develop a commitment to improving their practice effectiveness through self-evaluation and participation in continuing education or other post-master's programs.
6. **Students will learn communication skills.** Students will develop a broad mastery of communication skills applicable to client populations, colleagues and members of the community.

7. **Students will demonstrate professional use of self.** Students will demonstrate professional use of self in practice contexts.
8. **Students will use theoretical perspectives to understand human behavior within the social environment.** They will specifically acquire a broad bio-psycho-social understanding of human development and behavior and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems, including economic systems. They will understand the transactions between people and their environment, including the implications of membership in organizational, community, societal, national and international groupings. They will understand the ways in which systems promote or deter people from achieving optimal health and well-being.
9. **Students will be able to use a generalist systems perspective.** Students will understand the transactions between people and their environment, including the implications of membership in organizational, community, societal, national and international groupings.
10. **Students will understand human diversity.** Students will value human diversity. Students will understand similarities and differences in the experiences, needs and beliefs of people. Students will possess differential assessment and intervention skills that will assist them in serving diverse populations. We define diversity as including, but not being limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age and national origin. Students should undertake an active stance against bigotry, intolerance, discrimination, and oppression, as consistent with the values and principles of social work.
11. **Students will understand issues of social and economic justice.** Students will understand the dynamics and consequences of poverty, discrimination, exploitation and oppression in human societies.
12. **Students will understand how to intervene to advance social and economic justice.** Students will understand strategies of change that advance social and economic justice and reduce or ameliorate the causes and effects of institutionalized forms of oppression.
13. **Students will understand historical and contemporary social service issues.** Students will be familiar with major historical and contemporary issues in providing and delivering social services.
14. **Students will understand the nature and use of social services.** Students will acquire an understanding of service delivery systems and resources within their particular fields of concentration and an ability to use these systems and resources in their practice.
15. **Students will understand and be able to analyze policy.** Students will acquire an understanding of policy and an ability to analyze policy, including the ability to analyze the impact of social policies on client systems, workers and agencies.
16. **Students will be able to assess and apply theory critically.** Students will be able to critically evaluate and apply theory and knowledge and engage in advanced social work practice in an area of concentration.
17. **Students will be able to assess client systems.** Students will be able to work collaboratively with client systems of all sizes to assess strengths, assets and problems of those systems.

18. **Students will be able to select and implement empirically based interventions.** Students will be able to design and implement empirically based interventions appropriate to systems of all sizes that build upon appropriate assessment and respect client self-determination.
19. **Students will be able to evaluate practice.** Students will be able to show proficiency in the evaluation of social work practice, understand the scientific literature so they can use it in practice, and be able to assess the effectiveness of their own professional interventions. Above all, they should develop a scientific/analytic stance toward social problems and social work interventions. This requires knowledge of both qualitative and quantitative research methods.
20. **Students will be able to demonstrate skills for influencing policy.** Students will be able to and demonstrate skills for influencing policy formulation and change.
21. **Students will be able to demonstrate knowledge and skills for building capacity in clients.** Students will be able to demonstrate knowledge and skills that can be used to increase the capacity of social work clients.

## **Goal #2: Recruit, retain, and support a diverse faculty, staff and student body.**

### **Objectives:**

GWB will recruit, retain, promote and support a diverse faculty and staff.

GWB will recruit, retain and support a diverse student body.

GWB will create and maintain a context supportive of diversity.

## **Goal #3: Advancement of the knowledge base of social work and social welfare**

This goal includes moving the knowledge base forward through faculty publications in scientific and professional journals, presentations at conferences, and collaborative work with social service agencies. All faculty are expected to engage in scholarly pursuits. They are encouraged to prepare research Educational Learning Agreements for external funding. Small research grants, which provide seed money for larger projects, are available to faculty from the school's own budget. The establishment of centers has helped in this regard, as well as assisting with Goals #3 to #6. The Center for Social Development has strengthened the capacity of faculty and students to research policy matters of local, national, and international scope. The Buder Center for American Indian Studies promotes both education and research on issues pertaining to American Indians. The establishment in 1993 of the NIMH-funded Center for Mental Health Services Research has strengthened the capacity of faculty and doctoral (and post-doctoral) students to conduct original research in this significant area of social work concern. Our newest center, the NIDA-funded Comorbidity and Addictions Center, promotes work in the area of substance abuse.

GWB also provides support for faculty when they present scholarly papers at professional conferences. Teaching loads for full time faculty are kept low (four courses per year) in order to allow faculty time for other scholarly work. The GWB Library honors practically all faculty requests for acquisition of new books and journals. A strong Office of Information Technology supports administration, staff, faculty, projects and students. Almost invariably, opportunities are provided for graduate students to serve as research assistants.

### **Objectives**

1. **GWB, as an institution, will advance the knowledge base through hosting conferences, supporting faculty research, and training MSW and Ph.D. students to function as top-level researchers.**

2. Faculty will advance the knowledge base through publications, including books and articles in scientific and professional journals, as well as through presentations at conferences and collaborative work with social service agencies.
3. Students will advance the knowledge base through publications, including articles in scientific and professional journals, as well as through presentations at conferences and collaborative work with social service agencies. This objective is furthered by all Ph.D. students and some master's students.

#### **Goal #4: Promoting social justice**

Although GWB defines itself as an educational institution rather than a social agency, its faculty seek to promote social justice and harmony through their research and scholarly publications on such topics as race relations, ethnic conflict, poverty and unemployment, income security, welfare reform, child welfare, access to health and mental health services, gender equity, development and underdevelopment, conditions of the elderly, etc. This is achieved through faculty research, publication, and service activities as well as GWB hosted events, GWB centers, and curriculum content.

#### **Objectives**

1. GWB, as an institution, will enhance social and economic justice through hosting lectures, colloquia and conferences by individuals and organizations advocating for social and economic justice.
2. GWB, as an institution, supports social and economic justice through support for major centers (Buder Center, Center for Social Development, Center for Mental Health Services Research, NIDA Center) which support social and economic justice, as well as through support for student and faculty projects and research which further social and economic justice.
3. Social and economic justice will be enhanced through faculty engagement in community service and community outreach projects.
4. Social and economic justice will be enhanced through faculty engaging in teaching which stresses the importance of social and economic justice issues through emphasis on theory, knowledge and practice applicable to improving the condition of oppressed populations.
5. Social and economic justice will be enhanced through faculty research, advocacy and authorship of scholarly publications which promote social and economic justice, including the analysis, evaluation, formulation and promotion of new social policies.
6. Social and economic justice will be enhanced through student involvement in reducing oppression through field placements, student groups and special activities.

#### **Goal #5: Strengthening the profession of social work**

The School of Social Work undertakes a variety of activities to fulfill this goal. Faculty participate in leadership roles in various professional organizations and their appropriate committees, projects or chapters. Currently, GWB faculty provide leadership to the various endeavors of NASW, CSWE, GADE, and other professional organizations. They also serve on the editorial boards of leading professional journals and review for many, if not most, national social service granting agencies. As stated earlier, faculty are expected to publish in scholarly journals in social work and cognate fields. Students are also encouraged to become members of NASW. GWB trains many international students who become leaders in their native countries. GWB regularly brings important leaders of the profession to the school.

#### **Objectives**

1. GWB, as an institution, will strengthen the profession by serving as a resource to the social work profession. GWB brings important leaders of the profession to the school and community.

2. The profession will be strengthened through the leadership provided by faculty. Faculty will participate in leadership roles in various professional organizations and their appropriate committees, projects or chapters, as well as serving on the editorial boards of leading professional journals.
3. The profession will be strengthened through student involvement in professional organizations such as NASW. This involvement will be encouraged by GWB, which supports such organizations and assists them in their work.
4. The profession will be strengthened through graduates of the MSW program taking leadership roles in social service agencies both nationally and internationally. Graduates of the Ph.D. program will take leadership roles in universities and other institutions both nationally and internationally.

### **Goal #6: Serving as a community resource**

The School of Social Work undertakes a variety of activities to fulfill this goal. Faculty participates in leadership roles in various professional organizations and their appropriate committees, projects or chapters. Currently, GWB faculty provide leadership to the various endeavors of NASW, CSWE, GADE, and other professional organizations. They also serve on the editorial boards of leading professional journals and review for many, if not most, national social service granting agencies. As stated earlier, faculty are expected to publish in scholarly journals in social work and cognate fields. Students are also encouraged to become members of NASW. GWB trains many international students who become leaders in their native countries. GWB regularly brings important leaders of the profession to the school.

#### Objectives

1. The community will benefit from the School of Social Work serving as a resource by hosting important meetings that support the profession and community.
2. The community will benefit by the ongoing professional education and continuing education workshops offered by the School of Social Work.
3. GWB will support, as an institution and through its faculty, research and training enterprises designed to meet the specific needs of the St. Louis Community.
4. Community agencies will benefit from faculty support through service on boards and committees as well as research activities. Faculty contribute to the community through local public discourse, including appearances on local radio and television programs as speakers and discussants on significant social welfare issues. Faculty serve as consultants and testify before local, state and community bodies, thus benefiting both local and national communities.
5. GWB students will provide services to the community through their supervised practicum training in scores of local social welfare agencies as well as through other formal and ad hoc means.

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***DIVERSITY AT GWB***

GWB Faculty and Professional Staff affirm to the GWB community our School's stance on diversity, as follows:

The George Warren Brown School of Social Work fully subscribes to the NASW Code of Ethics which states: "Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability." Furthermore, our educational program strives to promote an understanding, respect and celebration of diversity.

GWB categorically repudiates bigotry. As a matter of long-standing policy, Washington University rejects discrimination on the basis of race, color, age, religion, gender, sexual orientation, national origin, veteran status, or disability. GWB will not countenance discrimination in the School.

GWB is an educational community. Vigorous intellectual dialogue in an atmosphere of academic freedom is a hallmark of a lively educational community. Faculty, staff and students come to our program with diverse beliefs, including a variety of religious beliefs. Our purpose is not to propagate particular religious doctrines or ideologies but to train competent social workers. In our educational process, faculty and students engage one another to think about specific religious beliefs or cultural practices in light of social work values and ethics in an environment in which people are respected and challenged to grow. This is an important aspect of our educational and professional commitment. All of us should strive to create and sustain an educationally enriching environment at our School.

Sustaining a wholesome educational environment is critical for a learning community; and we are committed to finding the best ways to foster educationally constructive dialogue at GWB about issues of diversity. As we move forward, let there be no confusion or misunderstanding about GWB's fundamental commitment to diversity, tolerance, inclusiveness, and respect for people of diverse backgrounds and orientations. Members of diverse groups—racial, religious, ethnic, and sexual—play and will continue to play critical roles in our community. GWB's commitment to diversity is enshrined in our mission statement that, in part, reads as follows:

"The George Warren Brown School of Social Work is committed to inclusiveness in all aspects of its work including the composition of faculty, students and staff; the curriculum; and policies and procedures governing the operation of the School."

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***GWB Statement on Religious Holidays*****GWB Statement on Religious Holidays**

GWB will strive to accommodate the religious observance of its students by allowing reasonable adjustments in course work without penalty. As an aid to planning, we provide the following partial list of religious holidays and ask that all members of the GWB community exercise sensitivity when scheduling events and exams. Please be aware that all traditions are not represented and that exact dates of some holidays may vary. Please inform the Office of Academic Affairs of additional religious holidays or observances that you feel should be included on future lists.

Students who would like accommodation in practicum or assignment due dates because of conflicts with religious observance should notify the field instructor in advance and meet with the field instructor to discuss alternative arrangements.



**2004–2005 Religious Holidays that are not Washington University holidays**

Sept. 7	Ganesh Chaturthi	Hindu	Wed.
Sept. 18	Saradhas begins	Hindu	Sun.
Oct. 3-4*	Beginning of Ramadan	Islamic	Mon.-Tues.
Oct. 3-5*	Rosh Hashanah [New Year]	Jewish	Mon.-Wed.
Oct. 4	Asuj Navaratras begins	Hindu	Tues.
Oct. 12-13*	Yom Kippur [Day of Atonement]	Jewish	Wed.-Thur.
Oct. 17-19*	Sukkot [Feast of Tabernacles]	Jewish	Mon.-Wed.
Oct. 19–20*	Birth of the Báb	Bahá'i	Wed.-Thur.
Oct. 24-26*	Shemini Atzeret & Simchat Torah	Jewish	Mon.-Wed.
Nov. 1	Diwali	Hindu	Tues.
Nov. 2-3*	Eid al-Fitr (Eid-ul-Fitr), (first day of Shawwal)	Islamic	Wed.-Thur.
Nov. 11–12*	Birth of Bahá'u'lláh	Bahá'i	Fri.-Sat.
Dec. 8	Bodhi Day (Rohatsu)	Buddhist	Thur.
Dec. 25	Christmas	Western Christian	Sun.
Dec 25-Jan. 2*	Hanukkah (Chanukah) [8-day Feast]	Jewish	Sun.-Mon.
Dec. 26–Jan. 1	Kwanzaa	Interfaith / African-American	Mon.-Sun.
Jan. 7	Nativity of Christ	Eastern Orthodox Christian	Sat.
Jan. 9-10*	Eid al-Adha	Islamic	Mon.-Tues.
Jan. 30-31*	Al-Hijra (Muharram) [New Year]	Islamic	Mon.-Tues.
Feb. 8–9*	Ashura (10th day of Muharram)	Islamic	Wed.-Thur.
Mar. 13-14*	Purim	Jewish	Mon.-Tues.
Mar. 15	Holi	Hindu	Wed.
Mar. 20–21*	Naw-Ruz / Iranian New Year	Bahá'i	Mon.-Tues.
Apr. 9	Palm Sunday	Western Christian	Sun.
Apr. 10-11	Mawlid-al-Nabi [Muhammed's birthday]	Islamic	Mon.-Tues.
Apr. 12-14*	Passover (Pesach), 1st two days	Jewish	Wed.-Fri.
Apr. 14	Good Friday	Western Christian	Fri.
Apr. 16	Easter	Western Christian	Sun.
Apr. 16	Palm Sunday	Eastern Orthodox	Sun.
Apr. 18–Apr. 20*	Passover (Pesach), concluding days	Jewish	Tues.-Thur.
Apr. 20–21*	Ridvan Festival, 1st of 12 days	Bahá'i	Thur.-Fri.
Apr. 21	Good Friday	Eastern Orthodox	Fri.
Apr. 23	Easter (Paschal)	Eastern Orthodox	Sun.
Apr. 28–29*	9th Day of Ridvan	Bahá'i	Fri.-Sat.
May 1–2*	12th Day of Ridvan	Bahá'i	Mon.-Tues.
May 22–23*	Declaration of the Báb	Bahá'i	Mon.-Tues.
May 28–29*	Ascension of Baha'u'llah	Bahá'i	Sun.-Mon.
June 1-3	Shavuot (Feast of Weeks)	Jewish	Thur.-Sat.
July 8–9*	Martyrdom of the Báb	Bahá'i	Sat.-Sun.

\*holidays start at sundown of beginning date and end at sundown of concluding date

### **MSW Curriculum**

The Master of Social Work program, accredited by the Council on Social Work Education (CSWE), prepares students for advanced social work practice within an area of concentration. It emphasizes demonstrated mastery of knowledge as well as practice skills. The curriculum for the program complies with the Curriculum Policy Statement of CSWE.

GWB's curriculum is built upon three over-arching conceptualizations:

- a **capacity building orientation** to social work practice as applied to systems of all sizes;
- an emphasis on the use of evidence in practice decision-making that we refer to as **evidence based practice**; and
- an **adult learner model of graduate education**, in which students make informed choices about their academic experiences within the framework of GWB requirements, guidelines and support.

**Capacity Building Orientation.** The GWB capacity building orientation has at its core our belief that social work is largely the process of entering into joint partnerships with systems of all sizes in efforts to help these systems increase their capacity to reach their goals. During the past few years, GWB has set out to explicate the roots of the capacity building orientation in social work and its cognate disciplines, define what we consider to be the guiding principles of capacity building social work practice, develop different ways of thinking about powerful, trajectory-altering interventions that we believe must ultimately be at the core of capacity building practice and explore methods of inquiry that will build capacity building social work knowledge. Although our discussions of what constitutes capacity-building practice are ongoing, we set out our thinking in an internal manuscript, available in Volume III of the self-study which is available in the library (Morris, Sherraden & McMillen 2001).

Although we believe that there is much more to a capacity building approach than is evident in its practice principles, the principles most quickly convey the gist of the approach and therefore we present them below. In the guiding principles of the capacity building approach as adopted by the GWB faculty presented below, we use the term "client" as a shortcut for "client systems of all sizes."

