Bachelor of Social Work (B.S.W.)

FIELD PRACTICUM MANUAL

Rev. September 2016
FORWARD

This manual has been prepared for the purpose of assisting students, faculty, and agency field instructors in understanding the objectives, policies, and procedures governing field practicum instruction for the Bachelor of Social Work degree in the Department of Health Sciences and Social Work at Western Illinois University.

Katherine E. Perone, Dir. of Field Education

RIGHTS RESERVED

The provisions of this handbook are not to be regarded as an irrevocable contract. The Department of Health Sciences and Social Work reserves the right to modify, revoke, or add to any and all regulations at any time.

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INTRODUCTION................................................................................................................................................. 4

HISTORY OF SOCIAL WORK AT W.I.U. ........................................................................................................ 4

VISION, MISSION, GOALS, AND OBJECTIVES .......................................................................................... 4

  Social Work Program Vision.......................................................................................................................... 4
  Social Work Program Mission...................................................................................................................... 4

SOCIAL WORK CURRICULUM ...................................................................................................................... 5

  LIBERAL ARTS PERSPECTIVE ...................................................................................................................... 5
  GENERAL EDUCATION REQUIREMENTS .................................................................................................... 5
  GENERALIST SOCIAL WORK PRACTICE ...................................................................................................... 5

SOCIAL WORK MAJOR REQUIREMENTS ....................................................................................................... 6

  SOCIAL WORK VALUES AND ETHICS ......................................................................................................... 8
  DIVERSITY.................................................................................................................................................... 9
  POPULATIONS-AT-RISK AND SOCIAL AND ECONOMIC JUSTICE .......................................................... 9
  SOCIAL WELFARE POLICY AND SERVICES ............................................................................................... 9
  HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT ............................................................................ 9
  SOCIAL WORK PRACTICE .......................................................................................................................... 9
  RESEARCH.................................................................................................................................................. 9
  FIELD PRACTICUM .................................................................................................................................. 10

SOCIAL WORK PRACTICUM OBJECTIVES .................................................................................................. 10

DEFINITION OF TERMS ................................................................................................................................. 10

FIELD EDUCATION WEBSITE AND ACCESSIBILITY OF FORMS ................................................................ 11

PRACTICUM ELIGIBILITY .............................................................................................................................. 11

SPECIAL PERMISSION REQUESTS .............................................................................................................. 12

APPROVAL CRITERIA FOR PRACTICUM ....................................................................................................... 12

PRACTICUM REQUIREMENTS ...................................................................................................................... 13

SELECTION OF PRACTICUM AGENCIES AND AGENCY FIELD INSTRUCTORS ........................................ 14

  AGENCY QUALIFICATIONS .......................................................................................................................... 14
  AGENCY FIELD INSTRUCTOR QUALIFICATIONS ................................................................................... 14

FIELD INSTRUCTION ORIENTATION/TRAINING AND ONGOING DIALOG ........................................... 15

  FIELD EDUCATION COMMITTEE ........................................................................................................... 15

RESPONSIBILITIES OF W.I.U. SOCIAL WORK PROGRAM ........................................................................... 15

  DIRECTOR OF FIELD EDUCATION .......................................................................................................... 16
  SEMINAR INSTRUCTOR/FIELD LIAISON .................................................................................................... 16

RESPONSIBILITIES OF THE AGENCY ........................................................................................................... 17

  RESPONSIBILITIES OF THE AGENCY FIELD INSTRUCTOR ..................................................................... 17

RESPONSIBILITIES OF THE STUDENT ......................................................................................................... 18

  IN THE SITE PLACEMENT SELECTION PROCESS .................................................................................. 18
  IN THE AGENCY ....................................................................................................................................... 18

EVALUATION ................................................................................................................................................... 19

  AGENCY EVALUATION OF THE STUDENT ............................................................................................... 19
  EVALUATION OF THE AGENCY .................................................................................................................. 19
INTRODUCTION

This manual was prepared as a guideline for undergraduate field education. Field Education is the signature pedagogy for social work education. This field instruction manual provides information about the educational objectives, policies, and learning guidelines the Social Work Program at Western Illinois University established for the field education component of the BSW curriculum.

The purpose of social work education is to prepare competent and effective social work professionals who are committed to enhancing human well-being and helping to meet the basic human needs of all people. Social Work has particular concern for the needs and empowerment of people who are vulnerable, oppressed, and living in poverty (from Preamble of the NASW Code of Ethics). Undergraduate social work education is considered a professional educational program and field instruction is a key component of this educational process. It provides the student with the opportunity to apply knowledge, values and ethics, and practice skills to enhance the functioning of individuals, families, groups, organizations and communities.

The purpose of field education is to provide students the opportunity to integrate the theoretical and conceptual frameworks learned in the class with social work field practice experience. Field education provides generalist social work practice opportunities for students to demonstrate mastery of the ten core competencies and 41 practice behaviors, thus fostering professional generalist social work practitioners.

History of Social Work at W.I.U.
Social Work became a part of the curriculum in the Department of Sociology, Anthropology and Social Work in the early 1970s. Lillian Snyder, along with the many other sociology faculty, worked hard to develop courses and student interest in the Social Work emphasis, which would prepare the way for the University to offer the B.S.W. degree. WIU received approval from the Board of Governors of State Universities to offer the Bachelor in Social Work degree in 1988. In 1996 the Social Work Program at WIU was accredited by the Council on Social Work Education (CSWE). The Department of Social Work became an individual department in 1997. In 2004, the department moved to the College of Education and Human Services. In 2014, the department merged with the Department of Health Sciences to create the Department of Health Sciences and Social Work.

VISION, MISSION, GOALS, AND OBJECTIVES

Social Work Program Vision
Consistent with the university’s vision, the Social Work Program strives to provide the very best undergraduate social work education in the United States.

Social Work Program Mission
Consistent with the university’s and the college’s mission, the Social Work Program’s mission is “to prepare competent generalist social workers committed to responsible and ethical practice, and dedicated to serving as advocates for a more socially just society.” This mission is appropriate to professional social work education as defined in the Educational Policy section on Purposes, is appropriate to the baccalaureate level of social work education that we provide, and is consistent with the university’s mission. The social work program is one of many integral pieces of the total academic program by which the university and the college carry out their missions.
Social Work Program Goals and Objectives

SOCIAL WORK CARES

Many students first entering the social work program identify “helping people” as their reason for choosing social work as a major. This caring attitude is essential for social workers, but does not make one a social worker. The acronym CARES was created to describe the characteristics of a social worker that all students should aspire to be: Competent, Advocate, Responsible, Ethical, and Service-Oriented. Students will build on this caring attitude through course work, professional development, personal growth, community service, and the field practicum to become professional social workers.

BSW Program Goals/Objectives
1. To educate students who are Competent to practice at the generalist BSW level, through a curriculum built on the ten core competencies.
2. To instill in students their duty to be Advocates who challenge injustice and actively promote the dignity and worth of all people.
3. To produce graduates who are Responsible professionals who act with integrity.
4. To prepare graduates who behave in an Ethical manner, continuously conscious of the implications their actions have for their clients, coworkers, and profession.
5. To develop Service-oriented citizens engaged in their community who contribute to finding solutions for local, regional, and global issues.

SOCIAL WORK CURRICULUM

Liberal Arts Perspective
The social work curriculum is based on a strong liberal arts perspective that enriches the student's understanding of the person-in-environment context of social work practice. Study includes content about cultural heritage, critical thinking, and expressions of culture, as well as determinants of human behavior and social problems.

General Education Requirements
Social work majors at Western Illinois University are required to complete the General Education requirements as specified for the Bachelor of Social Work Degree. The academic advisor assists students regarding recommended courses from which social work majors may choose to fulfill the requirements. The courses are chosen with the intent of providing students with a broad background in the liberal arts upon which the social work foundation courses will be built.

Each student should consult the edition of the University Undergraduate Catalog that governs her/his particular program of study.

Generalist Social Work Practice
The Social Work Program at Western Illinois University prepares the student for generalist practice at the baccalaureate entry level of the profession. Baccalaureate social workers may become employed by a variety of agencies and must be prepared to perform a variety of roles in any particular practice situation. Using the ecological systems perspective, the generalist practitioner applies theoretical knowledge, employs a repertoire of professional roles, and uses appropriate research and evaluation tools, in order to intervene at the appropriate systems levels. Within the framework of professional values, the generalist social worker facilitates desired change in the functioning of systems of all sizes, including individuals, families, groups, organizations, and communities, in order to enhance human well-being (Refer to Student Handbook for additional information).

The purposes of social work practice as specified in the Educational Policies and Accreditation Standards of the Council on Social Work Education have been identified by the program as the basis for developing program outcomes. These purposes include:
1. To promote human and community well-being.
2. The quest for social and economic justice.
3. The prevention of conditions that limit human rights.
4. The elimination of poverty.
5. The enhancement of the quality of life for all.

Since social work is a self-regulating profession, students must acquire the knowledge and skills necessary and appropriate to professional social work practice. The social work curriculum prepares students to work with diverse populations including minority populations, different ethnic groups, women, gay/lesbian/transgender, and other oppressed populations. The social work student learns to apply knowledge and skills of the profession in different settings to different population groups, and to different problem areas in the field of social work practice.

The National Association of Social Workers Code of Ethics (See www.naswdc.org/pubs/code/default.asp) guides those involved in professional social work practice, and is included as a part of the curriculum. The core values that inform social work practice are designated in the Code as 1) service, 2) social justice, 3) dignity and worth of the person, 4) importance of human relationships, 5) integrity, and 6) competence. The social work profession advocates for respect for the dignity and uniqueness of the individual, for the right of clients to self-determination in regard to decision-making and lifestyle, for respect for client confidentiality, for advocacy and social action for the powerless, for focus on family and for accountability. These values mean that social workers provide services within the context of the client's values and lifestyle, helping clients to change those behaviors which interfere with coping and that the client wants to change, except where there is danger to the client or others. Social workers see the involvement of clients in choosing services and contracting for desired services as empowering to the client or client group.