- *Social work clients are best seen as both currently capable*, with innumerable strengths, and capable of extraordinary growth and change given the right circumstances.
- *Social work practice works best when clients and social worker partner together*, with clients having at least as much influence on the process as the social worker. Social work practice should include substantial effort to ensure that clients and communities are involved in all planned change efforts.
- Social work practice needs to *address presenting problems and immediate needs*. Clients often seek social work services specifically for immediate needs and presenting problems to be addressed. Furthermore, it will not be possible for clients to think longer term without the assurance that their short term needs will be met.
- Social workers have an obligation to their client constituencies to help them think bigger. We believe that in most circumstances it is appropriate to *help clients articulate their dreams and aspirations* beyond problem reversal. We believe it is important to explore a number of possible desired outcomes. In other words, at the beginning, it is not necessary to partialize clients' desires into a single workable goal that will become the focus of interaction. We believe, especially at first, that it is important to explore a number of desires, because it may be possible to develop actions that affect more than one desired outcome.
- Social workers should help their clients *develop strategies that will help them accumulate the knowledge, skills and resources that will make it possible for them to realistically pursue their aspirations*. This step will require the partialization of the aspirations into specific, obtainable goals and objectives that can be pursued by separate or joint activities.
- This process will benefit from *an emphasis on theoretically and empirically derived interventions that have the power to set into motion more positive changes through powerful intermediate outcomes, indirect chains of positive outcomes and positive amplified feedback loops*. Social workers practicing from a capacity building approach should constantly assess opportunities to capitalize on client gains made.

- Social work *assessment* as related to presenting problems and articulated aspirations should include the consideration of a variety of *personal, environmental and institutional strengths* in order to best develop intervention options.
- Clients will benefit from efforts to *place problems* experienced by them *in their socio-political, historical context* in order to reduce stigma, empower clients and offer potential intervention targets.
- Social workers should involve themselves and in many cases, their clients, in community building efforts that will better the lives of their client constituencies. We believe social workers have a responsibility to work to increase the social capital of their client constituencies, through opportunities for community participation, advocacy, and self-help. In some settings, this may be the core focus of agency social work interventions. In other settings, it is part of the integrative services offered by an agency that deals with the concerns of individuals and/or families.
- Social workers involved in capacity building practice have an obligation to assess the effectiveness of their interventions and to build knowledge about the effectiveness of capacity building interventions.
- It is important not to conceive of these multiple foci as mutually exclusive. We believe they are all intricately interwoven in the best of capacity building social work practice.

**Evidence-Based Social Work Practice.** The GWB faculty believes that the increasing research base of our profession and in disciplines and the ongoing technological revolution in data management and communication make it possible to move beyond rhetoric about the need for an evidence base for our profession and to teach students about how to consciously and judiciously use evidence in collaborative social work decision making. Social workers who practice from an evidence-based perspective:

- value empirical evidence,
- ask questions that can be answered by evidence,
- access evidence in their fields of practice,
- intervene using methods that have proven to work (when possible);
- adapt evidence based interventions for new populations and situations, and
- evaluate the effectiveness of their own practice.

The GWB faculty has prepared a manuscript that outlines in more detail our view of evidence-based practice (Howard, McMillen & Pollio, 2001).

**Adult Learner Model.** The adult learner model of graduate education expresses our belief that graduate students come to social work education ready and eager to learn and often with their own educational outcomes in mind. The adult learner model helps us operationalize concepts inherent in the capacity building orientation and applies them to the student learning process. We believe that as social work educators we should enter into joint partnerships with our students that reflect our students' abilities to define the outcomes that are of most interest to them and to help them choose the capacity building learning opportunities that will help them attain their goals.

The adult learner model is an established educational paradigm with its own theoretical and research base outside of social work. We use the revised classic formulation of the adult learner model provided by Knowles, Holton & Swanson (1998). Three of the core principles of this model have direct relevance for social work education. The adult learner model posits that:

1. Adults resent and resist situations in which they feel others are imposing their will upon them.
2. Adults come ready and motivated to learn those things that they need to know in order to cope effectively with real-life situations.
3. Adult learners are internally motivated to grow and learn.

Our translation of the adult learner model involves providing students choices and opportunities in order to ensure that the educational experiences that students engage in while at GWB are perceived as relevant to the social work practice situations that they imagine for themselves. Therefore, we offer students options for field education, we provide several concentration and dual degree options and we mount a considerable number of elective courses. At the same time, we recognize the importance of providing a structured framework that insures that students attain a solid foundation in the values, knowledge and skills of social work as well as an integrated introduction to advanced practice in a field of social work practice. Although we offer many options, they are highly structured ones.

**Professional Behavior in the Field.** GWB social work students are preparing for advanced social work practice. Consistent with the knowledge, values and skills of the social work profession, students in practicum placements are expected to behave in a professional manner. Dress and professional comportment should align with agency policy. Compliance with agency rules and procedures is expected.

Students are not to be considered employees in the practicum site and therefore, are expected to introduce themselves as students or interns explicitly rather than giving the impression that they are staff.

Students are responsible for following through on learning activities. In the event of significant changes to the learning activities, the student is expected to submit an Addendum to the Educational Learning Agreement to the Office of Field Education and to the assigned academic advisor for review.

### Structure of the MSW Curriculum

In its most elemental form, the 60-hour MSW curriculum has three components:

- **foundation** course work and practicum (25 credits);
- **concentration** course work and practicum (23 credits), which students select according to their own professional goals; and
- **electives** (12 credits).

Students may, if they wish, use their electives to complete one of three optional specializations. Consistent with the adult learner model, the curriculum affords a degree of student choice, particularly in specialized areas of practice, while providing a strong foundation in the essentials of social work. It serves as a guide for both the student and the practicum instructor to integrate class and field learning.

The curriculum also provides for the diversity of GWB students. Our student body is geographically diverse, coming from the St. Louis metropolitan area, from Missouri, from other states in the U.S., and from many countries of the world. Their career plans also vary in regard to clientele group, field and method of practice. Thus, while providing for a base of core social work knowledge, values, and practice skills essential for any type of advanced social work practice, the GWB curriculum provides some opportunity for choice, so that students may develop expertise in particular areas of professional concern.

The curriculum is structurally coherent. The foundation courses build upon the foundation content areas mandated by CSWE. The concentration course requirements directly build on foundation level content so that the path of learning is progressive and vertically integrated. At the advanced level, all students are required to take courses that follow a uniform structure and to master key areas of knowledge for practice.

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**RESOURCE MATERIAL FOR FIELD INSTRUCTORS ON  
EVIDENCE-BASED PRACTICE**

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In order to facilitate the access of our field instructors to best practice guidelines and to material detailing capacity building, GWB has made available an evidence-based practice resource area. This resource area is located in the Library Reading Room and includes a computer, a printer, and reserve section which houses evidence-based practice and capacity building books, articles, and bibliographies for many areas of social work practice.

The resource area is open during all normal Library hours and is available for the use of all field instructors on a first-come, first-served basis. Please call the Library at 935-6633 to schedule your time. Written material may be requested at the circulation desk by referencing "evidence-based practice articles" or by asking for a specific article by title. A list of materials, which are updated and added to routinely, exists at the circulation desk by title and by area of practice (e.g.: child welfare, substance abuse, mental health). A listing of web sites for practice guidelines is also located on reserve. A copy of these materials may be made in the Library (Library assistant has code), at no charge to field instructors. Library staff will also be available to assist you in your search and selection.

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**ROLE OF FIELD EDUCATION IN THE M.S.W. PROGRAM**

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Field education is an integral part of professional social work education. It is designed to provide authentic practice situations where theoretical knowledge and concepts from the classroom and literature can be applied to the concrete demands of the social work setting. The learning that occurs in this context complements academic courses with practical application of theory and concepts. Thus, the term "practicum."

Because the practicum complements classroom instruction, all levels of our core curriculum have practicum components. (Please see MSW Curriculum section.) Specific practicum objectives are formulated for all required components of the curriculum: the foundation, the concentration, and the optional specializations.

Suggestions for practicum activities are provided in of this manual. They are designed to guide students' professional skill development as knowledge integration occurs. Suggestions for learning outcomes of the practicum are also provided and included on the final evaluation forms for the student's practicum.

Of the 60 credits required for an MSW, students are required to complete 9 practicum credits. The curriculum requires that specific work be completed at the foundation level (first year) and at the concentration level (second year). At the foundation level, 420 hours (3 credits) of practicum are required. At the concentration level, 700 hours (5 credits) are required (1120 hours). A one-credit Integrative Practicum Seminar is taken concurrent with the beginning of foundation practicum.

The foundation practicum focuses on a core or basic set of learning objectives preparatory to generalist practice while the concentration practicum builds more advanced skills in a specific area of social work practice. Students may take up to five additional credits in elective practicum to enrich or broaden their professional skills. One hundred practicum hours are required for one elective practicum credit.

Students may choose from one of five concentrations for their course and field work. They may also individualize their work by choosing course and field work from more than one concentration to create an Individualized Concentration.

**FIELD EDUCATION: FOCUS AND COMMITMENT TO OUR STUDENTS**

The focus of field education at GWB is twofold: 1) to provide challenging, innovative, and experiential Educational Learning Agreement experiences for its MSW students, and 2) to ensure competent supervision by an affiliated field instructor.

Affiliation of sites and field instructors begins with the submission of an Organizational and Field Instructor Profile(s). The profiles provide an overview of agency mission, personnel, population served, organizational structure, degree, expertise, etc. After review of the profiles by an OFE staff member, an invitation to attend the Orientation for New Field Instructors may be extended. *Currently*, submission of Profiles, attendance at an Orientation for New Field Instructors, and a subsequent visit by OFE staff to a newly established site finalize the process.

In order to ensure the maintenance of field placements that provide challenging, innovative, and experiential Educational Learning Agreement for graduate students, criteria for continuing affiliation of field instructors and sites have been established. Subsequently, continuation of affiliation is subject to review every two years.

The criteria for continuing affiliation will serve as a means to assess the focus, structure, organization, and reciprocal nature of practicum experiences over time. The criteria used to determine continued affiliation are:

- 1) Maintenance of current Organizational and Field Instructor Profiles;
- 2) Consistency in development of Educational Learning Agreements that reflect:
  - A) objectives or focus of student learning
  - B) specific learning activities
  - C) expected Learning Outcomes
  - D) evaluation criteria
- 3) Demonstration of competence in supervision;
- 4) Positive student evaluations of practicum experience over a two-year period;
- 5) Timely submission of Final Evaluations of student performance in practicum;
- 6) Participation in at least two GWB-sponsored Continuing Education Programs for Field Instructors over a two-year period; and,
- 7) Quantity and type of practicum sites needed by GWB at any point in time.

## CURRICULUM AT A GLANCE

### Foundation Curriculum

Student takes or passes proficiency exams for foundation courses and completes foundation practicum. Credits

S15-5005 Research Methods for Social Work Practice	3
S15-5038 Foundations of Social Work Practice I	3
S15-5039 Foundations of Social Work Practice II	3
S15-5011 Human Behavior	3
S15-5015 Human Diversity	3
S15-5040 Social Welfare Policies and Services	3
S15-5012 Social, Economic, and Political Environment	3
Foundation Practicum	3
Foundation Practicum Integrative Seminar	1

**Sub-Total..... 25**

### Concentrations

Student chooses a concentration and completes course work and practicum.

Students select one of the five concentrations:

Children, Youth and Families

Gerontology

Health

Mental Health

\*\*Social and Economic Development

Each concentration has the following content:

Theory, Problems and Issues	3*
Practice Methods (*direct practice or administrative)	9*
Social Policy	3
Evaluation.	3
Concentration Practicum	5

**Sub-Total..... 23**

**Electives** **12**

**Total..... 60**

\*Direct Practice methods include evidence-based interventions with individuals, groups, families, and communities. Administrative methods include studies in supervision, budgeting, program development, microcomputers, leadership, marketing, and legislative processes.

\*\**The Social and Economic Development Concentration requires 6 hours of Theory, Problems, and Issues and 6 hours of Methods, rather than 3 hours of Theory, Problems, and Issues and 9 hours of Methods.*

## ***THE GWB FIELD INSTRUCTOR: PROFESSIONAL MENTORSHIP***

Alumni consider field education the most critical part of their MSW training. The field education experience provides the student with the rare opportunity to interact with a professional mentor in a professional education and training process. The mentor (field instructor) teaches, informs, challenges, encourages, and assists students to integrate professional knowledge, values and practice skills. The field instructor and field site provide stimulating and valuable opportunities for personal and professional growth and can be an opportunity to develop and demonstrate critical thinking skills and professional self-awareness.

## ***FIELD INSTRUCTOR RESPONSIBILITIES AND BENEFITS***

### Field Instructor responsibilities include:

- Orienting the student to the work, staff, and clients of the organization;
- Assisting the student in the preparation of the Educational Learning Agreement;
- Providing a minimum of one hour per week individualized supervision time;
- Completing and reviewing with the student a mid-semester and a final evaluation to be submitted to the School for each semester of a student's practicum based on the student's performance and agreed upon terms of the Educational Learning Agreement;
- Consulting with the student's advisor to review the progress of learning in the practicum;
- Contacting the student's advisor (or Director of Field Education or the Assistant Director of Field Education) should any problems occur in the practicum;
- Informing the School of any change in agency address or phone number, change in field instructor, or absence of student or field instructor from the agency;

### Field Instructor benefits include:

- On-site, tuition-free MSW courses at GWB are made available for active field instructors each semester, as space is available. An active field instructor is an affiliated professional who is supervising or has supervised a practicum student in the past year. Course descriptions for these offerings may be obtained by calling the GWB registrar at 935-6630. Active field instructors wishing to enroll in a course should contact the GWB registrar to complete the registration process.
- Field Instructors are given free access to both the Social Work Library at GWB and the main campus library. Library cards may be obtained at Olin Library for the academic year after September 20<sup>th</sup>.
- Various workshops, colloquia and institutes are held at GWB throughout the academic year. Agency executives and field instructors are regularly invited to attend and participate.
- NEXUS, GWB's practicum newsletter, is published three times a year and supplies information about educational and research efforts, faculty/agency news, activities and other matters of interest. Field instructors receive this newsletter and are encouraged to contribute items to the newsletter.
- Since 1980, GWB has hosted an annual "Practicum Day Conference" to encourage dialogue between GWB faculty and field instructors on issues relevant to field education. This event affords participants the opportunity to discuss such topics as GWB's curriculum, the integration of class and field learning experiences, etc.
- Regularly, GWB presents a Continuing Education Series, workshops or colloquia for practicum instructors. These programs are designed to present information and speakers of interest and to convey the School's appreciation to practicum instructors for their contributions to the field education program.



## Before Starting a Practicum You Need to Know

GWB supports the field work policies of affiliated agencies. However, because our students are not employees of these agencies, you should pay special attention to the following areas of activity in order to comply with NASW values and ethics: (Please also see section on Professional Behavior in the Field.)

1. **Agency Policies**--Students are required to comply with the rules and policies of the practicum site, insofar as they pertain to the student's activities while at the practicum site. The practicum agency may require students to obtain pre-practicum health and/or criminal background checks. While the social work programs do not collect this information, students are apprised that agencies may require such information.
2. **Lobbying Activity**--Students who engage in formal lobbying activities, as a part of the practicum experience should discuss with the practicum agency and his/her academic advisor the issue of registering as a lobbyist with the appropriate governmental entity. If the student and field instructor determine that registration is appropriate, the student must register as a lobbyist with the practicum agency (not with the University). It is the responsibility of the student and the agency to comply with all laws and regulations relevant to lobbying.
3. **Sharing Sensitive Information**--The Office of Field Education will share all relevant information with appropriate persons including the academic advisor, the agency field instructor, and the Associate Dean for Academic Affairs. Relevant information is defined as information that may have an impact on the practicum site selection, placement or implementation process and that may impact clients, agency field instructors, staff or the learning experience. Such information will be shared to enable informed choice by field instructors, protect students and facilitate the learning process. Agency field instructors are also expected to share relevant information with Office of Field Education. The student may be required to sign a release of information form for some types of information.
4. **Mandated Reporting**--Students are not legally required to be a mandated reporter while a practicum student, however, ethically students should report any suspected child or elderly abuse to their field instructors and discuss possible reporting.
5. **Safety and Security of Students in Practica**--Safety of students in the field is a priority for the Office of Field Education. While the University does not wish students to be protected from the realities of professional practice, immersing students in the realities of practice can also expose them to safety and security risks. The University and practicum agencies must partner to reduce risks to students in practicum. Many practicum students have safety and security concerns as they enter the field practicum. If not addressed, concerns about personal safety can significantly impact learning opportunities the field. *Should you have any safety concerns at your practicum, please contact your field instructor and the Office of Field Education.* (See Incident Form in **Monitoring Practica, Credits, Evaluations** section and Assumption of Risk and Release Form.)
6. **Professional Liability**--The Curators of Washington University maintain a self-insured professional liability policy for its various professional fields. This program covers duly registered social work students for events that may occur while performing duties in their field practicum. Students wishing to obtain additional coverage at their own expense may contact the National Association of Social Workers Insurance Trust at (800) 638-8799, ext. 387.
7. **Automobile Insurance**--The University does not provide automobile liability coverage. Students who will be using their personal vehicle for agency business should negotiate automobile coverage with the agency at the time of the interview.