**SOCIAL WORK MAJOR REQUIREMENTS**

To be accepted as a Social Work major and a candidate for the Bachelor of Social Work degree, students must satisfy the following requirements:

1. Complete SW 100 or transfer equivalent with a final grade of C or better. Complete, be registered in, or have a plan of study in place for BIOL 100, ENG 180, PSY 100, and SOC 100.
2. Have a minimum GPA of 2.00 overall.
3. Complete the Social Work Program application materials and have a personal interview with a member of the Social Work faculty (See application materials for further information).
4. Be accepted on the basis of the application process by the Social Work faculty, if the application is denied, the student has the right to appeal to the chairperson. The program will consider the appeal as a committee of the whole.
5. Meet the University and program General Education course requirements for graduation.
6. Obtain a grade of C or better in every graded SW course.
7. Achieve a minimum 2.5 grade point average for all SW courses prior to enrolling in the practicum course, SW480.
8. Earn a minimum 2.50 SW grade point average at the conclusion of SW 480.
9. Demonstrate professional knowledge, values, and skills after formal admission to the program and throughout the practicum. Failure to do so may result in dismissal from the program.
10. Complete 100 volunteer or work hours in the social services field, as described in the application materials. Students will not be able to successfully complete SW440 without completion of 100 volunteer hours prior to SW440.
11. Successfully complete an evaluation of professional practice behaviors in SW315 and SW440 to continue enrollment in the Social Work degree program.
In addition to the University and College requirements, the core courses for the Bachelor of Social Work Degree include the following:

- **SW 100** Introduction to Social Work .................................................... 3 hrs.
- **SW 212** Human Behavior & the Social Environment (HBSE) I ........................................ 3 hrs.
- **SW 213** Human Behavior & the Social Environment (HBSE) II ........................................ 3 hrs.
- **SW 312** Social Work Research Methodology ............................................................ 3 hrs.
- **SW 313** Social Work Research Statistics ............................................................ 3 hrs.
- **SW 315** Generalist Social Work Practice I ............................................................ 4 hrs.
- **SW 325** Social Welfare Policy ........................................................................ 3 hrs.
- **SW 316** Case Management ........................................................................ 3 hrs.
- **SW 380** Social Justice & Diversity ........................................................................ 3 hrs.
- **SW 415** Generalist Social Work Practice II ............................................................ 3 hrs.
- **SW 425** Generalist Social Work Practice III ............................................................ 3 hrs.
- **SW 440** Pre-Practicum ................................................................................ 1 hr.
- **SW 480** Generalist Social Work Practicum ......................................................... 13 hrs.
- **SW Electives** ........................................................................................................ 6 hrs.

TOTAL: 54 S.H.

There is no provision for the granting of academic credit for past work or life experience in lieu of required social work courses.

**SOCIAL WORK CURRICULUM AREAS**

The Social Work curriculum is based on a liberal arts perspective. This perspective is developed in the General Education requirements and the specific liberal arts courses required for the BSW, including English 180, Biology 100, Sociology 100, and Psychology 100. The Social Work curriculum incorporates the ten core competencies as outlined in the Council on Social Work Education 2008 Educational Policy and Accreditation Standards (EPAS). Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. Listed below are the ten core competencies and practice behaviors, universal to all social work practice. Refer to [http://www.cswe.org/File.aspx?id=13780](http://www.cswe.org/File.aspx?id=13780) for additional information regarding each competency.

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**
- Advocate for client access to the services of social work
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning
- Use supervision and consultation

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**
- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- Tolerate ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decision

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Analyze models of assessment, prevention, intervention and evaluation
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**
Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
Recognize and communicate their understanding of the importance of difference in shaping life experiences.
View themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**
Understand the forms and mechanisms of oppression and discrimination.
Advocate for human rights and social and economic justice.
Engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**
Use practice experience to inform scientific inquiry.
Use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
Critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Analyze, formulate, and advocate for policies that advance social well-being.
Collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
(a) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
Use empathy and other interpersonal skills.
Develop a mutually agreed-on focus of work and desired outcomes.
(b) Collect, organize, and interpret client data.
Assess client strengths and limitations.
Develop mutually agreed-on intervention goals and objectives.
Select appropriate intervention strategies.
(c) Initiate actions to achieve organization goals.
Implement prevention interventions that enhance client capacities.
Help clients resolve problems.
Negotiate, mediate, and advocate for clients.
Facilitate transitions and endings.
(d) Critically analyze, monitor, and evaluate interventions.

**Social Work Values and Ethics.**
Integrated throughout the curriculum are issues of social work values and ethics. All majors are required to read the NASW Code of Ethics as part of the major application and are provided a hyperlink to a copy of the code of ethics in the Field Practicum Manual. These ethical standards are readily available for use in social work classes; and
students are assisted in developing an awareness of their personal value systems as well as in analyzing potential conflicts with client values and/or social work values. Case examples are utilized in class and field to demonstrate application of ethical principles.

**Diversity**
Also integrated throughout the curriculum is the issue of diversity. From the perspective of each course, content is presented and case examples are discussed that illustrate the importance of a social worker being sensitive to a variety of characteristics of a potential client population. Diversity characteristics such as race, ethnicity, national origin, class, gender, sexual orientation, religion, family structure, marital status, culture, political orientation, physical or mental ability, and age, are discussed and related to understanding human behavior, differential assessment, values and ethics, practice, and non-discrimination. Additional exploration on how societies and their cultures’ structures may oppress, discriminate, create or enhance power is included in the Social Justice and Diversity course.

**Populations-at-Risk and Social and Economic Justice**
Growing out of the emphases on values and ethics and diversity is the concern to identify populations that are at particular risk and to promote social and economic justice. Persons such as people of color, women, gay/lesbian/transgender persons, children, elderly, and persons with disabilities are particularly at risk for discrimination and oppression. Social work as a profession grew from the roots of social justice and continues to promote both case and class advocacy when issues of oppression and discrimination are identified. Raising awareness at all levels including global issues and encouraging opportunities for action are a part of the overall socialization and education of social work students. Particular emphasis is included in HBSE, Social Justice & Diversity, policy, practice, and field courses.

**Social Welfare Policy and Services**
Social Workers will need to work with the plethora of social policies developed by national, state, and local governments. The social policy course is designed to familiarize students with the history and development of social welfare services in the United States. Students learn about the various local, state and federal programs, how they are developed, funded and implemented. Policy issues that affect various client populations are studied and analyzed. Evaluation of policy and social welfare service delivery systems is also learned through this course.

**Human Behavior and the Social Environment**
The courses related to the H.B.S.E. sequence are designed to help students understand the biological, psychological, and social factors which contribute to the coping mechanisms of various client populations, individuals, families, households, groups, organizations, and communities. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. Effects of diversity, including race, ethnicity, culture, national origin, class, gender, sexual orientation, religion, family structure, marital status, culture, physical or mental ability, age, or political orientation, are also included. Students learn that many factors must be taken into consideration when attempting to understand human behavior and when planning appropriate interventions in practice situations.

**Social Work Practice**
The social work practice sequence, in conjunction with the case management course, is designed so that students will learn intervention methods for all levels of the social system. Students will apply systems theory as a framework for intervention, and to other theories which have techniques that are relevant to social work practice. Practice content focuses on strengths, capacities, and resources of client systems and implementing empirically based interventions.

**Research**
The research sequence is designed to help students obtain the skills and knowledge necessary to develop and use various qualitative and quantitative evaluation techniques in social work practice and to acquire research methodology for the purposes of being able to study practice issues and program effectiveness objectively. Empirical research is used throughout the curriculum to supplement textbook materials. An agency-based, applied in-service project is an integral graded requirement of the field practicum.
Field Practicum
The semester prior to field semester, students take a Pre-Practicum course to prepare for field practicum. This course highlights the necessary skills to deal with a diverse population, preparing the student to provide social work in agencies that deal with people of various socioeconomic, racial, and ethnic backgrounds, gender, age, developmental disabilities, physical impairments, and others who need social work services. Content includes resume preparation, investigations of agency placement opportunities; overview of ethical, safety, liability issues; and the role of participants as adult learners. Students also gain an understanding of the learning plan's connection to evidence based practice behaviors and coursework. Assignments which measure student outcomes for field readiness include resume writing, interviewing, ethical case study, personal self-assessment activity and paper, field of practice research, and final exam.

As the signature pedagogy of social work education, field education serves to connect theoretical foundations learned in the classroom with social work field practice. The Field Practicum and Seminar are designed to help the students integrate the knowledge, skills, and values learned in the social work foundation courses with actual practice in an agency situation. Field education provides generalist social work practice opportunities for students to demonstrate mastery of the ten core competencies and 41 practice behaviors. To foster the implementation of evidence-informed practice and measure learning outcomes, the social work practicum and practicum seminar assignments provide outcome measurements to assess student competency. These measurements include the learning plan, agency evaluation of the student, and practicum seminar assignments. The Field Practicum and Seminar are designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives and professional competencies.