### Field instructors and practicum sites, when applicable, should

- Discuss safety and security matters with students at the placement interview or at the onset of practicum. Information about the prevalence of or potential for violence while conducting practicum activities should be relayed to students.

- Explain and enforce agency safety protocols with students, including building and office security, emergency procedures, management of violent clients and home visit safety procedures (NOTE: students are expected to follow agency rules regarding the necessity of home visits and home visit protocol).
- Provide a tour of the surrounding neighborhood and address concerns students may have regarding work in the community.
- Allow students to observe staff engaged in the work for which the student is preparing.
- Allow students to be observed while engaged in learning activities and
- Link students with agency-provided security resources (i.e., safety training, cellular phones, and beepers).

The following types of activities warrant special concern and, therefore, should be discussed with the University and the student prior to the field assignment:

- Physical restraint of clients
- Transportation of clients in the student's private vehicle
- Transportation of a client with a recent history of violent behavior
- Work in the agency at times when, or in areas where, other staff is not present.

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***PRACTICUM SELECTION***

Students are not individually assigned to a practicum at a specific site. Instead, they make practicum selections from among those organizations and field instructors affiliated with GWB through an orientation process. Students are encouraged to fulfill their practicum requirements in ways that creatively advance their career goals. Thus, students are free, within the framework of the school's affiliated practicum sites and field instructors, to select field experiences that develop their skills and broaden their exposure to advanced social work practice. The precise arrangement of the field education component of a student's curriculum is, by design, open to a wide range of diversity.

Students assume the responsibility for selecting and interviewing potential practicum sites and field instructors in a manner similar to a job interview. When a mutual agreement is reached between the affiliated field instructor and student to begin a practicum, the student assumes the responsibility, under the guidance of the field instructor and faculty advisor, to prepare a Educational Learning Agreement.

Following an orientation to the practicum organization and services, students are expected to prepare the Educational Learning Agreement during the first two weeks of the practicum. (No more than 40 hours may be accumulated before an Educational Learning Agreement is turned in to the Field Education Office for final acceptance.) Upon acceptance by the Office of Field Education, the Educational Learning Agreement becomes the learning contract for the practicum. Thus, it is a three-way contract for the student, the field instructor and the organization, and the School.

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***PREPARING THE STUDENT FOR PRACTICUM***

Mandatory orientation programs are designed to help students prepare for field work. Information on practicum requirements, procedures, and opportunities is provided. In addition, the role of practicum in integrating knowledge and skill development and in career planning is discussed.

Therefore BEFORE beginning a practicum:

Incoming students (without a BSW) must attend: 1) Orientation for New Students and 2) Selecting Your Practicum Workshop.

BSW students must attend the Orientation for New Students

In addition, certain course requirements must be met before beginning a practicum. (See **Foundation Level** section below.)

## ***OVERVIEW OF PRACTICUM REQUIREMENTS AND GUIDELINES***

### **Foundation Level**

In order to meet graduation requirements, all students, including those with BSW degrees, spend a minimum of 420 hours (three credits) in the foundation practicum.

- ◆ **Each foundation practicum credit requires 140 hours of field work.**
- ◆ All foundation practica must be completed, with a “PASS” grade, in the Greater St. Louis area under the supervision of an affiliated field instructor with an MSW degree.

A student may begin a foundation practicum when he/she has completed or is concurrently enrolled in all seven foundation courses and has completed the following requirements:

- 1) Human Behavior and the Foundations of Social Work Practice I course prior to the first semester of practicum;
- 2) Completed or are concurrently enrolled in the remaining five required foundation courses,
- 3) Enrolled in Foundation Practicum Integrative Seminar concurrent with the first semester of foundation practicum.

During the 420 hours of a foundation practicum, students must experience a minimum of 50 hours of direct face-to-face client contact. Direct face-to-face client contact should include persons from diverse populations as well as those in poverty. “Direct face-to-face client contact” is not limited to “therapy”, but may include interaction with consumers in any setting.

### **Foundation Practicum Integrative Seminar**

The Integrative Seminar, a one credit, 24 hour class, is taken concurrently with the beginning of foundation practicum and uses practicum experiences of the participants to build knowledge around use of supervision, professional behavior and development, work with diverse clientele, generalist practice and practitioner use of self. Integrating theoretical constructs with hands-on skill application and using exposure to varied professional roles, the seminar helps students process their field work and debrief on practice challenges in a supportive environment.

### **Concentration Level**

A student may begin a concentration practicum **ONLY AFTER** he/she has successfully completed the foundation practicum with a grade of PASS. Concentration practica may not be completed concurrently with foundation hours. A student at the concentration practicum level may not complete a concentration practicum at the same agency or with the same field instructor previously designated for the foundation hours.

- ◆ **Each one concentration practicum credit requires 140 hours of field work.**
- ◆ Students complete 700 hours in the concentration practicum to earn five credits.
- ◆ The required concentration evaluation course must be taken concurrently with a concentration OR elective practicum.

*In order to receive credit for practicum hours (foundation, concentration, or elective) an Educational Learning Agreement must be submitted to the Office of Field Education by the specified due date.*

***NO EXCEPTIONS.***

## **Two-semester Practicum Placements**

When the student plans to remain in a practicum placement for two semesters, a two-semester Educational Learning Agreement can be submitted at the beginning of the first semester of field work. **A Educational Learning Agreement submitted for a two-semester practicum must clearly indicate sequential semesters in practicum (i.e., fall/spring, spring/summer, summer/fall) along with beginning and ending months. A registration sheet is required every semester.**

In the first semester of a two-semester practicum, a mid-term and final evaluation form for each semester specified, along with one approved copy of the Educational Learning Agreement, will be sent to your field instructor. At the end of each semester, submission of a Final Evaluation of Practicum Form by the field instructor with grade is required. **GRADES MUST BE SUBMITTED BY THE SPECIFIED DUE DATE IN ORDER TO RECEIVE CREDIT FOR THE SEMESTER IN WHICH PRACTICUM WAS TAKEN.**

### **Amendment to Activities in a Two-Semester Practicum**

If specified activities for two or more learning objectives in the Educational Learning Agreement are expanded, modified, or new activities added in the second semester, a revised Educational Learning Agreement must be submitted to the Office of Field Education in the second semester. **All modifications must meet the approval of the field instructor, the advisor, and accepted by the Office of Field Education.**

### **Elective Practicum**

- ◆ A maximum of 14 credits may be taken in practicum courses. All hours above the required nine (9) credits can be used as electives in the curriculum.
  - ◆ Each elective practicum credit (foundation and concentration level practica) requires 100 hours of field work.
  - ◆ The student and field instructor, in consultation with the student's advisor, must describe the learning objectives and learning outcomes for the elective practicum. They will reflect the educational goals the student wishes to achieve by choosing to complete an elective practicum.
  - ◆ Objectives for an elective practicum may be selected from among the nine foundation or ten concentration objectives. The student and field instructor specifying the knowledge and skills the student wishes to achieve in the elective practicum can also create elective practicum objectives. **Elective practica are subject to the same registration and due date requirements as non-elective practica.**
  - ◆ While at least two objectives and outcomes are required in the elective practicum, the total number of objectives may vary given the educational goals and length of the practicum. **The educational goals, activities, and learning outcomes to be accomplished in an elective practicum are to be clearly identifiable and specific. The format of the elective Educational Learning Agreement should follow that of non-elective agreements.**
1. An Addendum of Elective Hours may be submitted with a foundation or concentration Educational Learning Agreement for hours to be completed at the same agency. (For example, a (2) two credit practicum with one (1) credit of elective practicum must include a Educational Learning Agreement including all nine or ten objectives required in a foundation or concentration Educational Learning Agreement plus an Addendum of Elective Hours that describes the educational goals, activities, and learning outcomes to be accomplished in the one (1) credit elective practicum at the same agency.)
  2. A separate, independent Educational Learning Agreement is to be submitted for elective hours completed in a site different than the foundation or concentration practicum site. **Elective practica are subject to the same registration and due date requirements as non-elective practica.**

### **Practicum at Place of Employment**

If a student wishes to complete a practicum at a place of employment, the practicum must meet the following standards:

1. The field placement must be in an entirely different program/department than where the student is employed.

2. There is an affiliated on-site field instructor available to supervise the student's practicum. The affiliated field instructor cannot also be the student's work supervisor.
3. Valid graduate-level educational experiences, different from the student's work responsibilities, must be provided.
4. The student will be evaluated as a learner rather than as an employee. A written statement related to a clear differentiation between the student's role as an employee and as a graduate-level learner must also be included in the Educational Learning Agreement.
5. Field practicum hours cannot be counted as work time or work time as field hours.
6. The Educational Learning Agreement meets the same requirements that all other Educational Learning Agreements meet and corresponds to the student's educational level (for example, foundation or concentration).
7. Only one (not both) graduate-level placements may be completed in the student's place of employment. That is, either foundation or concentration-level practica may be completed at the student employment but not both.

### **Two Field Placements at the Same Agency**

GWB is committed to graduating MSW students who are grounded in generalist social work practice, respect the diverse nature of our society, attend to systems of various sizes from individuals to international organizations and reflect social work values and ethics. This breadth of experiences is attainable through opportunities to practice within different organizations, with different population groups, and through provision of different types of services. A practicum student is not an apprentice but an intern. Students, therefore, are expected to be able to transfer knowledge and skills from one practice setting to another.

Students may request an exception to this policy if they have compelling reasons to complete both foundation and concentration level practica at the same agency or organization. In consideration of the request for an exception to this policy the Director of Field Education will review the following educational goals:

1. Has the student previously had significant social work experience with MSW supervision?
2. Is an affiliated field instructor, different from the designated field instructor in the previous practicum experience, available for supervision?
3. Will the learning activities and learning outcomes differ substantially in regard to knowledge building, values, and skills or enhance their level of expertise and professional development?
4. Student must demonstrate that the skills used and experiences gained will be different than those previously attained at the placement.

### **Paid Practica**

Paid practica are those that offer students monetary payment in the form of a stipend or grant for the internship. There is no minimum or maximum to the amount of payment a student may receive. However, under no circumstances may the field instructor/agency alter the educational learning requirements or time requirements as conditions of stipend receipt, beyond those specifically addressed in the Educational Learning Agreement without the involvement of the Office of Field Education or the academic advisor.

A list of Agencies that Might Pay is available in the Library across from the circulation desk. A paid practicum is offered at the discretion of the agency/organization and is often contingent upon available or continuing funding.

### **International Students and Paid Practica**

International students may receive a stipend for their field work. However, all students on visa MUST obtain work authorization from the Washington University International House prior to beginning a paid practicum. The Office of Field Education has forms to begin the authorization process.

### **Out-of-State/International Practicum**

It is possible to complete concentration practicum credits outside of the greater St. Louis area or out of the country if certain conditions are met.

1. The student has successfully completed all 420 hours (3 credits) of foundation practicum, with a "PASS" grade, in the greater St. Louis area.
2. Prior arrangements have been made with Cynthia Williams, Assistant Director of Field Education, regarding GWB's affiliation with new practicum sites and field instructors. Arrangement must be made within at least one semester prior to the time you wish to begin a practicum in a currently unaffiliated site.
3. The field instructor for the concentration practicum has a master's degree with two or more years of experience and demonstrated expertise in a related field.
4. The student has submitted a **Student Profile** to the Office of Field Education.
5. The student has signed and submitted an Assumption of Risk and Release form along with the Student Profile, prior to beginning an international practicum.
6. All other usual requirements for a concentration practicum are fulfilled.
7. The student has made arrangements to fulfill requirements to take the concentration evaluation course\* concurrent with concentration or elective practicum hours.

\*Most students will fulfill the requirement by taking an evaluation course concurrent with their local concentration practicum.

If however, you are planning a concentration practicum out of the St. Louis area, you may consider one of these options.

- A. Take the evaluation course concurrent with elective practicum hours in St. Louis at the concentration level.
  - B. Take the course with a portion of your concentration practicum hours (minimum one credit hour), saving other concentration practicum hours for the out-of-town practicum.
  - C. Consider taking the evaluation course in an accredited school in the same area as your out-of-town concentration practicum. Check with the Student Records Office to determine if the course credit would transfer to GWB.
  - D. An elective or concentration credit may be added following the completion of the foundation practicum to give you an opportunity to fulfill the evaluation course requirement in your foundation practicum site.
8. Upon completion of the out-of-state or an international practicum, the student must submit a completed **Disclosure of Practicum Experience and Acquired Learning** form describing the experience and the learning acquired.

### ***Affiliation Criteria for Field Instructors***

The following are specific criteria for the selection of newly affiliated field instructors:

1. Willingness of organization/agency to support the field instructor/student relationship. (Please review Criteria for Field Education Sites.)
2. A Master of Social Work degree from an accredited school of social work with two year's post-graduate experience for work with foundation (first-year) students. This requirement may be waived for work with concentration (second-year) students if the instructor has a master's degree and at least two year's experience and demonstrated expertise in a related field. (A master's degree in a related field is required.)
3. A *minimum* of one year's employment at the work site to which the student will be assigned.
4. Demonstrated competence in practice. An LCSW (clinical social work license) is preferable for field instructors providing clinical social work training.
5. Ability to provide a minimum of one hour per week for scheduled supervisory conference. These supervisory conferences are in addition to time for reading student materials, informal conferences, meetings, and consulting with school representatives; and willingness to consult with the student in the development of a Educational Learning Agreement suitable to become the educational contract for the practicum.
6. Commitment to graduate level professional field education as evidenced by providing attention to individual student needs and abilities, and by a willingness to share expertise and time.
7. A willingness to complete the School's required mid-semester and final evaluations in a timely manner, to share such evaluations with the student, and to submit them to the School are also required.
8. Completion, submission, and routine updating of a *FIELD INSTRUCTOR PROFILE* to the Office of Field Education. Updated profiles may be requested by the School related to reaffiliation criteria.
9. Participation (as feasible) in the School's Orientation for New Field Instructors. Prospective field instructors from the Greater St. Louis area who are unable to participate in the orientation may not be considered even though they meet all the other criteria listed above.

### **Task Supervisor**

GWB differentiates between an affiliated field instructor and a task supervisor. A task supervisor is often the agency staff member who assumes certain specific responsibilities for the student's practicum learning as designated, delegated, and monitored by the field instructor. A task supervisor does not replace the field instructor. Therefore, the task supervisor is not required to attend the School's mandatory orientation for field instructors but does need to be well informed regarding the educational learning objectives and their role in a student's learning. It is the affiliated field instructor's responsibility to help the student integrate the task supervisor's contribution into the overall learning experience. It is the field instructor's responsibility to provide one-hour, weekly, face-to-face, individual supervision with the practicum student.

**NOTE: AFFILIATION OF A NEW SITE MUST BE COMPLETED DURING THE SEMESTER PRIOR TO ANY ANTICIPATED PRACTICUM START DATE.**



### ***Criteria for Field Education Sites***

The following are specific criteria for the selection of affiliated field sites:

1. Commitment in philosophy, policy and practice to the provision and delivery of social services.
2. Ability to provide graduate level learning opportunities that are consonant with the student's educational development and the given organization's mission and services.
3. Competent staff (including at least one qualified field instructor) sufficient to maintain program services without relying on students.
4. Adequate resources, including those necessary for students to carry out assignments, (e.g., telephone, desk, secretarial support).
5. Willingness to invest necessary resources in student learning, including adequate release time for field instructors to attend School sponsored meetings and supervise the student (defined as sufficient time for adequate review of the student's assignments and learning goals); the requirement is at least one hour of individual supervision per student per week.
6. Submission by the organization of the necessary forms and information so that the School can evaluate its suitability for practicum placements.
7. Commitment to social work education and to the values and ethics of the social work profession.
8. Ability to provide quality learning opportunities for students as measured by quantity of clients and/or assignments, diversity of clients and/or assignments.