SOCIAL WORK PRACTICUM OBJECTIVES

Through successful completion of this course students will be able to:

1. Identify as a professional social worker and conduct oneself accordingly; specifically engaging in self-reflection, self-monitoring and self-correction, demonstrating professional demeanor in behavior, appearance, and communication, and attending to professional roles and boundaries through the use of supervision and consultation.
2. Apply social work ethical principles to guide professional practice utilizing standards from the NASW Code of Ethics.
3. Engage in critical thinking skills to inform and communicate professional judgments to distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
4. Engage diversity and difference in practice to increase awareness of diverse populations (age, class, race/ethnicity, culture, disability, ethnicity, gender, socioeconomic status, religion, sexual orientation).
5. Advance human rights and social and economic justice by understanding, advocating and engaging in practices that advance social and economic justice.
6. Engage in research-informed practice and practice-informed research by utilizing practice experience to inform research and use research findings to improve practice, policy, and social service delivery.
7. Apply knowledge of human behavior and the social environment through the use of conceptual frameworks to guide the process of assessment, intervention, and evaluation.
8. Engage in policy practice to address social and economic well-being and to deliver effective social work service by an analysis of policies that advance social well-being.
9. Respond to contexts that shape practice to continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities using empathy and other interpersonal skills to assist clients in problem resolution.

DEFINITION OF TERMS

Agency Field Instructor: The agency person responsible for supervision and evaluation of the social work practicum student's educational experience while the student is assigned to the agency.
**Director of Field Education:** The person on the W.I.U. Social Work faculty who is responsible for coordinating the field education of the students in the Social Work B.S.W. Program.

**Generalist Social Work Practicum:** Practice experience with individuals, families, groups, communities and organizations.

**Practicum:** The field internship or practical experience which students must have in an agency in order to graduate with a B.S.W. from the Social Work Program

**Practicum Student:** The W.I.U. social work student who is enrolled in SW 480 which involves supervised placement in an agency for a semester.

**Seminar Instructor/Field Liaison:** The university faculty person responsible for conducting the seminar and maintaining contact with the agency and student during the actual field placement.

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**FIELD EDUCATION WEBSITE AND ACCESSIBILITY OF FORMS**

The Social Work Program has a website which includes a field education link. This link provides students and field instructors’ access to field education forms, the BSW field practicum manual, approved practicum agencies and a field education grant opportunity. The field education website address is:

http://www.wiu.edu/coehs/health_sciences/practicum.php

Field education forms available to access include the practicum application, special permission request, field setting preferences, practicum learning plan, statement of insurance coverage, statement of understanding, waiver and release of liability, process recording, student evaluation of practicum agency, student evaluation of social work program, time sheet and weekly log templates, agency and field instructor profiles, orientation checklist and student graduation information. The forms can be downloaded in a PDF or Microsoft Word format.

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**PRACTICUM ELIGIBILITY**

Students in the Bachelor of Social Work Degree Program must complete a semester of Practicum, which requires a minimum of 450 hours of social work experience in an agency. The Practicum involves assignment to an agency full time and includes a seminar on campus, usually scheduled every other Friday afternoon. Screening and monitoring students for readiness for field and subsequent completion of the Social Work Program is an ongoing process that includes the following evaluation points:

1. Admission to the University
2. SW 100: Introduction to Social Work
3. Formal declaration as Pre-Social Work major
4. Application to Social Work major
5. Monitoring through advising each semester
6. Completion of all pre-requisites
7. Application to Field
8. SW 440: Pre-Practicum
9. Successful completion of field and seminar

To qualify for the Social Work Practicum and Seminar, students must meet the following requirements:

1. Been accepted as a major in the Social Work Program
2. Senior standing
3. Completion of English 180, Biology 100, Psychology 100 and Sociology 100
4. Complete 100 volunteer or work hours in the social services field. Students will not be able to successfully complete SW440 without completion of 100 volunteer hours prior to SW440
5. Cumulative grade point average of 2.50 on a 4 point scale in the major
6. Have completed all courses for the social work major with a minimum of a C grade
7. Have completed the Practicum Application and all other requirements of SW 440: Pre-Practicum
8. Being within 20 credit hours of completion of degree requirements
9. Have consent of the Director of Field Education

Students should confirm with their academic advisor that they have met all the requirements for the practicum and for graduation. **Application for Social Work Practicum form must be typed and completed prior to meeting with Academic Advisor (See Appendix A for Social Work Practicum Application form).**

**SPECIAL PERMISSION REQUESTS**

While this Manual outlines the usual guidelines and procedures for field education, the Program recognizes that a student may encounter personal circumstances that may warrant a special permission request. For students who meet all the regular requirements, the Director of Field Education will notify the academic advisor who will enter special permission into the university computer system so the students can register for SW 480. All other requests for special permission must be submitted to the Director of Field Education in writing by the student. Examples of situations requiring a written request for special permission include:

1. Request for placement at agency of employment
2. Request to supplement primary placement with expanded experience at a secondary agency
3. Request agency outside of approved geographic area
4. Request approval of new agency not currently included on approved agency list

Special permission requests should be submitted to the Director of Field Education on a Special Permission Request form (See Appendix B) which is located on the practicum webpage. Additional documentation may be attached as needed. The request should be submitted as early in the planning semester as possible, preferably in conjunction with the Application for Practicum, so it can be given proper consideration. Certain requests may require faculty review or department chairperson approval in addition to approval by the Director of Field Education.

**APPROVAL CRITERIA FOR PRACTICUM**

The following criteria will be utilized in approving a student for a field practicum:

1. Minimum of 2.50 GPA in Social Work
   a) For students with the minimum GPA or below during the semester preceding the practicum, a determination of approved GPA will have to be made after grades are issued for that semester.
   b) A grade of C or better in each Social Work course
   c) Being within 20 credit hours of completion of degree requirements
   d) Completion of Social Work Major Admission Progress

2. Demonstrated readiness for professional agency behavior
   a) Completion of SW 440 requirements per due dates
   b) Complete 100 volunteer or work hours in the social services field, as described in the application materials. Students will not be able to successfully complete SW440 without completion of 100 volunteer hours prior to SW440
   c) History of timeliness in completion of assignments in prior courses
   d) History of excellent class attendance, punctuality, and participation
   e) Demonstrated respect for peers and faculty and potential clients
   f) Registration for SW 480 must be completed before the end of SW 440, except in cases of 1.a) above.
   g) Completion of individual interview with Director of Field Education

3. Completion of placement arrangements
   a) Timely agency interviews
b) Acceptance by agency

c) Student notification to Director of Field Education regarding agency preference

d) Approval of agency by Director of Field Education (may require site visit)

e) Approval by Director of Field Education of any Special Permission Requests submitted

**PRACTICUM REQUIREMENTS**

Students will meet the following minimum expectations in fulfilling the practicum:

1. The WIU social work program uses a block model for practicum. The practicum is completed over the course of one semester. Students must complete both field and seminar requirements. The integrative seminar provides opportunities for discussion and is a part of the practicum experience. **Practicum students are required to attend seminar classes.**

2. The course requires a minimum of 450 field hours over a minimum of 15 weeks and participation in a bi-weekly seminar class for 13 credit hours. The practicum will generally involve a 32-hour work week in an agency setting. Students may not begin practicum more than one week prior to the beginning of the semester except in a school setting and may not terminate placement more than one week before the end of the semester.

   a) Field hours are those hours spent providing direct service to clients or engaging in agency activities which support direct service or in agency activities assigned by the agency field instructor. Agency work-related travel time may be considered as field hours. Travel to and from home and meal breaks are considered personal time.

   b) Students who are assigned specific on-call shifts by the agency outside of regular work hours and are called out for practicum experience may negotiate with the seminar instructor/liaison for a percentage of those hours to be counted toward the required field hours. The maximum number of hours allowed is 112.50.

   c) Absences due to illness or emergencies must be made up. Students are expected to follow the agency work and holiday schedule unless otherwise negotiated with the agency.

   d) The agency will not schedule the student on the practicum seminar session dates.

   e) Students placed at agencies without a social work degreed supervisor either in Macomb or at a previously approved agency will be expected to meet regularly with a faculty supervisor in addition to the seminar sessions.

   f) If the required hours are not completed by the end of the semester, the student should expect a grade of Incomplete (I) until the completed hours are documented.

3. Students will develop an individualized learning plan in conjunction with the agency field instructor that is relevant to the practicum agency experience.

   a) Learning activities are to address the ten core competencies and 41 practice behaviors, including but not limited to, acquisition of knowledge, development of skills, awareness of community resources, utilization of supervision, commitment to professional values, and developing an understanding of the agency.

   b) The learning plan should provide a guide and timeline for the semester, and will be reviewed during faculty liaison visits and at times of performance evaluation.

4. Seminar requirements may be in addition to or integrated into the individualized learning plan. The agency field instructor is expected to facilitate the information gathering and completion of these requirements, but is not obligated to provide time or clerical support for these assignments. It is the student's responsibility to plan ahead for the completion of assignments by the due dates. The exact nature of these assignments may vary by semester, but generally they will address:

   a) Analysis of the agency's mission, funding, structure, services, clientele, staffing, supervision, evaluation and accountabilities, and community involvement

   b) Process recording of client interviews

   c) Agency In-Service project
d) Case Study

5. Students are expected to submit weekly time sheets (See Appendix E) along with activity and introspective logs (See Appendix F). The seminar instructor/liaison will respect the privacy of the logs; however, the student may choose to share the logs with the seminar group and/or with the agency field instructor.

**SELECTION OF PRACTICUM AGENCIES AND AGENCY FIELD INSTRUCTORS**

The setting for field instruction is an agency which promotes social work generalist practice learning opportunities. The agency supplies the resources needed for students to engage in social work practice, including office space, secretarial support, equipment, and supplies. It also makes professional staff resources and supervision available for student learning. Students then serve the clientele of the field agency.

The agency is perceived as a social system, in which the students become members both as students and as future practitioners. They must relate to the essential sub-systems including clients, administrative personnel, educational personnel, practitioners, aides, and support staff.