Following 1) completion of the Field Instructor and Organizational Profiles, and 2) attendance at the Orientation for New Field Instructors, Field Education office staff will make a personal visit to local new practicum sites. A review of the practicum goals and of the types of responsibilities and training available at the new site will occur.

In the semester immediately following completion of the above and approval of both the site and the field instructor, a new field instructor will be eligible to contract with a field education student. The site, if new, will be added to the School's list of Field Education sites available to students. Field site and instructor selection from among approved sites and instructors is the choice of the students.

The Orientation for New Field Instructors and the site visit is waived for the affiliation of new practicum sites and instructors outside of the Greater St. Louis area. Contact is made by phone, by fax or email.

**NOTE: AN AFFILIATED FIELD SITE MUST HAVE AN AFFILIATED FIELD INSTRUCTOR EMPLOYED AND ON SITE DURING THE ENTIRE PRACTICUM EXPERIENCE.**

**CRITERIA FOR CONTINUATION OF AFFILIATION****FIELD INSTRUCTORS**

In order to provide sound educational and mentoring experiences for its MSW graduate students, the Office of Field Education has developed criteria for continued affiliation as a GWB field instructor. Continuation of approved field instructor status is subject to review every two years and is based on the following criteria:

1. Demonstrated competence in supervision:  
Provision of one hour per week (per student) regularly scheduled conferences;  
Provision of graduate-level practice experiences in keeping with individual student needs/abilities;
2. Involvement in the construction of a learning contract that demonstrates the focus of student learning via specific activities, learning outcomes, and evaluation criteria.  
Willingness to share expertise, time, and professional experiences with student(s);  
Willingness to meet with student(s) informally via unscheduled conferences and meetings (as needed).
3. Attendance and participation in a minimum of two GWB sponsored continuing education programs within a two-year period (CEU credits awarded). (Continuing education programs are offered free to GWB field instructors.)
4. Availability for and participation in field instructor/advisor/student site visits each semester that a field instructor supervises a GWB student.
5. A pattern of positive interactions with students, faculty advisors, and field education staff (during a two-year period) regarding the quality of student practicum experiences and supervision.
6. Timely submission of student evaluations:  
Mid-term Evaluation  
Final Evaluations (Foundation/Concentration)
7. Submission of updated Field Instructor Profile as requested periodically by the Office of Field Education.
8. Continued employment at the work site indicated at time of participation in the *New Field Instructor's Orientation*, or at least one year's employment at a GWB affiliated practicum site.

Field Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

**CRITERIA FOR CONTINUATION OF AFFILIATION**

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**FIELD EDUCATION SITES**

In view of the variety of interests and the diversity of practice areas which motivate students to pursue the M.S.W. degree at GWB, the Office of Field Education strives to keep a broad range of practicum experiences available for student selection. To be eligible for continuing affiliation as a practicum site, organizations or agencies must maintain a current Organizational Profile and meet the following criteria:

1. Commitment in philosophy, policy and practice to the provision and delivery of social services.
2. Ability to provide graduate level learning opportunities that are consonant with the student's educational development and the given organization's mission and services.
3. Competent staff (including at least one GWB affiliated field instructor) sufficient to maintain program services without reliance on students.
4. Adequate resources, including those necessary for students to carry out assignments, e.g., telephone, desk, secretarial support.
5. Willingness to invest necessary resources in student learning, including adequate release time for field instructors to supervise the student, (defined as sufficient time for adequate review of the student's assignments and progress on Educational Learning Agreement goals); the requirement is at least one hour of individual supervision per student per week.
6. Submission by the organization of the necessary forms and information so that the School can evaluate its suitability for practicum.
7. Commitment to the ethics and values of the social work profession.
8. Commitment to social work education, ability to provide good learning opportunities for students as measured by quantity of clients and/or assignments, diversity of clients and/or assignments, and other appropriate criteria.
9. Organizations in which students are also employed must agree to a clear differentiation between the student's role as employee and as a graduate level learner; a written statement is required in the Educational Learning Agreement.
10. Organization has been in existence for a minimum of one year. An Office of Field Education staff member has visited the facility.

## ***CHARACTERISTICS OF PRACTICUM SITES BY CONCENTRATION AREA***

Following successful completion of the foundation practicum, a practicum of five (5) credits or 600 hours must be completed in the chosen area of concentration. GWB has established curricula and practica in the following concentrations.

### **Children, Youth and Families Concentration Practicum**

The practicum site must be an organization that responds to the needs of families, children and/or youth; examples of services these agencies might provide include working with emotionally disturbed children and their families, working with abused and/or neglected children and their families, working with children in foster care and adoptions. Agencies can be either public or private. The practicum site can offer learning opportunities in direct service or planning and administration. Examples include residential facilities for children and youth, the Family Court, Division of Family Services, child mental health facilities, and other child welfare organizations.

### **Gerontology Concentration Practicum**

Students will select a practicum site from among 28 community agencies that represent the continuum of care, ranging from programs and services for well elders to programs and services for the most dependent elders. Practicum sites include community-based services, such as multi-purpose senior centers and housing programs; acute care services in medical settings, such as hospitals, geriatric and geropsychiatric assessment units, and rehabilitation centers; adult day care services; home care and hospice programs; residential care, such as nursing homes and assisted-living communities; advocacy and case management services. Students must work with diverse populations in practicum.

### **Health Care Concentration Practicum**

The practicum site must be an organization that provides health care services for clients, or an organization that focuses on the activities of health planning, administration, or the analysis and development of health policy. Examples include: the hospital setting, community health outreach and referral programs, health maintenance organizations, prevention and early screening programs, long-term care facilities, home health, and interdisciplinary teams in maternal and child health or developmental disabilities.

### **Mental Health Practicum**

The practicum site must be an organization in which the primary focus for the student is the planning, administration or delivery of mental health services. Examples include mental health centers, hospitals, managed care settings, religious social service centers, and outreach facilities.

### **Social and Economic Development Practicum**

The practicum site must be an organization in which primary focus is on community/ social/economic development; organizations may be public or private, with a mission to serve poverty groups and/or groups at risk because of race, gender, geography or other variables. Examples include community and neighborhood organizations; planning and development agencies; economic development agencies; government offices. These may be local, state, national or international agencies.

### **Individualized Practicum**

The practicum site must be an organization that provides opportunity for the student to combine elements of two or more concentrations of focus.

### **Specializations**

- \* For a specialization in family therapy, the practicum site must afford the opportunity for a student to work systematically with at least five individuals, couples, or families; at least three of these client systems must involve

more than one family member. The student must also do a formal case presentation of one client system worked with during the practicum.

- \* For a specialization in management, the practicum site must afford the opportunity for a student to perform at least 20 percent of the practicum hours on management tasks.
- \* For a specialization in research, the practicum site must afford the opportunity for a student to participate in a research project approved by the coordinator of the research specialization.

\*These requirements may be incorporated into the learning objectives for the concentration.

**Concentration coordinators provide special assistance to students in identifying opportunities in their specific area.**

## ***MONITORING STUDENT PERFORMANCE IN PRACTICUM***

### **Faculty Advisors**

A student's advisor is responsible for monitoring students' progress in practicum. Contact among field instructor, advisor, and student is to be maintained throughout the practicum. An on-site visit to the practicum to discuss the student's experiences and learning progress with the field instructor and student is the responsibility of the advisor. The student should facilitate the scheduling of this site visit.

### Advisor practicum site visit objectives include:

- Facilitating productive educational relationships between student and field instructor;
- Monitoring student activities and learning in the practicum;
- Monitoring and facilitating integration of course and field learning; and,
- Strengthening School-community relations.

### **Faculty Coordinators**

A faculty coordinator is **required** for concentration practica in which the field instructor does not have an MSW. The student's academic advisor typically assumes the faculty coordinator's role. If the student's advisor does not have an MSW, a field education staff member or another faculty with an MSW may assume the role of faculty coordinator for the practicum.

Since the field education experience and social work expertise of field instructors without an MSW will vary, the extent of direct faculty coordinator involvement in the practicum will also vary. This may include phone contacts, email, and meetings with the student to instruct, coordinate, or monitor field learning assignments.

The role of the faculty coordinator is to ensure that a social work focus is maintained in planning, in field instruction, and in evaluating the practicum experience. There are three major areas of the faculty coordinator responsibilities:

#### 1. In Educational Learning Agreement Preparation

- ◆ Participate in the preparation of the Educational Learning Agreement to ensure that practicum activities are planned in keeping with the School's social work focused Educational Learning Agreement objectives.
- ◆ Identify in the Educational Learning Agreement the specific areas that will require a faculty coordinator's involvement to ensure that a social work focus is maintained in the practicum.
- ◆ Review and indicate agreement with the proposed practicum by signing Educational Learning Agreement face sheets.

#### 2. To Ensure Social Work Focus in Practicum Instruction

- ◆ Provide whatever involvement is necessary to assist the student in achieving the learning objectives for the practicum.
- ◆ Describe in the Educational Learning Agreement any specific role the faculty coordinator assumes in practicum instruction or coordination.

#### 3. Evaluation of Practicum

- ◆ Ensure that student evaluation is based on the Educational Learning Agreement objectives, activities and evaluation methods and criteria specified in the Educational Learning Agreement.
- ◆ Review the practicum grade recommendation of the field instructor and consult with the advisor regarding assignment of the final grade.

***All foundation practicum students must have a field instructor with an MSW.***

### **Summer Site Visitors**

In the summer, when faculty are unavailable, social work Ph.D. students with an MSW and local social work professionals are hired and trained to serve as interim site visitors and practicum liaisons for students who choose to do summer practicum. If a faculty coordinator role is needed for summer practica, the summer site visitors are asked to fill that role.

Educational Learning Agreements for summer practicum may be submitted to the Office of Field Education without a faculty advisor's signature. The Director of Field Education will notify students in writing of the assignment of a temporary summer site visitor. The summer site visitor will receive the "advisor" copy of the Educational Learning Agreement. The summer site visitor will be available to act as a consultant and to complete practicum site visits.

### **Practicum Credit**

Credit for practicum work begins with formal acceptance of the Educational Learning Agreement by the Office of Field Education. However, students who are at an approved site with an approved instructor may begin to receive credit for the practicum hours (maximum of 50 hours) if their Educational Learning Agreement is submitted by the Educational Learning Agreement submission due date and subsequently accepted. This arrangement provides an opportunity for the student to become better acquainted with the agency and to work closely with the Field Instructor as the Educational Learning Agreement is prepared.

### **Practicum Grades**

Upon the completion of the practicum, the Field Instructor will, as indicated above, complete a written evaluation of field performance. These signed evaluations are sent to the Field Education Office with a PASS/FAIL recommendation. The faculty advisor (and faculty coordinator, if any) reviews the recommendation and, together with other knowledge of the practicum experience, assigns the grade.

The differences between evaluation of classroom learning and evaluation of the student's field experience in practicum must be distinguished here: Practicum grades are based on the demonstration of knowledge comprehension by performance, whereas classroom grades may be based solely on demonstration of knowledge comprehension.

In order to advance to a concentration practicum, a student must have achieved a "PASS" in foundation practica. In order to graduate, a student must have achieved a "PASS" for both the foundation and the concentration practica.

Practicum grades received after the due date for grade submission may not be recorded by the Registrar until the end of the following semester. The student may receive an "I" (incomplete) or an "N" (no grade) as a result of the late submission. The "I" (incomplete) or "N" (no grade) received as the result of late submission will be replaced with the grade awarded in the next semester.

### **Grade Submission Requirements and Due Dates**

Upon completion of approximately half of the contracted practicum hours, a mid-term evaluation must be completed and returned to the Office of Field Education. At the end of each semester, a completed evaluation with total hours completed and a suggested grade is also required. Both the Mid-Term and Final Evaluations must be discussed with the student. Both evaluations require signatures of the field instructor and the student. Before submitting either evaluation, it is recommended that the field instructor as well as the student retain a copy of both evaluations. Please submit the appropriate evaluations by the due dates below:

	<b>FALL 05</b>	<b>SPRING 06</b>	<b>SUMMER 06</b>
MID-TERM EVALUATION DUE	11/12/05	04/08/06	07/08/06
<b>(MID-TERM EVALUATION OF STUDENT PROGRESS SHOULD BE COMPLETED WHEN HALF OF THE PRACTICUM HOURS FOR THE SEMESTER HAVE BEEN COMPLETED.)</b>			
FINAL EVALUATION DUE	12/12/05	05/08/06	08/10/06
<b>(GRADES MUST BE SUBMITTED BY THE SPECIFIED DUE DATE IN ORDER TO RECEIVE CREDIT FOR THE SEMESTER IN WHICH PRACTICUM WAS TAKEN.)</b>			

### ***STUDENT'S ROLE IN SELECTION OF PRACTICUM***

The student plays an active role in selecting the practicum site and specifying the types of experiences needed to fulfill learning objectives. A variety of resources are available to assist students in the selection process.

#### ***List of Affiliated Practicum Sites***

Practicum selection is made from lists of affiliated practicum sites available from the Office of Field Education. The lists provide the names of affiliated agencies along with their addresses, telephone numbers, and an agency-designated contact person. These lists are available by foundation and concentration level, (i.e., children youth & families, health, gerontology, individualized, mental health, social and economic development) and specializations, (i.e., management, research, and family therapy). There is also a list of practica that have paid students and a list of practica that may be able to accommodate part-time students who are employed.

#### ***Student Practicum Information System***

The Student Practicum Information System (SPIS) allows students to selectively view and print information about affiliated practicum sites and field instructors. By using search criteria, it allows viewing of information pertinent to affiliated sites or field instructors.

The SPIS will display a list of agencies that meet the specified search criteria. The student may then select the agency of his/her choice for additional agency information. Information about affiliated field instructors at the agency of choice may also be viewed.

#### ***Affiliated Agency and Field Instructor Profile Binders***

Organizational and Field Instructor profiles are available for viewing in the Student Resource Room. Profiles are submitted by agency contact persons and field instructors to provide students with basic information about their agencies. These profiles complement the above mentioned Student Practicum Information System or may be used independently. Profiles of affiliated out-of-state and international agencies are also available.

#### ***Agency Brochures and Pamphlets***

Some affiliated practicum sites have on file with the Office of Field Education material that provides more in-depth information about their programs and services. When received, brochures or pamphlets are available to students to help them in selecting an agency and in preparing for an agency interview.

### Student Evaluations of Practicum

Students are required to complete final evaluations of their practicum experience at the end of every semester they are in practicum. These evaluations from previous semesters are available in the library for student review. The evaluations provide valuable information about the agency as well as the field instructor from the student's point of view. (Every agency may not have a current Student Evaluation of Practicum.)

### Faculty Advisor

The faculty advisor assigned to each student assists in the practicum selection decision making process. Advisors help students match curriculum and career goals with practicum opportunities for knowledge and skill development.

### Summer Site Visitors

In the summer, when faculty are unavailable, social work Ph.D. students with an MSW and local social work professionals are hired and trained to serve as interim site visitors and practicum liaisons for students who choose to do summer practica. If a faculty coordinator role is needed for summer practica, the summer site visitors are asked to fill that role.

### Office of Field Education Staff

The Director and the Assistant Director of Field Education are available for individual consultation if additional assistance is needed in the selection process.

### Practicum Bulletin Board

A Practicum Bulletin Board located across the hall from Rooms 206-214 displays special announcements from practicum sites regarding availability of practicum opportunities and new practicum sites. Practicum announcements are also made through student's email and the student newsletter, *Noteworthy News*, and the Field Education webpage.

## ***ROLE OF THE STUDENT'S INTERVIEW WITH A POTENTIAL FIELD INSTRUCTOR***

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Students are expected to take the initiative in selecting School-affiliated practicum sites suited to their career goals and academic needs. It is the student's responsibility to contact the agency or organization and participate in a formal interview with the professional who would be the student's field instructor.

The process is similar to applying for a job. Student and field instructor interview each other to assess whether the opportunities of the site and the role and skills of field instructor match the educational and professional development requirements of the students.

Students can be expected to share a resume with a potential field instructor. In the interview, they should be prepared to discuss their academic and work experiences, strengths and weaknesses, career goals and the Educational Learning Agreement activities they need in order to accomplish their goals, as well as the learning objectives of the practicum level they are seeking. Students with a B.S.W. may discuss the breadth and level of practice experience they are seeking, given their previous practicum experience.

Field instructors discuss the opportunities for training and supervision available in the setting as well as their expectations of students. These discussions may provide valuable groundwork for the preparation of the Educational Learning Agreement.