Teaching is done by an agency field instructor who is designated by the agency. The agency is selected because of recognized interest in professional standards of practice, an interest in cooperating with the Social Work Program, and a commitment to making resources available for educational purposes. Practicum agency sites are restricted to an 80-mile radius surrounding Macomb or, under special circumstances, areas outside the 80-mile radius. Site approval visits will be conducted by the Director of Field Education for all first time placements and for sites with significant changes in supervision prior to confirmation of student placement. Agencies are requested to complete Practicum Agency and Field Instructor profile forms each semester in which they provide a practicum site.

**Agency Qualifications**

Criteria for the approval of an agency for field practicum include the following:

1. Agency commitment to provide services to clients, as demonstrated by adequate and stable resources including professional personnel.

2. Agency mission and practice that is not in conflict with the program’s mission and objectives.

3. Agency willingness to provide qualified supervision, approved time for instruction of students, continuity of field instructors, and support of field instructors participation in field orientations/trainings.

4. Agency willingness to make available direct service and observational opportunities for students, such as client cases, groups, agency or community projects, and attendance at pertinent agency and community meetings.

5. Agency interest in participation in student research and in-service project.

6. Agency willingness to support educational activities as outlined in the student’s learning plan and required by the practicum course syllabus.

7. Agency provision of adequate office/work space, clerical support, and business travel reimbursement for students, when possible.

8. Agency interest in working with the WIU Social Work Program and a commitment to social work education.

**Agency Field Instructor Qualifications**

The agency designates the professional who will serve as field instructor for the student intern. The Social Work Program reserves the right to accept or withhold acceptance of the candidate as field instructor. The agency field instructor is requested to complete an Agency Field Instructor Profile form each semester s/he supervises a practicum student (See Appendix H).

Criteria for selecting agency field instructors include:

1. Social Work degree. (If a Macomb or current approved agency supervisor meets other requirements for approval but has not completed a social work degree, the Director of Field Education may approve and arrange for supplemental social work supervision to be provided by MSW social work faculty.)
2. Social work licensure is preferred.
3. Commitment to social work values as outlined in the NASW Code of Ethics.
4. Demonstrated practice competence, as indicated by agency designation as field instructor and/or professional resume, including at least 2 years post BSW/MSW practice experience.
5. Interest in social work education, including the ability to conceptualize theory and practice and to teach and model generalist social work skills.
6. Commitment to student learning, including scheduled, weekly supervisory sessions, support of the student’s individualized learning plan, advocacy for arranging learning experiences, and support for required seminar assignments.
7. Willingness to work with the WIU Social Work Program in fulfilling requirements for the field practicum, including collaboration with the Director of Field Education and field liaison and attendance at field instructor educational sessions/trainings.

If such a person is not employed by the host agency, arrangements may be made with another supervising agency, with another qualified social worker, or with the Social Work Program (only available for Macomb or current approved agency sites) to provide this educational component on a regular basis.

**FIELD INSTRUCTION ORIENTATION/TRAINING AND ONGOING DIALOG**

Orientation and trainings are held at designated times throughout the academic year on campus for agency field instructors. All agency field instructors are requested to attend. An online webinar or one-on-one training is provided to agency field instructors not able to attend on campus trainings. The purpose of the orientation and trainings is to educate agency field instructors on the policies and procedures of the practicum and provide an overview of social work education with an emphasis on the WIU BSW program. Topics included in the orientation/trainings include connecting the Social Work Program’s mission and vision to generalist practice in social work education, linking CSWE core competencies and practice behaviors to field, the integration of coursework to field, the practicum process, responsibilities, practicum requirements, policies, procedures and expectations as field instructor, supervision, student evaluation process, practicum seminar expectations and assignments, and handling difficult situations with the student. An additional orientation/training addressing the learning plan process is also provided to the field instructors at least twice a year. After each training, field instructors complete a survey to communicate orientation/training strengths and opportunities to improve. Ongoing dialogue with field instructors is provided through the field education committee, continuing education workshops, field education website, practicum placement process, e-mail communication, site visits and telephone contact.

**Field Education Committee**

The field education committee provides a bridge between agency field instructors, faculty, staff and students. The purpose of the committee is to enhance the relationship between Western Illinois University Social Work Program and field practicum agencies. The Field Education Committee functions in an advisory capacity to the Field Education Director. The Field Education Director serves as committee chairperson. The committee will provide support, feedback and input to the Social Work Program and Field Education Director regarding field practicum. The committee meets twice a semester and as needed. The committee members include the Field Education Director, social work faculty, field instructors from diverse practice areas, and ad hoc members.

**RESPONSIBILITIES OF W.I.U. SOCIAL WORK PROGRAM**

The practicum placement is a vital part of the education of undergraduate social work students. The Social Work Program is committed to working closely with the social service agencies that provide the field sites for the student practicum. The Social Work Program:

1. Will be responsible for selection and approval of agencies involved in the practicum program.
2. Will provide ongoing education and monitoring of students’ performances for the purpose of insuring that students develop a professional social work focus for their practicum experiences and ethical standards such as confidentiality, self-determination, and respect are understood and maintained by the student.
3. Will provide the agency with essential and useful information about the Social Work Program and Practicum requirements including overall objectives, the curriculum plan, accreditation standards, and the Code of Ethics.

4. Will be responsible for the final grade which the students receive for their Practicum experience. Grades will take into consideration the agency evaluation of the student, grades on assignments, and participation in the Practicum Seminar.

**Director of Field Education**

The Director of Field Education is a faculty member of the Western Illinois University Department of Health Sciences and Social Work who works in collaboration with the department chairperson and social work program coordinator. The Director of Field Education is responsible for maintaining high standards of education and coordination of field instruction.

Specific responsibilities include:

1. Recruitment and approval of field practicum sites and agency field instructors.
2. Orientation and training of new agency field instructors.
3. Identifying training needs for agency field instructors and field issues which should be addressed by the school.
4. Ensuring that agency field instructors and agencies meet the Program standards as outlined in the manual.
5. Preparing the student for the field practicum, including the SW 440 Pre-Practicum course.
6. Coordination of student placements and managing any changes in field placement.
7. Resolving concerns and problems related to field instruction.
8. Administering the program according to the policies described in the Field Practicum Manual.
9. Assigning of seminar instructors/liaisons to proper agencies and coordinating and supporting field liaison activities.
10. Maintaining field practicum records.
11. Planning innovations which will enhance the practicum instruction program.
13. Serve as Chair of the Field Education Committee.

**Seminar Instructor/Field Liaison**

Seminar Instructor/Field Liaisons are faculty of the W.I.U. Social Work Program who serve as the link between the Director of Field Education and the agency field instructors. In some cases, the Director of Field Education also functions as a seminar instructor/liaison. The seminar instructor/liaison is the program representative to the field instruction agency and is expected to serve both as consultant to the field instructor and advisor to the student.

In the capacity of seminar instructor/liaison, the faculty member is directly responsible to the Director of Field Education who has overall responsibility for the field program. Specific liaison responsibilities include:

1. Teaching the integrative seminar for assigned practicum students and providing feedback to the students regarding their seminar performance.
2. Meeting with the student and the field instructor at least once during the semester to review the learning plan and evaluate the student’s progress. In addition, the Field Liaison is responsible for maintaining ongoing contacts with the agency field instructor.
3. Consulting with the agency field instructor in developing learning goals and objectives.
4. Dealing with special student learning or performance problems.
5. Obtaining and reviewing midterm and final agency evaluations of the student.
6. Monitoring the student’s conduct in accord with university and program standards.
7. Informing and consulting with the Director of Field Education about field-related problems that may require intervention.
8. Assist in informing the agency of the department's expectations regarding the content and structure of field instruction and aiding the agency and the agency field instructor in planning and implementing this content.
9. Communicating with agency field instructors about the school's curriculum and any changes in the program.
10. Reviewing the student's evaluation with the agency field instructor and the student, in accordance with the program's educational expectations.
11. Obtaining required evaluation forms and time sheets from the agency and student and submitting them to the Director of Field Education.
12. Grading all assignments required in SW 480 Social Work Practicum and Seminar and submitting course grades.

RESPONSIBILITIES OF THE AGENCY

Agencies and agency field instructors must be committed to offering quality learning experiences. Agencies are expected to meet the criteria for approval and to provide for education in social work related activities consistent with those of the W.I.U. Social Work Program. Agencies are expected to be committed to offering quality learning experiences and to be willing to provide for regularly scheduled supervisory conferences. The agency is expected to provide suitable workspace, clerical support, supplies, telephone, and computer access commensurate with the student's assigned responsibilities.

Responsibilities of the Agency Field Instructor

The agency field instructor holds the primary responsibility in the agency setting for the educational and administrative supervision of the student intern. These responsibilities include:

1. Becoming familiar with the objectives, content, policies and procedures of the field education program and the BSW social work curriculum.
2. Interviewing prospective students for field placements unless someone else in the agency is delegated to do so and providing feedback to the Director of Field Education about which students are acceptable.
3. Meeting the Social Work Program requirements, including conferring with the seminar instructor/liaison, participating in agency field instructor orientation/trainings, and providing written midterm and final evaluations of student performance.
4. Orienting the student to the agency, its services, and its clientele.
5. Assessing the educational needs of the student, assisting in development of learning goals, and assigning activities and learning experiences in order to develop social work skills.
6. Advocating for the student to gain access to learning experiences within the agency and the professional community.
7. Overseeing any activities in which the student is assigned to work with other professional staff.
8. Provide weekly, scheduled supervision as protected time for teaching and evaluation.
9. Supervise and provide constructive feedback regarding the delivery of services by the student within the policies and procedures of the agency.
10. Help to integrate the student's theoretical knowledge and previous experience with the student's present practice in the agency.
11. Provide an educational climate that challenges the student to expand their professional knowledge, skills, and values.
12. Assist the student in self-assessment regarding personal and professional strengths as well as areas for further development.
13. Keep the seminar instructor/liaison informed about the student's progress.
14. Provide feedback to the Social Work Program regarding the academic preparation of students and the functioning of the field program.
15. Report any agency changes which affect the field placement or the student's learning.
16. Sign and return all Field Education related documents.
17. Alert the Director of Field Education, Field Liaison of safety issues.
18. Serve as a role model for ethical, competent social work practice.
19. Meet with the Field Liaison at least once during the semester, and more often if needed.
20. Complete an online evaluation of the field education program and the Field Liaison.

RESPONSIBILITIES OF THE STUDENT

In the Site Placement Selection Process
Every effort is made to consider each student's preferences in selection of agency sites. It is the responsibility of the student to be informed of the procedures and to comply with the time constraints for entering the Practicum.

1. Students are responsible for reviewing their course of study with their advisor to determine their readiness for planning their field practicum. Students with an incomplete in a social work class will not be able to interview at an agency until a letter grade is submitted.
2. Students enroll in the Pre-Practicum course (SW 440) where they are informed of the procedure for setting up the practicum, the criteria for site selection and other pertinent information. The purpose of this class is to assess the students’ readiness for the practicum, to orient the students to the practicum program, discuss the students’ career interest and field placement possibilities, and to complete preparations for the practicum.
3. Students are to review possible agencies and locations as provided by the office of the Director of Field Education.
4. Students prepare application materials during the Pre-Practicum course.
5. After consultation with the Director of Field Education, students are responsible for completing interviews with at least three agencies. It is the student’s responsibility to ascertain the agency’s field instructor’s credentials for supervision.
6. After the interviews are completed and confirmation forms have been returned by the agencies, students indicate to the Director of Field Education their preferences of practicum locations.
7. Placement will be finalized only after the Director of Field Education has completed contact with an agency, has the completed practicum agreement, and after completing a site visit, if necessary, for site approval. **Students should be aware that selecting a new agency that requires a site visit may delay confirmation of placement.**
8. Students are responsible for any background checks and or health-related tests requested by potential practicum agencies.
9. Students are responsible for notifying the Director of Field Education of any issues which may hinder a practicum placement. Lack of notification may result in termination of the social work program.

In the Agency
The Social Work Program regards the student as an adult learner, capable of identifying her/his learning needs and shaping the educational process. This philosophy is exemplified by the student’s responsibilities within a field assignment.

1. Students are responsible for setting learning activities to work on during their Practicum experience and for developing a Learning Plan (See Appendix D) with the help of their agency field instructor.
2. Students are to participate in weekly supervisory conferences with the agency field instructor, preparing an agenda, presenting material representative of work, sharing reactions to and questions about the practicum experience, and advising the field instructor of new learning needs.
3. Students will participate in selected agency activities (e.g., staff meetings, conferences, in-service training, committee work) when these are not in conflict with the campus-based seminars.
4. Students are responsible for actively participating in evaluation of their progress.
5. Students are to contact their Faculty Liaison and Director of Field Education if problems arise in the agency setting that cannot be resolved between the student and the agency field instructor.
6. Students should obtain agency approval for the use of any case material or records outside of the agency and maintain accepted standards of confidentiality.
7. Students should inform the agency field instructor of classroom assignments that relate to field instruction, sharing material when relevant, and gathering information for seminar discussions.

8. Students should confer periodically with the seminar instructor/liaison about learning experiences and any problems and/or concerns related to the practicum assignment.

9. Students are responsible for keeping track of hours worked at the agency on the Practicum Time Sheet and for getting the Time Sheet approved and signed by the agency field instructor and submitted to the seminar instructor/liaison.

10. Students are responsible for carrying out all assignments during their Practicum.

11. Students are responsible for contacting the Field Liaison/Director of Field Education of any issues such as accidents, misconduct, etc.

12. Students are required to abide by the NASW Code of Ethics.

13. Students must report any incidents that present safety or security issues that impact field placement learning.

14. Students are required to read the Field Practicum Manual and utilize it as a resource guide during the practicum experience.

15. Students are expected to attend the required practicum seminar classes.

Practicum students are expected to observe all regulations and standards of conduct required of professional workers in that agency, including prompt notification to the agency field instructor regarding any unavoidable tardiness or absence. It is expected that students will dress appropriately for the agency setting or dress code. It is expected that they will be on time at the agency. It is expected that they will demonstrate social work values and ethics in the performance of their agency assignments. Failure to act in accordance with such professional conduct may incur dismissal from the agency, the practicum, and the social work program.

EVALUATION

Agency Evaluation of the Student
Agency Field Instructors must engage in assessing the student's level of functioning upon entering field placement. This is done in collaboration with the student and is integral to the development of the learning plan. The Agency Field Instructor and the student determine what the student must learn at the agency and what the best way of learning is. Reviewing with the student what information and criteria are used in evaluation may aid in the development of the plan, and developing goals and objectives to guide learning.

It is expected that the agency field instructor will review and discuss the written midterm and final evaluation with the practicum student and provide a copy to the student. Students should be given the opportunity to ask questions about the evaluation. The practicum student must receive a satisfactory evaluation from the agency field instructor; however the final grade received is awarded by the seminar instructor/liaison. An individualized link to the midterm and final evaluation will be e-mailed to each field instructor on a predetermined date. A letter with the predetermined dates will be sent to each field instructor prior to the beginning of the practicum semester.

Additional evaluation tools are utilized in the Social Work Program to assess each agency and the Social Work Program. These evaluation tools include the student evaluation of the agency, the field liaison evaluation of the agency, the student evaluation of the Social Work Program and the agency's evaluation of the Social Work Program.

Evaluation of the Agency
At the end of the practicum semester, each student evaluates his or her placement experience using the student evaluation of the agency form accessible on the social work website. To assess field setting effectiveness, field liaisons also evaluate each assigned agency at the end of the semester. The information is evaluated to assess strengths and opportunities for improvement.

Evaluation of the Social Work Program
At the end of the practicum semester, each student evaluates the Social Work Program using the Student Evaluation of the Social Work Program form accessible on the social work website. Each appropriate agency primary field
instructor also evaluates the Social Work Program using the online Agency Evaluation of Social Work Program instrument. The information is evaluated to assess strengths and opportunities for improvement.

POLICIES AND PROCEDURES FOR FIELD PRACTICUM

Plan for Supplementary Social Work Supervision
In the event that an agency is approved for a practicum placement because of the quality of experience available for the student, but the agency is not able to provide a supervisor who also has a social work degree, the WIU program will provide supplementary social work supervision. This option is only possible for agencies in Macomb, former approved field instructors or current approved agencies. Supplementary social work supervision will be provided according to the following general plan:

1. The faculty field liaison will meet regularly with the student in addition to the field seminar.
2. The supervisory sessions will consist of two components:
   A. The student will be given the opportunity to identify current issues in the field placement warranting additional social work supervision. Concerns that have general interest may be addressed to the professor either individually or via the supervision group. Sensitive issues should be addressed to the professor individually.
   B. Client case reviews will be discussed, highlighting the social work issues and perspectives involved. Case reviews are not intended to substitute for or supersede agency supervision. Significant discrepancies in case supervision should be promptly addressed directly with the agency field instructor.
3. Supervisory emphasis of each session, demonstrated by the case reviewed and without duplication of planned seminar topics, will include:
   A. Session 1: Getting started
      1. From classroom to field
      2. Orienting to the agency
      3. Supervisory expectations
   B. Session 2: Person-in-environment assessment
      1. Assessing the client from a social work perspective
      2. Presenting the social work component in agency case staffings
   C. Session 3: Client self-determination
      1. Applying principles of self-determination in a case situation
      2. Identifying potential risks when supporting the client’s choices
      3. Dealing with personal feelings and conflicts in values
   D. Session 4: Confidentiality and the right to privacy
      1. Applying ethical and legal standards in a case situation
      2. Consideration of agency policies versus the client’s rights
      3. Sorting out “need to know” information regarding communication and documentation
   E. Session 5: Micro-Mezzo-Macro intervention
      1. Developing/evaluating a social work intervention plan according to generalist social work principles
      2. Prioritizing intervention strategies for maximum effectiveness
      3. Identifying relevant mezzo and macro systems – resources and gaps
   F. Session 6: Professional boundaries
      1. Identifying aspects of case situation that have potential for boundary risks
      2. Identifying personal issues that put student at risk for boundary slips
      3. Developing personal guidelines to protect student and client
   G. Session 7: Dealing with conflicting professional perspectives
1. Reviewing/applying principles that represent the social work perspective
2. Exploring the priorities/perspectives of other disciplines
3. Developing strategies that deal constructively with conflict and differing agendas; keeping the client’s interest at the forefront

H. Session 8: Termination
1. Exploring the student’s readiness of the client for termination
2. Assessing the meaning of termination for the client and developing an appropriate termination process
3. Exploring the student’s feelings about termination and the importance of self-awareness in handling termination with the client

Field Practicum at Place of Employment
It is possible that students can have a practicum placement at the agency that already employs them, provided that the educational experience is new learning of knowledge, values, and skills. This learning is to be clearly reflected in a detailed educational plan involving the integration of specific, goal oriented, and clearly measurable objectives. Students who wish to complete a practicum at their place of employment must complete the Application for Field Practicum at Place of Employment form (See Appendix C). This form includes name of employment supervisor, name of proposed practicum field instructor, documentation of difference between work assignments and proposed field practicum activities, and approved signatures. This form is submitted in conjunction with the Application for Social Work Practicum. Time spent in activities related to the regular employment responsibilities will not be counted toward the required hours for the field practicum. The practicum plan and application of hours must be approved by the Director of Field Education. The field instructor should not be the student’s employment supervisor. This is to ensure the field instructor is available to focus on the educational components of the practicum. The agency and practicum field instructor must also adhere to the same responsibilities required by all practicum agencies/field instructors.