### **Student Preparation**

In order to facilitate a productive interview, GWB graduate students are required to attend an Orientation to Practicum conducted by the Office of Field Education at the beginning of both the fall and spring semesters. In addition, a Practicum Selection Workshop is offered every semester. The orientation and workshops are intended to assist students



in preparing for the interview by providing them with sample questions that field instructors might ask and expectations that a field instructor may have of a student during the interview. below are:

- 1) expectations that may be appropriate for discussion during the interview;
- 2) examples of questions that are commonly asked by field instructors at the initial interview;
- 3) questions students may ask during the interview and questions that might be asked of students after they complete their practicum experience.

**Expectations:**

Submission of a current resume and student application  
 Completion of agency training  
 Willingness to learn and grow  
 Knowledge of agency policies  
 Professionalism  
 Willingness to assist with special projects  
 Progress report or journal about practicum experience  
 Demonstration of good written and verbal communication skills

**Students should be prepared to answer the following types of questions:**

Why are you interested in the agency? (Important: Know the agency.)  
 Why are you interested in your particular concentration?  
 What skills or knowledge do you bring to us?  
 What do you want to learn here?  
 What are your practicum/internship requirements according to your school?  
 What are your career goals?  
 If I asked those who know you well what challenges you, what would they say?  
 Describe something you have enjoyed or have been successful at in a past job, practicum, or internship.  
 Describe something you disliked, found frustrating or failed at in a past job, practicum, or internship.  
 Describe your ideal work environment and your ideal supervisor.  
 When do you do your best work: when you start, change, or finish something?  
 How would your friends describe you? How would your enemies describe you?

**Students should feel free to ask the following questions:**

What is your supervision style?  
 What level of independence is expected of your students?  
 What do you enjoy about your work in this organization?  
 How do students function in the organization as a whole?  
 How do you use the Educational Learning Agreement to structure the student's experience?  
 If other students are at this site, what are expectations about students working together?  
 What are some positive experiences you've had with students in the past?  
 What are some negative experiences you've had with students in the past?  
 What skills and knowledge do you have to offer a practicum student?  
 What is the extent of supervision time you are able to commit to a student?

**Upon completion of the practicum, a field instructor might want to ask the following questions of the student:**

- What did you enjoy most about your experience at the agency?
- What frustrated you most during your experience?
- What has been the most important thing you have learned here?
- Overall, how would you describe your practicum experience?
- What suggestions do you have for improving the learning experience for students?
- What suggestions do you have for improving this agency?

### ***ORIENTATION OF STUDENTS TO THE PRACTICUM SITE***

A well-planned orientation program can help students quickly understand their practicum setting and their roles, functions, and responsibilities.

The orientation of students to their practicum site should include:

- 1) Adaptation to the culture and environment of the organization--tour of facility, student's office space, dress code, work schedule, holiday schedule, use of phone, travel reimbursement, resources manuals and reference materials.
- 2) Review of the history, mission, funding sources, services and organization chart of the practicum site.
- 3) Review of the code of ethics followed by the practicum site.
- 4) Review of procedures for documentation, record keeping, and confidentiality.
- 5) Introduction to key personnel in the organization, agreement on the role of the student in the setting, boundaries of the students' involvement, persons with whom the student may consult, and title of student, i.e., social work intern.
- 6) Introduction to key community resources and people outside of the practicum organization with whom the student is likely to interact.
- 7) Clarification of process of instruction and supervision as well as an agreement regarding backup supervision when field instructor is not available to respond to student's unanticipated needs.
- 8) Review of personal safety issues and training necessary to protect the well being of students in their work with the agency's clients.

## **Developing an Educational Learning Agreement**

The Educational Learning Agreement is a contract for learning activities and opportunities. It contains a series of statements about what the student and field instructor will do in the field setting to enable the student to achieve certain learning objectives. It is an opportunity for students to make of the experience what they want. The process of contracting is interactive and cooperative. The student takes responsibility for completing activities agreed upon and fulfilling practicum learning objectives. Workshops are offered each semester by the Office of Field Education covering in more detail the following steps involved in developing the Educational Learning Agreement.

1. In the semester prior to beginning a practicum, obtain a copy of the Educational Learning Agreement Face Sheets, Practicum Registration Form, and instructions for submitting a proposal from the Office of Field Education, Brown Hall, Room 210 or the Library across from the circulation desk, also in Brown Hall. Review guidelines and note due dates.
2. After beginning practicum hours, summarize the goals and objectives, educational learning activities, evaluation methods and learning outcomes you choose to complete at the agency, prepare a draft Educational Learning Agreement and review it with your field instructor. The learning activities and assignments are based on the objectives outlined under Foundation Curriculum and Concentration Curriculum. **All learning objectives are to be included in each semester's Educational Learning Agreement.** (See section on Elective Practicum for exception.)
3. Meet with the faculty advisor to discuss the draft Educational Learning Agreement. Changes are often suggested at this point.
4. Modify the Educational Learning Agreement as required, meet again with the Field Instructor to discuss the changes. **This process continues until a three-way agreement is reached.** The student is responsible for obtaining the Educational Learning Agreement face sheet and signatures of his/her faculty advisor and the field instructor. The signature of a faculty coordinator is also obtained if the concentration field instructor does not have an MSW. The student's advisor typically assumes the role of the faculty coordinator if he/she has an MSW. (*For further information about the role of faculty coordinators, please see Faculty Coordinators in a subsequent practicum section of this Student Handbook.*)
5. Submit the Educational Learning Agreement to the Field Education Office for final acceptance by the specified due date.

The Educational Learning Agreement is to be used (1) by the student to articulate and to monitor objectives, activities, and learning outcomes, (2) by the Field Instructor as a contract specifying the agreed-upon educational experiences and their evaluation, (3) by the faculty advisor as a guide to field content in the student's graduate program, and (4) by the Office of Field Education to monitor the objectives, activities, evaluation and supervision of the practicum. **Thus, four copies of the Educational Learning Agreement with four attached, signed face sheets are to be submitted to the Office of Field Education by the Educational Learning Agreement due date each semester.** (Please see section on Two-Semester Practicum Placements, if appropriate.)

### **The Educational Learning Agreement: Content and Format**

The Educational Learning Agreement is a formal document with two basic elements: Part I asks for a description of the setting, summary of student's primary responsibilities and summary of short and/or long term career goals. Part II is to include (1) task/activities in the practicum; (2) learning objectives; (3) learning activities; (4) criteria, method of evaluation and expected learning outcomes. Implementing what is outlined in the Educational Learning Agreement is primarily the responsibility of the student and the field instructor. The student's advisor monitors the progress of the student in practicum. Each part of the Educational Learning Agreement is discussed below:

#### **Part I**

##### **1. Description of Setting and Summary of Student's Primary Activities in the Practicum**

A brief description of the mission and functions of the organization and a summary of student activities are required.

##### **2. Student's Primary Activities in the Practicum**

A summary of the student's primary activities is required. These may be bullet-pointed.

##### **3. Statement of Differentiation (Practicum at Place of Employment)**

A written statement related to a clear differentiation between the student's role as an employee and as a graduate level learner must also be included in the Educational Learning Agreement.

#### 4. Learning Objectives

The seven required learning objectives for both foundation and concentration practica are listed in preceding sections of this handbook (see section on **Learning Objectives - Foundation and Concentration**).

- ◆ Each foundation Educational Learning Agreement includes all seven foundation-learning objectives.
- ◆ Each concentration Educational Learning Agreement includes all seven concentration-learning objectives.
- ◆ \*The student and field instructor may agree to include additional learning objectives but these may not replace the required objectives.
- ◆ Each elective Educational Learning Agreement contains at least two (2) learning objectives, which can be developed by the student and field instructor to address the goals for the elective practicum.

#### 5. Activities

Following the statement of each learning objective in the Educational Learning Agreement, the activities and responsibilities which enable a student to achieve the required learning objectives are specified. An identification of these activities evolves in consultation with the field instructor. The activities should provide an opportunity for the student to assume the role of a social worker under the field instructor's guidance and supervision. In addition, each activity must facilitate the student's achievement of practicum learning objectives and learning outcomes. It is expected that foundation practicum activities will support the idea of generalist practice and basic social work skills, while activities at the concentration level will build on those skills in increasingly more specific and responsible ways. A minimum of two activities is required for each learning objective.

The student's goal is both to learn the practice of social work in the practicum setting and to understand how that practice relates to and exemplifies classroom learning in specific areas:

- ◆ theoretical knowledge and the assessment and evaluation of its appropriate use in practice as well as the development of new knowledge through research;
- ◆ social policies, the service delivery systems and social work practice roles, which flow from them;
- ◆ values and ethics and their relationship to policies and procedures of service delivery; and,
- ◆ evaluation of one's own practice, professional self-awareness, communication and critical thinking skills.

Integration of class and field learning is an ongoing process through which the student gradually observes and understands, in a cumulative and increasingly sophisticated manner, the critical interconnections between knowledge use, development, and successful social work practice. As this integration occurs, the student's practice skills are enhanced; the depth and breadth of understanding of the dynamics of the profession and one's specific practice role increases.

The following examples demonstrate activities related to the attainment of knowledge, skills, and values:

a. Activities related to attaining knowledge:

- |   |                      |
|---|----------------------|
| • reading   | • formal research    |
| • systematic observation                              | • attending meetings |
| • discussions with producers or consumers of services | • consultation       |
|   | • interviews         |

b. Activities related to attaining skills:

- observing or co-conducting interventions
- practice in simulated situations with skilled reactors
- engaging in planned interactions with clients

c. Activities related to clarifying/attaining values:

- observing how other professionals resolve value conflicts
- writing about one's own values
- discussions with others regarding values/ethical issues or controversies

**A sample of suggested practicum activities and learning outcomes appropriate for each of the practicum learning objectives is provided in subsequent sections. Information about foundation and concentration levels of professional skill development can be found in the curriculum section of this handbook.**

## **6. Evaluation: Criteria, Methods and Expected Learning Outcomes**

The criteria, methods and expected learning outcomes, which form the bases for the student's evaluation, are to be spelled out in this section of the Educational Learning Agreement. Criteria are the expectations that will be used by the Field Instructor to determine if the activities have been adequately performed and/or performed with excellence. The criteria should relate both to the quality of the performance of the activity in the practicum setting and to the student's ability to integrate the learning of the activity specified with its practicum-learning objective.

Often criteria will specify how often or how long an activity will be carried on, or how much will be produced. Sometimes a product is specified (e.g., a paper, a report). Specific levels of skill and conceptual understanding are to be expected and described, where possible.

Evaluation methods are the means for measuring performance factors. They include such things as student/instructor conferences, direct observation of the student's work, audiovisual tapes, case files, presentations, and other written materials submitted by the student.

**Evaluation criteria and methods must be explicit and as detailed as possible in the Educational Learning Agreement.** They should be stated in such a way that an outside observer could assess the student's level of performance.

Note: Evaluation is viewed as a continuous process occurring throughout the course of the practicum experience. Objective evaluation is a necessary aspect of public accountability and, hence, a necessary part of social work. The field instructor will submit both mid-semester and end of the semester performance evaluations in writing to the Office of Field Education. Both evaluations are to be shared with and signed by the student. **The Office of Field Education sends all evaluation forms to the field instructor with an approved Educational Learning Agreement (that is, a copy that has been signed by the field instructor, the faculty advisor, and the Field Education staff member) at the beginning of the practicum.**

### **Submission of Educational Learning Agreements and Required Revisions**

1. No credit for hours at a practicum site is given if an Educational Learning Agreement is not submitted according to practicum guidelines.
2. An Educational Learning Agreement must be submitted for each semester of practicum. (See section on Two-semester Practicum Placements and Educational Learning Agreements.) All practicum learning objectives are included in each non-elective Educational Learning Agreement.
3. After a student accepts a practicum and before beginning the practicum, a Practicum Registration Form is to be submitted to the Office of Field Education by the specified due date. The Registration Form is to be submitted every semester that a student is in practicum. A student continuing in a two-semester practicum must re-submit a Registration Form at the beginning of the second semester by the specified due date. (See Guidelines for Submitting a Foundation/Concentration Educational Learning Agreement.)
4. Notification of acceptance of the Educational Learning Agreement is given when the student receives a copy of the Educational Learning Agreement signed by Field Education Office staff.

With the exception of the required learning objectives, the above elements of the Educational Learning Agreement are unique to each practicum experience. The student bears primary responsibility for the formulation of his/her Educational Learning Agreement.

Both the field instructor and faculty advisor must indicate approval of the Educational Learning Agreement with their signature on the Educational Learning Agreement face sheets. Next, the Educational Learning Agreement is submitted, by the student, to the Field Education Office for final acceptance. The acceptance of the Educational Learning

Agreement by the Office of Field Education indicates the formal beginning of the practicum. Consequently, the Educational Learning Agreement has become a contract for learning.

The following steps are involved in developing the Educational Learning Agreement:

- The student is responsible for providing the field instructor with a copy of the syllabus of each course in which he/she is currently enrolled.
- The student summarizes goals, practicum activities, and expectations discussed with the agency/organization, prepares a draft Educational Learning Agreement, and reviews it with the field instructor. Learning assignments should be developed which will help the student achieve the standard learning objectives as well as provide significant social work practice experiences and opportunities for skill development.
- The student meets with the faculty advisor to discuss the draft Educational Learning Agreement. Changes are often suggested at this point. **PLEASE NOTE:** In concentration practica in which the field instructor does not have an M.S.W., a faculty coordinator may also be involved in the drafting and approval of the Educational Learning Agreement.
- The student modifies the Educational Learning Agreement to achieve three-way agreement among field instructor, academic advisor, and the student.
- The student submits the Educational Learning Agreement to the Office of Field Education for final acceptance. In the event that further changes are required, the student discusses these with the field instructor, makes the required changes, and resubmits the Educational Learning Agreement for acceptance.
- Educational Learning Agreements are to be written during the first two weeks of each semester's practicum. They are to be submitted to the Office of Field Education by the Educational Learning Agreement due date at the beginning of each semester.

Early submission of Educational Learning Agreement

- \* Educational Learning Agreements are to be submitted to the Office of Field Education before a student has accumulated 40 hours in practicum, regardless of the Educational Learning Agreement due date for the semester. No more than 40 hours will be credited for hours accrued in practicum without an approved Educational Learning Agreement submitted by the specified due date.

**Deadlines for Submission of Educational Learning Agreements**

- Educational Learning Agreements are due on the following dates:
  - **Fall `05 Semester – September 30, 2005**
  - **Spring `06 Semester – February 17, 2006**
  - **Summer `06 Session – May 26, 2006**

## Guidelines for Submitting A Foundation Educational Learning Agreement (ELA)

### ELA Due Dates – 2005-2006 Academic Year

**Fall, 2005** Semester – Due September 30, 2005      **Spring, 2006** Semester – Due February 17, 2006

**Summer, 2006** Session – Due May 26, 2006 (**Extensions are not granted beyond these dates.**)

### **BEFORE submitting an Educational Learning Agreement REMEMBER:**

1. Begin your practicum **ONLY** after a Practicum Registration form is submitted to the Office of Field Education on or before September 23<sup>rd</sup>, February 10<sup>th</sup> or May 19<sup>th</sup>. **You may not accumulate practicum hours at a non-affiliated site or with a non-affiliated field instructor.** Verification of the affiliation of a field instructor/site may be accomplished via the Student Practicum Information System (SPIS) on the Field Education web page, Field Instructor Profiles or Affiliated Practicum Agency List found in the Library across from the circulation desk.  
**NOTE:** Students will be notified via email regarding registration of a non-affiliated site or field instructor.
2. **Students eligible to begin practicum** have attended the: 1) Orientation for New Students and 2) Selecting Your Practicum Workshop.
3. Only 40 hours of field work may be accrued before the Educational Learning Agreement is submitted to the Field Education Office.
4. Remember to allow enough time to meet with your field instructor and your faculty advisor to review your Educational Learning Agreement. Either or both persons may require some revision of the Educational Learning Agreement. You, not your advisor, are responsible for submitting the Educational Learning Agreement on time.
5. **One-semester or Two-semester Educational Learning Agreement** – Submit a total of 4 copies of your face sheet and 4 copies of your Educational Learning Agreement. Attach a copy of your face sheet to each copy of your Educational Learning Agreement.

***Elective Educational Learning Agreement for additional hours at foundation site*** – An Addendum of Elective Hours may be submitted with a non-elective Educational Learning Agreement for hours to be completed at the same agency. (See Student Handbook for further explanation.) **Elective practica are subject to the same registration and due date requirements as non-elective practica.**

***Elective Educational Learning Agreement for practicum credit at a site other than foundation site***– An elective Educational Learning Agreement may be submitted for elective hours to be completed **independent** of non-elective foundation practicum hours. A separate Elective Educational Learning Agreement Registration Form is required.