Placement at an agency that offers new employment or a stipend for a student is acceptable as long as the agency agrees to meet the requirements of the practicum. It will be expected that the educational activities will take priority over the employment during this semester, including attendance at seminar sessions and assignments that support the student’s individualized learning plan.

Prior Experience or Internships
No credit is given in the practicum for life experience or previous work experience. Prior internships from unaccredited programs may not be transferred for practicum credit.

Sharing Sensitive Student Information
Students should discuss any sensitive, personal information with the Director of Field Education during the application process. Relevant* personal student information, written and oral, may be shared with relevant parties including the agency field instructor, the seminar instructor/liaison, the Director of Field Education, and the department chair as deemed necessary. This information will be shared to enable appropriate field placement, enable informed choice by field instructors, protect clients, protect students, and facilitate the learning process. Students who choose not to share relevant personal information with their agency field instructor or allow the department to share such information may not be admitted to the practicum. Seminar instructor/liaisons may share relevant student information from field seminars with field instructors. It is expected that agency field instructors will share relevant information from field placement with seminar instructor/liaisons. Students, seminar instructor/liaisons, and agency field instructors will have knowledge of the policy before the placement process begins.

*Definition: Relevant is defined as having direct impact on field placement. Information is relevant if it may affect clients, field instructors, agency staff or the learning process.
Examples of relevant student information to be shared:

1. If your placement involves working with sexual assault cases and you or a member of your family has been raped, you should probably share this information.
2. If your placement involves a mental health setting and you or a member of your family has been hospitalized for a psychiatric illness, you should probably share this information.
3. If your placement involves a setting where drugs are administered or clients have substance abuse issues and you have a history of substance abuse, you should probably share this information.
4. If you have an illness or disability that will affect the performance of your field placement responsibilities, you should probably share what you will do to carry out the tasks in the placement and what accommodations the agency will need to make. For example, if you have chronic fatigue syndrome you may need to spend shorter periods of time in the agency and spread the placement out over a longer time period.
5. If you have a felony conviction, you may not be able to be placed in a client-centered agency. It is the student’s responsibility to notify the Director of Field Education.

Conflict of Interest
To avoid breaches of confidentiality and conflicts of interest, the social work program discourages placement of students in organizations where family members are employed.

Students shall not knowingly be placed in an agency under the following situations:

1. Agency owned or operated by relatives
2. Student would be supervised by relatives or family friends
3. Student would be in a dual relationship with family members
4. Student or members of student's family have been agency clients

It is the responsibility of the student to decline a placement based on a conflict of interest or dual relationship which would violate the NASW Code of Ethics. If a student fails to reveal a conflict to the Director of Field Education and is subsequently placed in a field practicum at the agency, this will be considered grounds for possible termination of the field practicum.

Safety and Liability
Safety in the field is discussed extensively in Pre-Practicum. All students must be alert to the possibility of unexpected confrontations that might put them at risk of harm. Protective measures should be taken to minimize the possibility of such an occurrence. Students and agencies must consider creating a safe environment. These issues should be addressed in the agency orientation as well as in supervision. It is important to discuss guidelines for prevention and development of safety plans. The field instructor should inform the student in advance of any known risks or potential hazards. At no time should a student knowingly expose him or herself to bodily injury or harm. In addition, no field instructor or agency representative should assign a student to a function where a risk is present. Students must be permitted to decline any assignment exposing them to excessive risk without prejudice. Students should feel comfortable in approaching the field instructor regarding safety concerns. Students may also contact his/her field liaison regarding any safety issues.

Also during individual practicum planning sessions with the Director of Field Education, any potential risks known by the Program that are related to agencies being considered for placement are discussed with the student.

The student is requested to complete a Statement of Insurance Coverage (See Appendix J) form indicating that the student is and will remain covered by medical insurance during the practicum semester.

The student is also requested to sign a Waiver and Release of Liability form (See Appendix L) indicating that the student will hold the University and the placement agency harmless regarding any malfeasance in the performance of duties as a practicum student.
Most agencies will require background checks prior to placement and some may require that the student hold liability insurance. Applications for NASW membership and student liability insurance are made available and students are encouraged to apply. The University also includes practicum students under its SURMA Self-Insurance Program up to $1,000,000 per occurrence within the scope of the practicum.

Background Check
Most agencies require students to undergo a criminal background check and/or fingerprinting, especially in areas specializing in child welfare and aging population. Students must comply with these requirements if requested. Most agencies cover all or at least some portion of the costs. Students are responsible for any costs incurred if they are not covered by the agency. Students are encouraged to apply for the Nancy Coney Field Education Grant accessible on the Social Work website, if financial assistance is needed. Some agencies are also requesting credit checks if working with certain populations (e.g., senior citizens). It is the student’s responsibility to notify the Director of Field Education of any past criminal records (misdemeanor/felony). A past criminal record may hinder a practicum placement.

An agency may deny a student a field placement position based on the results of the background check. An agency has the right to accept or refuse a student for a social work practicum.

Automobile/Driver’s License
Students are responsible for their own transportation to and from field placement and for their own automobile insurance. Most agencies require students have a valid driver’s license and access to a car. Policies pertaining to traveling, reimbursement for travel, access to agency vehicles, and insurance coverage for students should be made clear to students prior to placement. Students are not allowed to transport clients at any time while completing the practicum.

The student is expected to sign a Waiver and Release of Liability form indicating the student will hold the University harmless regarding any malfeasance. Some agencies may require students sign additional transportation liability forms per agency policy. It is the student’s responsibility to discuss travel issues with agency prior to placement.

Special Requirements
Some agencies will require TB testing. It is the student’s responsibility to comply with requirements if requested. In addition, some agencies may require training in the handling of blood-borne pathogens before students commence working with clients. Students are encouraged to contact the Director of Field Education regarding any special requirements from the agency.

Preparation for Licensure
BSW graduates may use the title of social worker and become Licensed Social Workers (LSW) in Illinois by completing three years of full-time supervised post-degree practice and successfully completing a licensing exam. The BSW curriculum, including the field practicum, provides the required academic preparation for the licensing exam. Application for licensing also requires affirmation of good moral character. Application questions inquire about prior felony convictions. Students who have questions about becoming licensed in Illinois should contact the Illinois Department of Professional Regulation.

Problem Solving during the Field Placement
Students/field instructors experiencing any kind of difficulty during a field practicum are encouraged to use the following problem solving process:

1. Attempt first to resolve the problem at the field instructor level. Discuss the problem in an issue oriented manner with the field instructor/student.
2. Discuss the problem and attempt to resolve it next at the agency level with the faculty liaison using the Practicum Improvement Plan form (See Appendix M) if applicable. It is the student’s responsibility to discuss the situation with both the field instructor and the faculty liaison.
3. If a satisfactory solution cannot be achieved, the student/field instructor may consult with the Director of Field Education. The Director of Field Education may communicate with the Chairperson regarding the issue.

**Change in Practicum Placement**

A student enrolled in the B.S.W. program may seek a change in her/his field practicum when problems unrelated to the student's performance make the continuation in the field practicum an issue. It is the function of the student's seminar instructor/liaison to determine whether the problem is performance related.

Examples of some non-performance problems may include, but are not limited to, the following:

1. Inadequate agency resources to support field practicum.
   For example, lack of student office space, lack of clients for student cases, insufficient supervisory time, loss of field instructor due to illness, change of jobs, etc.

2. Learning experiences in agency are too narrow.
   For example, lack of direct service opportunities to work with individuals, families, and groups or to assume multiple interventive roles: counselor, broker, advocate.

3. Misplacement error based on paper credentials of student and field practicum.
   For example, agency learning experiences are too advanced for the student or the converse. It is more a problem of an unanticipated "mismatch" than a difficulty in student performance.

4. Agency reorganization.
   During the academic year the agency substantially changes its administrative structure, which creates a chaotic situation for the student and adversely affects available learning opportunities.

5. Personality or ideological clash between agency field instructor and student.
   Sometimes this problem is intertwined with difficulties in student performance. However, in unusual instances the student and agency field instructor may discover irreconcilable differences that cannot be resolved quickly enough to permit a productive learning environment for the semester.

The procedure for initiating a change in a practicum placement includes the following:

1. The seminar instructor/liaison and student meet to discuss the problem. The student may include her/his advisor (or another member of the faculty) if the matter is delicate.

2. The seminar instructor/liaison, student, and agency field instructor discuss the problem and explore alternative solutions. It is the seminar instructor/liaison's responsibility to inform the Director of Field Education of the difficulties. If a solution is not found within the agency, a decision to terminate the placement is then made by the agency field instructor, student, and seminar instructor/liaison in consultation with the Director of Field Education.

3. The student, seminar instructor/liaison, and Director of Field Education explore options of other placement sites, scheduling, and hours required, and develop a placement plan.

4. The seminar instructor/liaison function will continue to rest with the student's current liaison until such time that placement in a new practicum agency is completed. At such time, the Director of Field Education will determine if a change in liaison assignment is indicated.

**Violation of Ethics**

In instances where the student's problem is not primarily academic but has arisen because of a violation of professional ethics or behavior that is detrimental to the welfare of the student's client, the student will be subject to dismissal from the B.S.W. Program by the faculty (see NASW Code of Ethics).

Examples of violation of ethics include but are not limited to:

- Transporting a client after practicum hours
- Sexual misconduct with client, colleagues, supervisors
- Socializing with client outside of practicum
- Not adhering to confidentiality
- Discussing client information outside practicum (e.g. Facebook, friends)
Falsifying client information
Disclosing personal information about oneself to the client that is deemed inappropriate
Asking client personal information not relevant to the client’s case
Imposing one’s personal beliefs onto the client

Students are expected to read the NASW Code of Ethics prior to practicum and review during practicum. Students are expected to consult with their agency field instructor regarding any ethical dilemma encountered in practicum. Students may also consult with their Field Liaison at any time during the practicum.

**Discontinuance**

The Social Work Program faculty are responsible for seeing that the students who receive the BSW degree are capable and willing to use the knowledge, skills, and values of the social work profession. Any student who receives a grade of D or F in SW 480, Generalist Social Work Practicum, may not continue enrollment in the Program. The student's admission to the Program will be rescinded for at least one calendar year, at which time the student may reapply for admission to the Social Work Program and Practicum.

Students who are experiencing significant difficulties in the field practicum so as to jeopardize successful completion may submit a Special Permission Request to terminate the placement and retake the following semester. The Director of Field Education and the seminar instructor/liaison must concur that the student has the potential to be successful in a second placement in order for the request to be approved.

If the seminar instructor/liaison and the Director of Field Education judge that a student does not have the potential to successfully complete a practicum, or is unsuited for the social work profession for academic, emotional, social relationship, or ethical violation reasons, the student may be terminated from the program by a unanimous decision of the faculty. Such reasons may include, but not be limited to:

1. Failure to meet generally accepted standards of professional conduct and practice.
2. Inadequate personal integrity or emotional stability requisite for professional practice.
3. Inappropriate or disruptive behavior toward colleagues, faculty, or staff.
4. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships.
5. Unable to allow client self-determination.

The procedure for terminating a student includes the following steps:
1. The field liaison pursues all reasonable problem-solving efforts with the student and agency field instructor.
2. The Director of Field Education must concur that all reasonable problem-solving steps have been taken and that the student is unable to successfully complete a practicum.
3. The BSW program faculty will meet as a review committee and must concur with the decision to terminate the student.
4. The Director of Field Education and field liaison will meet with the student and present the faculty decision, in writing from the chairperson, to terminate the student.
5. In serious cases requiring immediate action, the Director of Field Education may remove the student from the practicum agency pending BSW program faculty review and determination.
6. The Director of Field Education will notify the agency in writing that the student’s practicum has been terminated.
7. The student may follow the Social Work Program's grievance procedures if she/he wishes to appeal the faculty decision for termination.

**Appeal/Grievance Procedures**

In the case of a grade dispute, the student should first discuss concerns with the faculty member. If the dispute is not resolved, the student may contact the department chair and request a review by the Grade Appeals Committee of the BSW program. See http://www.wiu.edu/policies/gradeapp.php for the appeal procedure.
Students who dispute denial of admission to the practicum or termination from the practicum are entitled to appeal these decisions. Following discussion with the Director of Field Education, the student may contact the department chair. If the dispute is still not resolved, the student may submit in writing to the department chair a request for review by the entire social work faculty with his/her reasons for the appeal.

Grievances in regard to discrimination or harassment issues may be made through the social work program grievance procedures by contacting the department chair, or by contacting the Affirmative Action Office, 202 Sherman Hall.

**Student Problematic Behavior, Ethical Misconduct, Impairment, and Incompetence Policy**
The Social Work Program is committed to clarifying and identifying the level of professionalism and ethical conduct expected of the students in the Council of Social Work Education-accredited Social Work Program at Western Illinois University. The Social Work Program follows the policy on student problematic behavior, ethical misconduct, impairment, and incompetence. This policy can be located in the BSW application for admission at:

http://www.wiu.edu/coehs/health_sciences/undergraduate_programs/Admissions%20Forms.pdf

**Student Academic Integrity Policy**
The Social Work Program follows University policy on student academic integrity. Students can access this policy at http://wiu.edu/policies/acintegrity.php. It is the student's responsibility to adhere to this policy.

**Nondiscrimination Policy**
The Department of Health Sciences and Social Work at Western Illinois University is committed to providing a learning context which respects diversity and provides equal opportunity in all aspects of its program, including recruitment, retention and graduation of students and recruitment, retention, and promotion of faculty.

The Program will not condone, permit, or tolerate any form of discrimination based on age, color, disability, ethnicity, gender, national origin, class, race, religion, or sexual orientation.

Students with disabilities that require special accommodations should inform their instructor of their needs per university policy. In accordance with the Americans with Disabilities Act, the instructor is not permitted to inquire about the particular needs of students. Every effort will be made to help the student who indicates special needs. For more information please see the Disability Resource Center link http://www.wiu.edu/student_services/disability_resource_center/

**Sexual Harassment Policy**
The Social Work Program will not condone, permit or tolerate sexual harassment. It follows University policy on sexual harassment. The Sexual Misconduct & Gender Non-Discrimination Policy (Title IX) can be found at http://www.wiu.edu/vpas/policies/titleIX.php. The Statement on Sexual Assault can be found at http://www.wiu.edu/vpas/policies/sexualaslt.php.

**Racial and Ethnic Harassment Policy**
The Social Work Program follows University policy in prohibiting any form of racial and/or ethnic harassment. The Anti-Harassment Policy can be found at this link http://www.wiu.edu/policies/harassment.php.

# PRE-PRACTICUM (SW 440) REQUIREMENTS CHECKLIST

Use this checklist to be sure you complete all the requirements for your Pre-Practicum planning. Forms required for submission are available on the social work web site at http://www.wiu.edu/coehs/social_work/practicum.php

<table>
<thead>
<tr>
<th>✓ Done</th>
<th>Due</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
<td>Meet with academic advisor within first two weeks of semester.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>Attend Pre-practicum course sessions, complete readings and assignments per syllabus.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>Submit Application for Practicum.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>Submit Practicum Special Permission Request Form if needed.</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td>Submit Personal Resume.</td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td>Submit Field of Practice Paper.</td>
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<tr>
<td></td>
<td>8.</td>
<td>Submit Field Setting Preference form.</td>
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<tr>
<td></td>
<td>9.</td>
<td>Arrange individual interview with Director of Field Education.</td>
</tr>
<tr>
<td>✓</td>
<td>10.</td>
<td>At interview Submit Student Statement of Understanding.</td>
</tr>
<tr>
<td></td>
<td>11.</td>
<td>Schedule interviews with approved potential placement agencies.</td>
</tr>
<tr>
<td></td>
<td>12.</td>
<td>Notify Director of Field Education of interview dates.</td>
</tr>
<tr>
<td></td>
<td>13.</td>
<td>Give Interview Packet to each agency at interview.</td>
</tr>
<tr>
<td>✓</td>
<td>14.</td>
<td>Within 48 hrs. Write thank-you notes to all agencies interviewed.</td>
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<tr>
<td></td>
<td>15.</td>
<td>Complete interviews and notify Director of Field Education of agency preference.</td>
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<tr>
<td></td>
<td>16.</td>
<td>Receive confirmation of placement and assignment to field seminar section.</td>
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<tr>
<td>⚠️</td>
<td>17.</td>
<td>Notify accepting agencies of placement decision.</td>
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<tr>
<td></td>
<td>18.</td>
<td>Contact Practicum agency regarding start date and any preparation requirements (e.g. background checks, health exam, orientation, readings, etc.)</td>
</tr>
<tr>
<td></td>
<td>19.</td>
<td>Notify Director of Field Education of practicum start date.</td>
</tr>
<tr>
<td></td>
<td>21.</td>
<td>Register for SW 480.</td>
</tr>
<tr>
<td></td>
<td>22.</td>
<td>Submit SW 440 final exam.</td>
</tr>
</tbody>
</table>
Use this checklist to be sure you complete all the requirements for your Practicum. Forms required for submission are available on the social work website at http://www.wiu.edu/coehs/social_work/practicum.php.

<table>
<thead>
<tr>
<th>✓ Done</th>
<th>Due</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>_</td>
<td></td>
<td>✓ 1. Attend Practicum Seminars and complete assigned readings per syllabus.</td>
</tr>
<tr>
<td>_</td>
<td></td>
<td>✓ 2. Submit draft of Learning Plan to Seminar Instructor.</td>
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<td>_</td>
<td></td>
<td>✓ 3. Submit typed, signed copy of Learning Plan.</td>
</tr>
<tr>
<td>_</td>
<td></td>
<td>✓ 4. Submit weekly logs, time sheets, and agency reports at each Seminar.</td>
</tr>
<tr>
<td>_</td>
<td></td>
<td>✓ 5. Complete all written assignments per syllabus due dates.</td>
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<tr>
<td>_</td>
<td></td>
<td>✓ 7. Complete Agency Employee In-Service Project.</td>
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<td>_</td>
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<td>✓ 10. Submit Student Evaluation of Practicum Agency.</td>
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<td>_</td>
<td></td>
<td>✓ 12. Submit Graduation Information form.</td>
</tr>
<tr>
<td>_</td>
<td></td>
<td>✓ 13. Write thank-you note to agency at termination of Practicum.</td>
</tr>
</tbody>
</table>
REFERENCES


Appendix A

APPLICATION FOR SOCIAL WORK PRACTICUM (SW 480)

The completed application form must be reviewed and signed by the social work advisor before submitting it to the Director of Field Education.

Name ____________________________ ID# ____________________________ Date ____________________________

School Address ____________________________ Contact Phone ____________________________

Address during practicum ____________________________ City ____________________________ State ____________________________ Zip ____________________________

Phone during practicum if different from above ____________________________

ACADEMIC ELIGIBILITY

If any of the courses below transferred in from another school, enter TS or TU under “Grade” based on your WARD report or transcript.