### **PRACTICUM STUDENT: PLEASE KEEP THESE DUE DATES HANDY:**

	FALL 05	SPRING 06	SUMMER 06
MID-TERM EVALUATION	11/12/05	04/08/06	07/08/06
(MID-TERM EVALUATION OF STUDENT PROGRESS SHOULD BE COMPLETED WHEN HALF OF THE PRACTICUM HOURS FOR THE SEMESTER HAVE BEEN COMPLETED.)			
FINAL EVALUATION	12/12/05	05/08/06	08/10/06
(GRADES AND TIMESHEETS MUST BE SUBMITTED BY THE SPECIFIED DUE DATE IN ORDER TO RECEIVE CREDIT FOR THE SEMESTER IN WHICH PRACTICUM WAS TAKEN.)			

**FOUNDATION CURRICULUM  
REQUIRED COURSES CHECK LIST**

**Before beginning a foundation practicum, students must have:**

**1) completed the Human Behavior and Foundations of Social Work Practice I course; and, 2) completed or be concurrently enrolled in the remaining five foundation courses and the Integrative Seminar.**

**Student Name:** \_\_\_\_\_

(please print)

Please indicate below the semester/year in which you have taken or are taking the foundation courses

OR

A) if you have passed a Proficiency Exam or B) received Advanced Standing.

**Please note: Your advisor's signature is required. This form must be accurate and submitted with your Educational Learning Agreement.**

**S15-5005 - Research Methods of Social Work Practice (sem/year)** \_\_\_\_\_

**S15-5011 - Human Behavior (sem/year)** \_\_\_\_\_

**S15-5012 - Social, Economic and Political Environment (sem/year)** \_\_\_\_\_

**S15-5015 - Human Diversity (sem/year)** \_\_\_\_\_

**S15-5038 - Foundations of Social Work Practice I:**

**Individuals, Families, and Groups (sem/year)** \_\_\_\_\_

**S15-5039 - Foundations of Social Work Practice II:**

**Organizations and Communities (sem/year)** \_\_\_\_\_

**S70-5102 - Foundation Practicum Integrative Seminar** \_\_\_\_\_

**S15-5040 - Social Welfare Policies and Services (sem/year)** \_\_\_\_\_

Reviewed by advisor: \_\_\_\_\_ Student signature: \_\_\_\_\_

signature/date

signature/date



## Overview of Educational Learning Agreement Format (Foundation and Concentration Level)

### LEARNING ACTIVITIES

The following **Guidelines for Foundation Educational Learning Agreement: Learning Objectives, Activities, Evaluations and Learning Outcomes** are provided to guide students in the creation of an Educational Learning Agreement. The activities listed are examples and are not required for each learning objective. However, if they are used, an activity is to be modified and individualized to describe more specifically what you will do in your own practicum setting.

At least two activities are required for each learning objective. Learning activities must be specific enough to demonstrate how knowledge will be gained or demonstrated to achieve specific learning outcomes. Learning Activities must support learning outcomes.

Students with a BSW or with extensive social work experience are asked to use the flexibility of the practicum learning objectives to design learning activities that will broaden and enhance their level of practice experience.

### EVALUATION

The student and field instructor specify in the Educational Learning Agreement the evaluative criteria to be used by the field instructor to evaluate the student. The criteria that will be used by the field instructor to determine if the activities specified have been adequately performed and/or performed with excellence should be clearly specified in the Educational Learning Agreement. Criteria should relate both to the quality of the performance of the activity and the student's ability to integrate the learning of the activity with its practicum learning objective.

### LEARNING OUTCOMES

The learning outcomes must be supported by the learning activities specified in the Educational Learning Agreement for each practicum objective. Not all learning outcomes listed in the Guidelines section will apply to everyone's Educational Learning Agreement. The section on Developing an Educational Learning Agreement provides further detail.

### **Guidelines for Foundation Educational Learning Agreement: Learning Objectives, Activities, Evaluations and Learning Outcomes**

The foundation practicum learning experience is focused around a common set of learning objectives. Thus, regardless of practicum setting, all students are expected to acquire the same set of knowledge, values, and skills. The following section presents the required practicum learning objectives accompanied by the corresponding required foundation level courses. The employment of these activities should be worded so as to make them specific to the practicum setting and student's level of professional development.

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STUDENT: \_\_\_\_\_ ADVISOR: \_\_\_\_\_  
AGENCY: \_\_\_\_\_ FIELD INSTRUCTOR: \_\_\_\_\_  
SEMESTER/YEAR: \_\_\_\_\_ CREDITS \_\_\_\_\_

**The Educational Learning Agreement (ELA) Template applies to both Foundation and Concentration level practica. Foundation-level practica must provide the required minimum 50 direct face-to-face client contact hours. The ELA is comprised of Part I and Part II. YOU MAY NOT SUBMIT THE PARTS SEPARATELY. The ELA should be constructed in consultation with your field instructor and faculty advisor. (Revisions may be required.) Submit the ELA to the Office of Field Education along with four (4) copies of the ELA attached to one each of four concentration facesheets.**

**MONITORING STUDENT PERFORMANCE IN PRACTICUM**  
(Please refer to the Student Handbook for further information)

Educational Learning Agreements goals and task/activities are monitored by your faculty advisor for purposes of assuring integration of classroom instruction and field instruction. An on-site visit to the practicum to discuss your progress and learning experiences with you and your field instructor is the responsibility of the advisor. Please feel free to facilitate this visit by meeting with your advisor and establishing the day and time of weekly supervision.

SPECIALIZATIONS

**Learning Activities related to Specialization must be specified in Summary of Primary Responsibilities and included under appropriate learning goals.**

**Family Therapy** Students must work with at least five individuals, couples, or families. Three of these client systems must involve more than one family member. Students must make at least one formal case presentation of a client system worked with during the practicum.

**Management** Students must complete the equivalent of one credit (140 hours) on management tasks. These tasks must be clearly related to the outcomes of the Management Specialization and must build on management course work.

**Research** Students must demonstrate research (e.g., involvement in program evaluation efforts, development and implementation of quality assurance indicators, systematic assessment of clinical issues) that build upon research course work and must lead to development of a written research report.

**STUDENT EVALUATION OF PRACTICUM EXPERIENCE:** (Please refer to the Student Handbook for further information) Your feedback is vital for the development and retention of quality practica. The completion of a Student Evaluation of Your Practicum form is requested of all practicum students at the end of each semester you are in practicum. Your practicum grade will be recorded upon receipt of the completed Student Evaluation of Practicum Experience form. (Forms are available from the Office of Field Education.)

## PART I

<p style="text-align: center;"><u>Provide A Description of the Setting</u> (see required content below)</p>	<p style="text-align: center;"><u>Summarize Primary Responsibilities</u> (see required content below)</p>	<p style="text-align: center;"><u>Summarize</u> <u>Short and /or Long-Term Career Goals</u> (see required content below)</p>
<p style="text-align: center;"><b>Please include</b></p> <p style="text-align: center;"><b>Section I</b></p> <p>a) Explanation of the nature of the work the agency is engaged in</p> <p>b) The agency goals</p> <p>c) The nature of the population served by this agency</p> <p>d) The general organizational structure of the agency and its ties to local, regional, or national groups</p> <p>e) The context of client contact (A minimum of 50 hours client contact required at foundation level.)</p> <p style="text-align: center;"><b>Section 2</b></p> <p>f) Indicate if an orientation to the agency and its staff was available to you</p> <ol style="list-style-type: none"> <li>1) Were you provided an operations manual or equivalent?</li> <li>2) Did you participate in a discussion with your field instructor about the parameters of confidentiality and the agency's requirements for data gathering and recording?</li> <li>3) Were agency safety and security issues discussed with you?</li> </ol>	<p style="text-align: center;"><b>Please describe your:</b></p> <p>a) <u>Role as a graduate-level student</u> in this agency in relations to the client system(s) and other service delivery systems.</p> <p>b) <u>Responsibilities as a graduate-level student</u> that may involve program planning, public relations, work with (direct or indirect) client systems, administration, policy formation and implementation, committee work, counseling, etc.</p> <p>c) <u>Responsibilities as a graduate-level student</u> that allow for application of concepts associated with prevention, assessment, various intervention models, case management, coalition building, etc.</p> <p>d) <u>Responsibilities as a graduate-level student</u> that involve work with client systems of diverse racial, ethnic, sexual orientation and gender identifications.</p> <p><b><u>Specializations:</u></b> Learning Activities related to Specialization must be specified in this section and included under the appropriate learning goals.</p>	<p><b>Summarize the short- and/or long-term educational or career goals that make this practicum experience relevant to your learning.</b></p>

## PART II

<u>Learning Goals</u>	<u>Tasks/Activities To Reach Goals</u>	<u>Monitoring/Evaluation C</u>
<p>Provided below are the SEVEN (7) REQUIRED LEARNING GOALS for your current practicum placement. In consultation with your field instructor, select activities that will demonstrate how you will accomplish these goals.</p> <p><b>NOTE:</b> Every semester of practicum, you must address seven (7) required learning goals.</p>	<p>1) Student, describe, in detail, the tasks/activities that you will perform to accomplish the required learning goals. (Provide a minimum of two tasks/activities with corresponding Outcomes and Evaluation Criteria.)</p> <p>2) Expected Learning Outcomes Student, describe in detail, WHAT YOU ARE EXPECTED TO LEARN as a result of the completion of the tasks you list.</p> <p>3) Each task/activity listed in this section must also have a corresponding evaluation component in the Monitoring/Evaluation Criteria section</p>	<p>Students, in consultation with your field instructor, describe the activities you will perform to reach your learning and performance goals. These activities will be evaluated.</p> <p><b>EXAMPLE:</b> My performance on the corresponding task #__ will be evaluated based on the following criteria: (STUDENT BE SPECIFIC) (STUDENT BE SPECIFIC) SECTION: i.e., demonstrate learning, understanding, contribution, product, application, implementation, facilitation, etc. Do not use verbatim. This section must correspond to each of the tasks listed in the task/activity section of the objective.</p>
<p><b><i>Organizational/Community context of practice</i></b></p> <p>Demonstrate an understanding of client systems by identifying and describing their needs, functioning, problem(s) confronting them, needed resources, and obstacles or conflicts which prevent meeting those needs from an agency perspective.</p> <p style="text-align: center;">And</p> <p>Demonstrate an understanding of the dynamics of social and economic justice, especially the consequences of poverty, discrimination, exploitation and oppression in human societies in the context of concentration practicum work.</p>	<p>Tasks/Activities</p> <p>Expected Learning Outcomes</p>	<p>Monitoring/Evaluation C</p>
<p><b><i>Intervention context of practice</i></b></p> <p>Develop intervention skills for use with individuals, families, agencies, and/or communities that focus on data gathering, capacity building, and the ongoing nature of assessment.</p> <p style="text-align: center;">And</p> <p>With supervision, student is able to identify,</p>	<p>Tasks/Activities</p> <p>Expected Learning Outcomes</p>	<p>Monitoring/Evaluation C</p>

<p>apply and evaluate empirically supported theories in practice at practicum site.</p> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>1) Demonstrate the ability to use appropriate research designs, measures, data collection, and analysis strategies.</li> <li>2. Demonstrate research and evaluation endeavors that are sensitive to poor, vulnerable, disadvantaged groups and minority populations.</li> <li>3. Demonstrate research and evaluation endeavors that are sensitive to ethical issues and agency concerns.</li> </ol>	<p>Tasks/Activities</p> <p>Expected Learning Outcomes</p>	
<p><b><i>Social Policy and Social Change in practice</i></b>                  Demonstrate knowledge of the development or evolution of current public policies and their impact on clients.</p> <p style="text-align: center;">And</p> <p>Demonstrate participation in social change efforts in the agency.</p>	<p>Tasks/Activities</p> <p>Expected Learning Outcomes</p>	<p>Monitoring/Evaluation C</p>
<p><b><i>Use of Supervision in practice</i></b>                  Demonstrate use of supervision to enhance planning and intervention skills, including goal setting, using theories of changes, selecting level of intervention, and using interventions matched to client needs.</p> <p>Demonstrate use of supervision to integrate classroom learning in practice setting.</p> <p style="text-align: center;">And</p> <p>Student will further demonstrate the application of values and ethics relevant to social work practice with regard to the client.</p>	<p>Tasks/Activities</p> <p>Expected Learning Outcomes</p>	<p>Monitoring/Evaluation C</p>



## ***PRACTICUM EVALUATION***

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### **Student Assessment of Practicum Experiences**

*Students are required to share their assessment of practicum experiences with the Office of Field Education (s*

#### **Required Practicum Credit**

In order to receive credit for practicum hours, an ELA must be submitted to the Office of Field Education. Students who are at an affiliated site with an affiliated instructor may begin to count hours (maximum of 40 hours) for practicum if their ELA registration sheet and ELA are submitted by the submission due dates and subsequently accepted. This arrangement provides an opportunity for the student to become acquainted with the agency and to work with the field instructor in preparing the ELA.

Foundation practica require 420 for three credits. Each credit equals 140 clock hours of work in the field (lunch hours and travel time to and from the practicum setting are not counted). Concentration practica require 700 hours for five credits. Each concentration practicum credit requires 140 clock hours of work in the field. Students are permitted to take up to 700 hours in practicum in any given semester working a maximum of 40 hours a week. (Given a fifteen week semester, this will involve an early start and a late ending.)

#### **Elective Practicum Credit**

Elective practicum credit can be earned upon completion of core practicum hours. Up to five elective practicum credits may be earned. All elective practicum credit require 100 clock hours. A student may complete only elective concentration hours.

### **Practicum Grades and Timesheets**

Upon the completion of the practicum, the Field Instructor will, as indicated above, complete an End of Semester Final Evaluation form. These signed evaluations, along with the student's signed Practicum Time Sheet, are sent to the Field Education Office with a grade recommendation. The faculty advisor (and faculty coordinator, if any) reviews the recommendation and, together with other knowledge of the practicum experience, assigns the grade.

Practicum grades are **PASS/FAIL**, based on the following three-point evaluation scale:

1. Student demonstrates difficulty understanding and/or applying skill.
2. Student generally demonstrates the understanding and application of skill at an acceptable beginning level.
3. Student surpasses expectations in understanding and applying skill as part of his/her professional behavior.

A student "passes" who receives a "2" or "3" rating in at least 28 out of 33 learning outcomes. Field instructors are requested to provide comments to back-up their ratings and to nominate exceptional students for the Clara Louise Myers Award for Outstanding Practicum Students.

Practicum grades are based on the demonstration of knowledge comprehension by performance rather than solely on knowledge comprehension. In order to advance to a concentration practicum, a student must have passed foundation practicum. In order to graduate, a student must have achieved a "PASS" for both the foundation and the concentration practica.

#### **Incompletes Grades in Practicum**

An "incomplete" for registered practicum hours may not exceed more than 60 days from the practicum completion date indicated on the Educational Learning Agreement Face Sheet for that semester. Practicum hours not completed within this specified timeframe must be dropped and completed in another semester.

An extension of the Incomplete grade beyond the aforementioned deadline can be granted by the Director of Field Education (or her designate) only in the case of truly extenuating circumstances. To receive this additional extension, a letter signed by the field instructor and the student should be sent to the Director of Field Education (or her designate) that indicates:

1. The reason for the extension;
2. The number of hours to be completed in order to remove the incomplete grade and;
3. The date these hours will be completed.

### **Timesheets**

Throughout the practicum experience, students are expected to document all hours accumulated at the affiliated agency under the supervision of an affiliated field instructors. Completion of the Practicum Time Sheet is governed by GWB's Academic and Professional Integrity standard. For practica experience, no more than 40 hours per week may be accumulated at the foundation or concentration levels. Completed Practicum Time Sheets must be returned to the affiliated field instructor and signed. Practicum Time Sheets are to be submitted by the field instructor attached to the End of Semester Final Evaluation form.

### ***PRACTICE SKILLS PORTFOLIO***

GWB has developed a practice skills focus to help students integrate conceptual knowledge with the practice skills needed for advanced social work practice. In keeping with this focus, students are encouraged to build Practice Skills Portfolios while completing the requirements for an MSW. The portfolio concept is designed:

1. To complement a strong, academic program;
2. To encourage the creation of well-designed opportunities in course, field and lab work which promote the growth and integration of knowledge with value-based practice skills; and,
3. To promote throughout the students' MSW program documentation of practice skills development.

This documentation process is a voluntary mechanism in which students are encouraged to assess their level of professional skill development and its congruence with competency requirements needed to meet career goals. By developing a practice skills portfolio, a student can focus work on the attainment of the competencies needed for professional practice in one's field of choice while deepening one's professional knowledge.

The practice skills portfolio can include, but not be limited to, the following:

1. Video/audio tapes of interpersonal counseling (individual, family or group), case presentations/conferences and other oral presentations;
2. Unpublished documents such as agency reports, internal studies, grant Educational Learning Agreements, policy statements, program plans and budgets; and
3. Published documents such as journal, magazine, newsletter or newspaper articles.

The student can use the practice skills portfolio for such purposes as:

1. Student self-monitoring of skill development;
2. Student application for practicum;
3. Graduate application and negotiation for employment, promotions and for self-enjoyment; and,
4. A professional resource for use in
  - a) social work practice,
  - b) professional exchange,
  - c) agency activities or collaboration,
  - d) community or professional presentations,
  - e) program or policy advocacy,
  - f) print or broadcast media related to social work issues.



While the development of a practice skills portfolio is not a formalized requirement for completion of the MSW program at GWB, the faculty have made a commitment to its integration into the classroom and the field curricula. In the field, concentration students have the opportunity to provide documentation of practice skills through the practicum activities chosen to complete the Educational Learning Agreement objectives. Course and professional skills lab assignments integrated with field work also provide such opportunities.

### **COMPLIANCE WITH ADA**

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Washington University encourages and gives full consideration to all applicants for admission, financial aid, and employment. The University does not discriminate in access to treatment or employment in its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, national origins, veteran status, or disability.

The Americans with Disabilities Act (ADA) of 1990 extends and implements civil rights protection for disabled individuals in the above-mentioned areas. GWB supports these rights by not excluding students with disabilities from any course of study solely on the basis of the disabilities. We would be glad to discuss with practicum instructors any issues you may be facing related to ADA compliance in your work with practicum students. You may contact Ms. Rochman at 935-4909.

### **SEXUAL HARASSMENT POLICY INTRODUCTION AND POLICY STATEMENT**

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*<http://www.wustl.edu/policies/sexharas.html>*

The sexual harassment policy of the University extends to students in Social Work practicum. Washington University is committed to having a positive learning and working environment for its students, faculty, and staff and will not tolerate sexual harassment.

Sexual harassment is an attack on the dignity of individuals and the integrity of the university as an institution of learning. Academic freedom can exist only when every person is free to pursue ideas in a non-threatening, non-coercive atmosphere of mutual respect. Sexual harassment is reprehensible and threatening to the careers, educational experience, and well-being of all members of our community.

Sexual harassment is a form of discrimination that violates University policy. It is also illegal under state and federal law.

This Policy applies to all members of the Washington University community. It allocates responsibilities for helping to ensure that University policy is fairly applied, explains the processes by which complaints of sexual harassment may be brought forward, and provides sanctions for sexual harassment, which may range from reprimands to termination or dismissal, depending on the severity of the offense. If you believe you have been sexually harassed, the sections in this document on *Seeking Advice; Making a Complaint* and *Protection of Rights* describe options about what you can do and where you can get help. If you believe you have been falsely accused of sexual harassment, the procedures set out below are also available to you. Those charged with implementation of this Policy will, whenever appropriate, encourage and assist those who believe they may have been sexually harassed to pursue the assorted informal means outlined in the section on *Seeking Advice; Making a Complaint* below for securing the cessation of unwelcome and offensive conduct.

#### **WHAT IS SEXUAL HARASSMENT?**

For the purposes of this statement, Washington University has adapted the Equal Employment Opportunity Commission (EEOC) definition of sexual harassment for an academic community: Sexual harassment is defined as any unwelcome sexual advance, request for sexual favor, or other unwelcome verbal or physical contact of a sexual nature, whether committed on or off campus, when

1. submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or academic advancement;
2. submission to or rejection of such conduct by an individual is used as the basis, or threatened to be used as the basis, for employment or academic decisions or assessments affecting an individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating or hostile environment for work or learning. Such conduct will typically be directed against a particular individual or individuals and will either be abusive or severely humiliating, or will persist despite the objection of the person targeted by the speech or conduct.

Sexual harassment includes but is not limited to situations where one person has authority over another. In such situations, sexual harassment is particularly serious because it may unfairly exploit the power inherent in a faculty member's or supervisor's position.

Sexual harassment can be verbal, visual, physical, or communicated in writing or electronically. Some conduct obviously constitutes sexual harassment -- such as a threat that a grade or promotion will depend on submission to sexual advance. But whether particular conduct constitutes sexual harassment will often depend on the specific context of the situation, including the participants' reasonable understanding of the situation, their past dealings with each other, the nature of their professional relationship (e.g., supervisor-subordinate, colleague, etc.), and the specific setting. The inquiry can be particularly complex in an academic community, where the free and open exchange of ideas and viewpoints preserved by the concept of academic freedom may sometimes prove distasteful, disturbing or offensive to some.

Examples of conduct which may constitute sexual harassment include but are not limited to:

- requests for sexual favors
- hugging, rubbing, touching, patting, pinching, or brushing another's body
- inappropriate whistling or staring
- veiled suggestions of sexual activities
- requests for private meetings outside of class or business hours for other than legitimate mentoring purposes
- use in the classroom of sexual jokes, stories, or images in no way germane to the subject of the class
- remarks about a person's body or sexual relationships, activities or experience
- use of inappropriate body images to advertise events

Members of the University community can expect to be free from sexual harassment, and thus all members of the University community should guard against it. The fact that someone did not intend to sexually harass an individual is generally not considered a sufficient defense to a complaint of sexual harassment, although the reasonableness of the accused's perceptions may be considered. In most cases, it is the effect and characteristics of the behavior on the complainant and whether a reasonable person similarly situated would find the conduct offensive that determine whether the behavior constitutes sexual harassment.

### **CONFIDENTIALITY**

The University will strive to protect, to the greatest extent possible, the confidentiality of persons reporting harassment and of those accused of harassment. Because the University has an obligation to address sexual harassment, however, the University cannot guarantee complete confidentiality where it would conflict with the University's obligation to investigate meaningfully or, where warranted, take corrective action. Even when some disclosure of the University's information or sources is necessary, it will be limited to the extent possible. The University will, to the extent permitted by law, keep confidential all records of complaints, responses and investigations. The records maintained by the Sexual Harassment Response Coordinator shall be available only to the coordinator and, to the extent necessary, to administrators and other supervisors charged with responding to allegations of harassment. Allegations of sexual harassment shall not be placed in student records or personnel files unless, after appropriate investigation, such allegations have been sustained. Records of allegations maintained by the Coordinator of allegations which do not lead to formal hearings or personnel actions will be discarded after five years unless there are additional, more recent complaints against the same person. Any records maintained by the Coordinator concerning an allegation about which

an accused person was not given reasonably timely notice and an opportunity to respond shall not be used to justify or enhance a sanction, other than an oral or written warning, imposed for a different instance of harassment.

If you want to discuss possible harassment in a more confidential setting or clarify your feelings about whether and how you wish to proceed, you may want to consult a social worker, therapist, or member of the clergy, who is permitted, by law, to assure greater confidentiality. Clergy and counseling resources on campus are listed in *Bearings, Ternion*, and *Safety and Security on the Hilltop Campus*. In addition, any member of the University community may contact the Student Counseling Services at 935-5980 for a confidential discussion and, if desired, referral to off-campus resources.

### **SEEKING ADVICE; MAKING A COMPLAINT**

If you believe that you have been sexually harassed, you have a number of response options, both formal and informal. Some people may wish to pursue informal means instead of or before making a formal complaint; others will not. If an informal procedure is ineffective, the formal procedures will remain open to you. You should select the route you feel most appropriate for your circumstances. However you wish to proceed, you may consult at any time with the Hilltop or Medical Center Sexual Harassment Response Coordinator (listed in the section *Sexual Harassment Coordinators and Advisors* at the end of this document), whose responsibilities include assisting students, faculty and staff with sexual harassment issues, be they general or specific, formal or informal. You may wish to work with the coordinator to select an approach.

#### **Informal Procedures**

- I. If you feel comfortable dealing with the situation without assistance, you can:
  - A. Clearly say “no” to the person whose behavior is unwelcome.
  - B. Communicate either orally or in writing with the person whose behavior is unwelcome. The most useful communication will have three parts:
    1. A factual description of the incident(s) including date, time place and specific action.
    2. A description of the writer’s feelings, including any consequences of the incident.
    3. A request that the conduct cease.

Frequently such a communication will cause the unwelcome behavior to stop, particularly where the person may not be aware that the conduct is unwelcome or offensive.

- II. If you would like to proceed informally, but with the assistance of someone else, you can:
  - A. Ask the person’s supervisor, e.g., department chair, dean, director, housing office representative, academic advisor, or resident advisor, to speak to the person whose behavior was unwelcome. The purpose of such conversations is the cessation of unwelcome behavior.
  - B. Consult with the Coordinator or one of the Sexual Harassment Response Advisors listed in a later section of this document and specifically charged with responding to sexual harassment inquiries and complaints.

These individuals are thoroughly familiar with University policy on sexual harassment and are available to consult with victims of sexual harassment, those charged with sexual harassment, witnesses, and supervisors of parties to a complaint. They can provide information about informal actions that might remedy the situation and discuss university policy on sexual harassment and procedures for resolving complaints.

**Formal Procedures**

Whether or not you have attempted to resolve a sexual harassment claim through informal means, you may initiate a formal sexual harassment grievance proceeding by filing a written complaint. This process may lead to a formal hearing at which evidence will be considered and witnesses heard. If this is the course you wish to take, the Coordinator can assist you in filing a complaint.

Complaints, prepared with or without the assistance of the Coordinator, can be filed with the following Committees, with a copy to the Coordinator for your campus:

Complaints against faculty or staff:

Faculty and Administrative Affirmative Action Committee  
(complaints by faculty and administrators)  
Title IX Grievance Committee  
(complaints by students)  
Human Resources Advisory Committee  
(complaints by staff)

All of these committees may be contacted  
c/o Office of Human Resources  
North Brookings Hall, Room 126  
Campus Box 1184  
935-5990

Hearing procedures are set out in the Washington University discrimination and Sexual Harassment Hearing Procedures. These procedures may be obtained from the Office of Human Resources or from any of the Sexual Harassment Response Coordinators or Advisors.

Complaints against students or student groups:

Office of the Judicial Administrator  
Women's Building, Room B2  
Campus Box 1136  
935-4062

Hearing procedures are set out in the University Judicial Code, found in *Bearings* and *Washington University Faculty Information*. These procedures may also be obtained from the University Judicial Administrator or from the Sexual Harassment Response Coordinator or Advisors.

Whether or not you choose to file a formal complaint, the University may be required or may otherwise deem it necessary and protective of the academic community, to commence its own investigation.

**PROTECTION OF RIGHTS**

The University will not tolerate retaliation or discrimination against persons who report or charge sexual harassment or against those who testify, assist, or participate in any investigation, proceeding, or hearing involving a complaint of sexual harassment. In this context, retaliation means speech or conduct that adversely affects another's terms or conditions of employment or education and is motivated by an intent to harm the targeted person because of his or her participation in the filing or investigation of an allegation of sexual harassment. Any such retaliation -- or any encouragement of another to retaliate -- is a serious violation of University policy and law, independent of whether the particular claim of sexual harassment is substantiated. If you believe you have been subjected to retaliation in violation of this rule, you may use the procedures described above to complain and seek redress.

The University seeks to protect the rights of all persons, accusers and accused, to fair procedures. Accusations of sexual harassment typically have injurious and far-reaching effects on the careers and lives of accused individuals. Allegations of sexual harassment must be made in good faith and not out of malice. Knowingly making a false or

frivolous allegation of sexual harassment, whether in a formal or informal context, will be treated as a serious offense under this policy and, where it applies, the University Judicial Code. If you believe you have been falsely accused of sexual harassment you may use the procedures of the policy or the University Judicial Code, where applicable, to seek redress. See the previous section, *Seeking Advice; Making a Complaint*.

### **OBLIGATIONS OF VIGILANCE AND REPORTING**

The University can respond to specific instances and allegations of harassment only if it is aware of them. The University therefore encourages anyone who believes that he or she has experienced sexual harassment to come forward *promptly* with inquiries, reports or complaints and to seek assistance from the University. In addition, any University employee who becomes aware of instances or allegations of sexual harassment by or against a person under his or her supervisory authority must report it to those charge with responding to such allegations and reports: the appropriate dean, director or department head or other similar administrator or to the Sexual Harassment Response coordinator or one of the Advisors. It shall be the responsibility of these individuals to respond to allegations and reports of sexual harassment or refer them to other University officials for such response.

Any dean, director or department head, or other similar administrator who become aware of information indicating a significant likelihood of sexual harassment must report such information to the Sexual Harassment Response coordinator for the appropriate campus. These administrators must respond not only when they receive a specific complaint or report alleging improper activity, but also when such matters come to their attention informally. Unconfirmed or disputed allegations should be clearly labeled as such and reports should indicate any steps already taken to investigate or otherwise respond. Administrators may wish to consult with the Coordinator or any of the Advisors prior to investigating or otherwise responding to any situation involving alleged harassment.

### **POSSIBLE SANCTIONS**

Possible sanctions for a person found guilty of behavior in violation of this policy include but are not limited to the following:

- oral or written reprimand, placed in personnel file
- required attendance at a sexual harassment sensitivity program
- an apology to the victim
- oral or written warning
- loss of salary or benefit, such as sabbatical or research or travel funding
- transfer or change of job, class or residential assignment or location (*i.e.*, removing the person from being in a position to retaliate or further harass the victim)
- fine
- demotion
- suspension, probation, termination, dismissal or expulsion

While counseling is not considered a sanction, it may be offered or required in combination with sanctions. Where alcohol is involved in sexual harassment, such counseling may include an alcohol abuse program.

If students or student groups are guilty of sexual harassment any of the sanctions set forth in the University Judicial Code may also be invoked.

### **EDUCATION**

The best way to deal with sexual harassment is to prevent it. Education is essential to eliminating sexual harassment. Washington University has developed an ongoing training program. Please call a Sexual Harassment Response Coordinator or Advisor to find out more about these programs, what sexual harassment is, how to respond to it, and what to do when someone asks for advice about sexual harassment.

Approved by the Washington University Senate Council, October 19, 1995.  
Approved by the Washington University Senate, April 22, 1996.  
Revision approved by the Washington University Senate April 28, 1997  
(This policy supersedes prior University Policies on Sexual Harassment).

*SEXUAL HARASSMENT COORDINATORS AND ADVISORS*

**Hilltop Campus**

Coordinator: Ann Prenatt -- 935-8046

Advisors: Kathy Steiner-Lang (complaints by students and others) 935-5910  
Thomas L. Lafata (complaints by students and others) 935-5970  
Richard Diemer (complaints by faculty and others) 935-4237

**Medical Campus**

Coordinator: Denise McCartney -- 362-1936

Advisors: Dr. Leslie Kahl (complaints by student and others) 362-7481  
Judy Mahoney (complaints by faculty, staff and others) 362-4900  
Laurel Taylor (complaints by staff and others) 362-7198

**Advisor for George Warren Brown School of Social Work:**

Swapna Kommidi, Coordinator of Student Services, 935-9116

**PRACTICUM SCHOLARSHIPS and AWARDS****GWB Scholarships**

A limited number of stipends are available each year for students who pursue international or out-of-state practica. The award is given to encourage and support field education experiences for GWB students in Jefferson City, Missouri, Springfield, Illinois, the “Bootheel” area of Missouri, Washington, D.C., and in non-U.S. sites.

**APPLICATION PROCESS:**

Applications will be accepted in the semester prior to the scheduled practicum and reviewed for eligibility each semester. To apply, applicants must prepare a letter of application for submission to the Director of Field Education, which will describe:

- 1) the proposed Educational Learning Agreement plan, including student’s learning goals, anticipated field activities, site, field instructor qualifications and supervision schedule;
- 2) relevance of proposed experience to career goals; and
- 3) financial need.

Accompanying the letter of application will be a letter of support from the student’s advisor and one reference letter from faculty or the foundation practicum field instructor. Submit application letter along with letters of support/reference in one application packet to the Director of Field Education.

**CRITERIA:**

1. Applicant will be a student in good standing at GWB.
2. Applicant will have completed foundation practicum with a grade of “PASS” prior to beginning the international practicum.
3. Applicant will possess sufficient maturity and independence to be able to succeed in the practicum setting.
4. Arrangements and approval for the practicum have been completed with the Office of Field Education prior to application.
5. Application for the Practicum Scholarship is made prior to beginning the practicum and is accompanied by a letter from the advisor and from a reference.
6. Applicant will have submitted a completed Student Profile to the Office of Field Education.

**SELECTION PROCESS:**

The Director of Field Education will review applications as they are received and, along with a faculty committee, will make award recommendations.

**Dr. Clara Louise Myers Outstanding Practicum Student Awards**

As an additional means of emphasizing the importance of field education in the MSW program, six cash awards are given during the May commencement ceremony to the students whose field performance is considered to be the best in each of the five concentration practica and in the individualized practica.

Candidates must have demonstrated exceptional skills in professional social work practice, including strong qualities of leadership, sensitivity to diverse clients, and ethical behavior that characterize an exemplary professional social worker.

Graduates who received their degrees in August or May are eligible. An eligible student, a student's field instructor or faculty advisor may make nominations. Nominations are due by March 15th of each year. Eligible students, their field instructors and advisors will receive information about the awards in February of each year. A cash gift and plaque is presented to each of the recipients at commencement.

Criteria for the Dr. Clara Louise Myers Award for Outstanding Practicum Students include:

- demonstrated responsibility for one's own learning, professional growth and career development;
- demonstrated ability to assess personal strengths and weaknesses and to utilize feedback for personal and professional development;
- demonstrated responsibility in terms of tasks, time management, organizational skills development;
- demonstrated ability to act as a team member with colleagues in the agency;
- demonstrated cultural sensitivity to clients, co-workers, and work environment;
- demonstrated ability to advocate for clients both internally (within the agency) and externally (with systems outside the agency);
- demonstrated ability to integrate theory and practice; and,
- demonstrated ability to evaluate practice.

**Shirlee Fink Kahn Award**

Due to the generosity of Mr. and Mrs. William Kahn, the Shirlee Fink Kahn award has been established at GWB. This student award signifies outstanding volunteer service to the St. Louis community and is given to a graduate who receives a degree in August or May.

Candidates, while students at GWB, must have demonstrated exemplary efforts in the local community for work over and above their normal work in their practicum and in the GWB community (schoolwork, workstudy, or student council.)

Nominations are due by March 15<sup>th</sup> of each year. A committee of GWB faculty, staff, students, and alumni reviews the nominations, and makes recommendations to the Dean. A cash gift and a plaque are presented to the recipient at commencement.

**Association on Aging with Developmental Disabilities (AADD)**

The award is offered to encourage and support field experiences for GWB students interested in working with individuals who are aging with developmental disabilities. A scholarship is available for either a foundation or concentration student in the spring and/or summer 2000 semesters. A \$500 stipend is available for each semester. The scholarship may be used toward tuition or living expenses.

**AmerenUE Community Service Practicum Internships**

AmerenUE internship stipends are awarded to unpaid practicum students working in areas served by AmerenUE that contribute to strengthening diverse at-risk children, youth, and families. Awardees meeting the above criteria can be from any concentration of study. Each semester, eligible students are invited to apply for awards of from \$500 to \$1000. Invitations to apply are based on practicum activities. Awards are made following the completion of the practicum.



### **Danforth Practicum Scholarship at Jewish Federation**

Each academic year, \$1,200 stipends for up to two students per year will be made available to concentration practicum students. Interns will be chosen according to the following priorities:

1. Students will meet the basic Federation program requirements as second-year students selected for a practicum placement at the Jewish Federation of St. Louis from September through May (fall/spring semesters).
2. Preference will be given to students seeking double masters in Social Work and Jewish Communal Service.
3. Demonstrate involvement in the Jewish community leading to interest in Jewish communal service.
4. General interest in a career in Jewish communal service.

To apply, contact the Jewish Federation in St. Louis.

### **Shanti Khinduka Fellowships for International Social Work Education**

Applications are sought for the Shanti Khinduka Fellowships for International Social Work Education from students at the George Warren Brown School of Social Work.

The Khinduka Fellowships support travel and expenses up to \$5000 for U.S. students in approved placements in foreign countries. Up to five fellowships will be awarded each year.

Field placements eligible for support under the Khinduka Fellowship program must be currently affiliated or affiliated at least one semester prior to any anticipated practicum start date. (Please see Affiliation Criteria & Procedures section.)

Candidates must submit to the Office of Field Education an application that consists of a one-page narrative on how an international practicum fits into their long-term professional objectives as well as two reference letters from professionals in the field of social work. Additionally, a description of the chosen field practicum site, the learning goals for the placement experience, the name and qualifications of the field practicum supervisor, the name of the student's faculty advisor, and the expenses to be supported by the fellowship if awarded, must accompany the one-page narrative.

Successful candidates will be required to submit an Educational Learning Agreement, Out-of-State/International Student Profiles, and a post practicum report on their learning and travel experience. All materials are to be submitted to the Office of Field Education a semester prior to any anticipated practicum start date.

### **PROBLEMS IN THE FIELD**

Sometimes, despite the most careful planning, a practicum experience turns out to be less than expected. In these cases, the academic advisor and Office of Field Education are available to help resolve problem situations and, if necessary, to remove the student from the site. Either the student or the field instructor should contact the advisor, who will work with both to develop specific criteria for improvement. Students and field instructors are encouraged to share **any concerns associated with a student's performance in the field, or with a field instructor, with the academic advisor or the Office of Field Education as soon as they become apparent**

### **EARLY TERMINATION OF PRACTICUM**

After consultation between student and field instructor, and with the agreement of the advisor and the Office of Field Education\*, a practicum may be terminated if appropriate improvement is not achieved. In the event of termination, the following process **MUST** be adhered to:

- A Petition to Terminate a Practicum must be completed by the student and signed by the student, field instructor, and academic advisor and submitted to the Office of Field Education,

and

- The student must complete a Student Evaluation of Practicum and submit it to the Office of Field Education.

What a student can expect:

- A grade for hours completed may be suggested by the field instructor if the hours are equal to at least one credit.
- For hours fewer than one credit, no grade can be suggested. The student must complete all required hours in his/her next practicum.
- A grade of FAIL requires automatic referral to the Academic Progress Committee, as do unprofessional or unethical behavior on the part of the student. The student may not begin another practicum until the Academic Progress Committee has recommended action for the student.
- Plans for beginning a new practicum are to be discussed with the advisor and approved by the Office of Field Education.
- The Office of Field Education must approve a start date for the new practicum.
- Concerns about the agency/field instructor will be addressed by the Office of Field Education staff and may affect continued affiliation.

Field instructors wishing to terminate a student in a practicum must follow the same procedures as above. (Also, see "Academic Policy and Procedure/Student Learning and Grading in the *Field Instructor Manual*.)

\*Estelle Rochman, MSW, LCSW works with foundation students and international practica; Cynthia Williams, MSW, LCSW works with concentration students.

**Check all that apply:**

**PETITION FOR TERMINATION OF PRACTICUM**  
 **PETITION FOR MODIFICATION OF ELA CREDITS OR COMPLETION DATE**

This Petition for Termination of Practicum is intended to document, for all parties involved, a student's request to change practicum and the reasons for wanting to do so.

This Petition for Modification of ELA Credits or Completion Date is intended to document, for all parties involved, a student's request to modify credits or completion date of a current ELA.

Semester: (circle) FALL SPRING SUMMER Date: \_\_\_\_\_

Please check one: Foundation \_\_\_\_\_ Concentration \_\_\_\_\_

Student Name: \_\_\_\_\_ Faculty Advisor: \_\_\_\_\_

Field Instructor Name: \_\_\_\_\_ Telephone number \_\_\_\_\_

Organization: \_\_\_\_\_ Department \_\_\_\_\_

1. How many practicum hours have been completed at this placement? \_\_\_\_\_
2. Were learning objectives being met during this practicum? Yes \_\_\_\_\_ No \_\_\_\_\_  
If no, please explain:
3. Was frequency and context of supervision an issue in this placement? Yes \_\_\_ No \_\_\_  
If yes, was the issue discussed with this field instructor? Yes \_\_\_ No \_\_\_
4. Was an evaluation of student performance shared on a regular basis? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, what was the nature/context of the evaluation of performance?
5. Prior to this petition, has the faculty advisor been contacted about concerns or issues with this placement experience? Yes \_\_\_\_\_ No \_\_\_\_\_
6. What steps were taken to address these concerns? (OVER)

Check all that apply:

TERMINATION

OR

MODIFICATION OF THIS PRACTICUM

PLEASE PROVIDE A RATIONALE FOR REQUESTING TERMINATION OR MODIFICATION OF THIS PRACTICUM:

## SAFETY AND SECURITY OF STUDENTS IN PRACTICA

In order to have a more comprehensive and ongoing assessment of student personal risk issues in practica and to initiate risk management planning, students are asked to complete the attached incident form involving personal threat or assault, or the risk of personal threat or assault, in the performance of learning activities.

This form in no way substitutes for the forms, processes or actions to be used by the agency, the school, or the university to respond to an incident. Completed forms should be returned to the Office of Field Education, Brown Hall, Room 210. If you have any questions, please call Estelle Rochman, Director of Field Education, (314) 935-4909.

### FIELD PLACEMENT INCIDENT REPORTING FORM

**WASHINGTON UNIVERSITY IS NOT IN A POSITION TO TAKE ACTION AGAINST INCIDENTS. IF YOU HAVE NOT ALREADY DONE SO, PLEASE CONTACT LOCAL POLICE AUTHORITY.**

#### LOCATION OF INCIDENT

- Field agency office  
 Field agency building  
 Client's residence/property  
 Other community agency  
 In community/on street

**Day of Incident** \_\_\_\_\_

**Date of Incident** \_\_\_\_\_

**Time of Incident** \_\_\_\_\_

#### NATURE OF INCIDENT

##### PHYSICAL ATTACK

- Physical harm  
 Medical attention required?

If so, describe: \_\_\_\_\_

\_\_\_\_\_

Damage to property (describe):

Other \_\_\_\_\_

##### VERBAL ABUSE

- Face to face  
 Telephone

##### THREAT

- Physical harm

\_\_\_\_ Damage to property

**Method of Threat**

- \_\_\_\_ Face to face  
\_\_\_\_ Written  
\_\_\_\_ Telephone  
\_\_\_\_ Third party  
\_\_\_\_ Other

**ALLEGED PERPETRATOR(S)**

- \_\_\_\_ Client  
\_\_\_\_ Client's spouse  
\_\_\_\_ Client's friend  
\_\_\_\_ Stranger(s)  
\_\_\_\_ Staff member  
\_\_\_\_ Agency employee  
\_\_\_\_ Other

**STAFF/OTHERS INVOLVED IN INCIDENT?** \_\_\_\_ Yes \_\_\_\_ No

If yes, give name and position of person(s) involved, if known

**WITNESS(ES)?** \_\_\_\_ Yes \_\_\_\_ No

If yes, describe and/or give name(s) if known:

**PERSONS INFORMED (check all that apply):**

- \_\_\_\_ Field Instructor  
\_\_\_\_ Agency Administrator  
\_\_\_\_ Agency Staff  
\_\_\_\_ Academic Advisor  
\_\_\_\_ Field Education Staff  
\_\_\_\_ Other

**POLICE INVOLVEMENT**

- \_\_\_\_ Police called following incident  
\_\_\_\_ Security person with staff at time of incident  
\_\_\_\_ Perpetrator arrested  
\_\_\_\_ Police report filed

**NARRATIVE:** Briefly describe what occurred and how you responded. Use additional pages if more space is needed.

Submitted by: \_\_\_\_\_

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

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

**WASHINGTON UNIVERSITY**  
**GEORGE WARREN BROWN SCHOOL OF SOCIAL WORK**  
**Assumption of Risk and Release Form**

Name of Applicant \_\_\_\_\_

Date of Birth \_\_\_\_\_

Agency Name \_\_\_\_\_

Country \_\_\_\_\_ City \_\_\_\_\_

Practicum provides unique opportunities for academic achievement and personal growth. Practicum abroad also entails special risks. Please discuss both aspects of your prospective international practicum experience with your advisor and with the Office of Field Education staff. This release form specifies certain areas of risk that you should know about before you decide to participate in an international practicum opportunity.

I hereby agree as follows:

1. **RISKS OF INTERNATIONAL PRACTICA:** I understand that participation in the Washington University, George Warren Brown School of Social Work ("GWB") international practicum program specified above ("the program") may involve risk not found in study at the Washington University. These risks include, but are not limited to those risks involved in traveling to and within, and returning from, one or more foreign countries; foreign political, legal, social, and economic conditions; different standards of design, safety and maintenance of buildings, public places and conveyances; and local medical and weather conditions. I have made my own investigation and am willing to accept these risks.
2. **INSTITUTIONAL ARRANGEMENTS:** I understand that GWB does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour organizer or other provider of goods or services involved in the Program.
3. **LIMITS OF UNIVERSITY RESPONSIBILITY:** I understand that GWB cannot:
  - a) Guarantee the safety of participants or eliminate risks from the international practicum environment.
  - b) Monitor or control all the daily personal decisions, choices, and activities of individual participants.
  - c) Prevent participants from engaging in illegal, dangerous or unwise activities.
  - d) Provide or pay for legal representation for participants.
  - e) Assume responsibility for the actions of persons not employed or otherwise engaged by GWB, for events that are beyond the control of GWB and its subcontractors, or for situations which arise from the failure of the participant to disclose pertinent information.
  - f) Be responsible for any injury or loss suffered when traveling independently or otherwise separated or absent from any University-supervised activities.

4. **HEALTH AND SAFETY:**



- a) I have consulted with a medical doctor or other health provider and program coordinator with regard to my personal medical needs. There are no health-related reasons or problems that preclude my participation in this Program.
- b) All students enrolled in Washington University are required to purchase health insurance. This policy provides coverage for medical services anywhere in the world. I understand that I may access the services of a physician or emergency room by displaying my insurance card, my student identification and personal identification (driver's license, etc.). I recognize that the University is not obligated to attend to my medical or medication needs, and I assume all risk and responsibility therefore. If I require medical treatment or hospital care during my international practicum experience, GWB is not responsible for the cost or quality of such treatment or care.
- c) I agree to promptly express any health or safety concerns to the program staff or other appropriate individuals.
- d) GWB may (but is not obligated to) take any actions it considers to be warranted under the circumstances regarding my health and safety. I agree to pay all expenses relating thereto and release the University from any liability for any actions.

#### 5. STANDARDS OF CONDUCT:

- a) I understand that each community and/or practicum site has its own laws and standards of acceptable conduct, including dress, manners, morals, politics, drug use and behavior. I recognize that behavior which violates those laws or standards could harm GWB's relations with those communities and the institutions therein, as well as my own health and safety. I will become informed of, and will abide by, all such laws and standards for each community to or through which I will travel during the Program.
- b) I also will comply with GWB's and Washington University's rules, standards and instructions for student behavior.
- c) I agree that GWB has the right to enforce the standards of conducts described above, in its sole judgment, and that it will impose sanctions, up to and including termination from the Program, for violating these standards or for any behavior detrimental to or incompatible with the interest, harmony, and welfare of GWB, the Program, or other participants. I recognize that due to the circumstances of foreign study programs, procedures for notice, hearing and appeal applicable to student disciplinary proceedings at the University do not apply. If I am terminated from the Program, I consent to being sent home at my own expense with no refund of fees or program costs.
- d) I will attend to any legal problems I encounter with any government of the cost community and/or state. The University is not responsible for providing any assistance under such circumstances.

6. PROGRAM CHANGES: GWB has the right to make cancellations, substitutions or changes in case of emergency or changed conditions or in the interest of the Program. If I leave or am terminated from the Program for any reason, there will be no refund of course fees already paid. I accept all responsibility for loss or additional expenses due to delays or other changes in the means of transportation, other services, or sickness, weather, strikes, or other unforeseen causes.

7. ASSUMPTION OF RISK AND RELEASE CLAIMS: Knowing the risks described above, and in consideration of being permitted to participate in the Program, I agree, on behalf of my family, heirs, and personal representative(s), to assume all the risks and responsibilities surrounding my participation in the Program. I hereby agree to release, hold harmless and indemnify GWB, Washington University, its officers, employees, and agents and the individual members of the Board of Trustees, from and against any present or future claim, loss or liability for injury to person or property which I may suffer, or for which I may be liable to any other

person, during my participation in the Program (including period of transit to or from any country where the Program is being conducted).

I am 18 years or older.

I have carefully read this Release Form before signing it. No representations, statements, or inducements, oral or written, apart from the foregoing written statement, have been made. This agreement shall define my responsibilities relating to the Program for which I have qualified at Washington University and the George Warren Brown School of Social Work, and shall be governed by the laws of Missouri, which shall be the forum for any lawsuits filed under or incident to this agreement or to the Program.

X \_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date