<table>
<thead>
<tr>
<th>Completed Courses</th>
<th>Term &amp; Year Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 100: Intro to SW</td>
<td></td>
<td></td>
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<tr>
<td>SW 212: HBSE I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 213: HBSE II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 312: Research Methodology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 313: Research Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 315: Practice I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 316: Case Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 325: National Social Welfare Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 380: Social Justice &amp; Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 415: Practice II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 425: Practice III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 440: Pre-Practicum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SW GPA ____________________________ Cumulative GPA ________________

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Term &amp; Year Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preferred semester for practicum: ____________________________________________

Will be within 20 credit hours of degree requirements? Yes_____ No________
1. Do you have particular agencies in mind for your practicum? If so, give name, address, phone and contact person for three agencies.

2. What type of agency setting or client population do you wish to work with during your practicum?

3. What geographical considerations are important to you?

4. How mobile will you be in the Field? Driver’s license? □ Yes □ No Access to a car? □ Yes □ No

5. Completed 100 volunteer/work hours in the social services field? Yes ___ No___
   a. Work or volunteer experience relevant to social work practice. (Include employer/agency, dates of experience and brief summary of responsibilities.)

6. Special training/qualifications such as First Aid, CPR, Crisis Intervention, languages other than English, etc.:

7. Identify any potential conflicts of interest in an agency setting that could hinder your ability to uphold social work values and ethics. (e.g. agency interactions with family members, close friends.)

8. Are there any circumstances or concerns that should be taken into consideration in planning your field placement? If you have a felony conviction, please notify the Director of Field Education. Many agencies require criminal and/or child abuse background checks for prospective interns as well as employees. A felony conviction may be grounds for denial of social work licensure in Illinois. Please be prepared to discuss any special needs or concerns in your individual appointment with the Director of Field Education.
   □ No □ Yes, please explain:

____________________  ____________________
Advisor Signature            Date
Appendix B

SPECIAL PERMISSION REQUEST FOR PRACTICUM
SOCIAL WORK PRACTICUM

Student: ___________________________ Date: _________________________

Permission Requested:

Rationale for Request:

Proposed Plan:

Office Use Only

Reviewed by: __ Director of Field Education __ Department Chair __ Faculty

__ Approved __ Not Approved

__ Approved with the following conditions:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Reviewer’s Signature ______________________ Date _________________________
Appendix C

Department of Health Sciences and Social Work
Social Work Program
Application for Field Practicum at Place of Employment

It is possible that students can have a practicum placement at the agency that already employs them, provided that the educational experience is “new learning” of knowledge, values, and skills. This learning is to be clearly reflected in a detailed educational plan involving the integration of specific, goal oriented, and clearly measurable objectives. Additional requirements must be met for a student to complete a practicum at his/her place of employment (See Field Practicum Manual). Please complete the application below and submit to the Director of Field Education. The completed application will be reviewed by the Director of Field Education for placement approval.

Please complete the following information. The application will not be reviewed if information is missing.

__________________________________   _________________     ___________
Name

__________________________________    ______________    ________    ____________
Address during practicum

__________________________________    ______________    ________    ____________
Agency Name

__________________________________   _______________     _______       ________
Agency Address

__________________________________        _______________________________
Agency Phone number

___________________________________      ____________________
Agency contact person

_____________________________________________________  ________________________
Position title at agency

_______________________________________________________________
Name and title of immediate supervisor at agency

_______________________________________________________________
Employment schedule (include days of week/hours)

_______________________________________________________________
Supervisor telephone number
Describe current work assignment/duties/responsibilities (include days of week and schedule of hours):
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Describe proposed field practicum activities/duties/responsibilities including how it will be different from employment duties (Be specific):
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Name and title of proposed practicum field instructor  Field instructor telephone number

Planned practicum days of week and number of hours each week
____________________________  ____________________  
Signature of Student                     Date

____________________________  ____________________  
Signature of Current Supervisor        Date

____________________________  ____________________  
Signature of Proposed Field Instructor Date

**Reviewed and approved by Director of Field Education/Program Coordinator/Chairperson**

____________________________  ____________________  
Signature of Director of Field Education Date

____________________________  ____________________  
Signature of Program Coordinator      Date

____________________________  ____________________  
Signature of DHHSW Chairperson        Date
INSTRUCTIONS:
The student and the field instructor discuss and enter agency activities (under the activity heading) the student will complete during the semester that will demonstrate the student’s competency for each practice behavior. The student and field instructor will enter the target date the student plans to complete the activity. Remember, the date is only a “target” and may be modified based on activity. At mid and end of the semester, the field instructor(s) will evaluate the student’s level of competency demonstrated. Field instructors may enter their evaluation ratings for the student in the appropriate column on the far right using the numerical rating scale provided below. This score serves as a guide for the field instructor when completing the formal midterm and final evaluation of the student. The field instructor may complete this section with the student’s own evaluation of his or her level of competency.

The student and the field instructor will print the document, sign and date in the appropriate line on the final page of this document. The student and field instructor should keep a copy of the learning plan. The final learning plan will be included in the student’s file at the end of the semester. The student submits the learning plan to the faculty liaison for review at week 3. The student submits the final learning plan to the faculty liaison on the designated due date listed in the syllabus. The student may continue to add to the learning plan, as appropriate, until the end of the practicum.

The field instructor is asked to evaluate the student’s competency progress based on the evaluation rating scale below.

1-2 Lacking Performance The practicum student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.

3-4 Insufficient Performance The practicum student shows beginning application of the knowledge, values and skills, related to the performance of the practice behavior.

5-6 Competent Performance The practicum student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.

7-8 Superior Performance The practicum student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.

9 Mastered Performance The practicum student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.
### Competency # 1: Identify as a professional social worker and conduct oneself accordingly.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Target Date</th>
<th>Midterm Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate for client access to the services of social work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice personal reflection and self-correction to assure continual professional development</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend to professional roles and boundaries</td>
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<td></td>
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</tr>
<tr>
<td>Demonstrate professional demeanor in behavior, appearance, and communication.</td>
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<td></td>
</tr>
<tr>
<td>Engage in career-long learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use supervision and consultation.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Competency # 2: Apply social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Target Date</th>
<th>Midterm Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize and manage personal value in a way that allows professional values to guide practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

Tolerate ambiguity in resolving ethical conflicts.

Apply strategies of ethical reasoning to arrive at principled decisions

| Competency #3: Apply critical thinking to inform and communicate professional judgments. |
|---------------------------------------------|-----------------|-----------------|-----------------|
| **Practice Behaviors** | **Activities** | **Target Date** | **Midterm Evaluation** | **Final Evaluation** |
| Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. |  |  |  |  |
| Analyze models of assessment, prevention, intervention, and evaluation. |  |  |  |  |
| Demonstrate effective oral and written communication in working with individuals, families, groups, organization, communities, and colleagues. |  |  |  |  |
### Competency # 4: Engage diversity and difference in practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Target Date</th>
<th>Midterm Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create /enhance privilege and power.</td>
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</tr>
<tr>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
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<td></td>
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</tr>
<tr>
<td>Recognize and communicate understanding of the importance of difference in shaping life experiences.</td>
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<tr>
<td>View themselves as learners and engage those with whom they work as informants</td>
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<td></td>
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</tr>
</tbody>
</table>

### Competency # 5: Advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Target Date</th>
<th>Midterm Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the forms and mechanisms of oppression and discrimination</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Advocate for human rights and social and economic justice.</td>
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</tr>
<tr>
<td>Engage in practices that advance social and economic justice.</td>
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<td></td>
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</tbody>
</table>
### Competency # 6: Engage in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Target Date</th>
<th>Midterm Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use practice experience to inform scientific inquiry.</td>
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</tr>
<tr>
<td>Use research evidence to inform practice.</td>
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</tbody>
</table>

### Competency # 7: Apply knowledge of human behavior and the social environment.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Target Date</th>
<th>Midterm Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critique and apply knowledge to understand person and environment</td>
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</tbody>
</table>

### Competency # 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Target Date</th>
<th>Midterm Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, formulate, and advocate for policies that advance social well-being.</td>
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<tr>
<td>Collaborate with colleagues and clients for effective policy action.</td>
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</table>
### Competency # 9: Respond to contexts that shape practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Target Date</th>
<th>Midterm Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuously discover, appraise and attend to changing locales, populations,</td>
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<tr>
<td>scientific and technological developments, and emerging societal trends to provide</td>
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<tr>
<td>relevant services.</td>
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<tr>
<td>Provide leadership in promoting sustainable changes in service to improve the</td>
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<tr>
<td>quality of social services.</td>
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</tbody>
</table>

### Competency # 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Activities</th>
<th>Target Date</th>
<th>Midterm Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantively and affectively prepare for action with individuals, families, groups,</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>organizations, and communities</td>
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<tr>
<td>Use empathy and other interpersonal skills</td>
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<tr>
<td>Develop a mutually agreed-on focus of work and desired outcomes.</td>
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<tr>
<td>Collect, organize, and interpret client data</td>
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<tr>
<td>Assess client strengths and limitations</td>
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<tr>
<td>Develop mutually agreed-on intervention goals and objectives</td>
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<tr>
<td>Select appropriate intervention strategies</td>
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<tr>
<td>Initiate actions to achieve organizational goals</td>
<td></td>
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<tr>
<td>Implement prevention interventions that enhance client capacities</td>
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<tr>
<td>Help client resolve problems</td>
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<tr>
<td>Negotiate, mediate, and advocate for clients</td>
<td></td>
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<tr>
<td>Facilitate transitions and endings</td>
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<tr>
<td>Social workers critically analyze monitor, and evaluate interventions</td>
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</tbody>
</table>

Student Signature________________________________________________

Field Instructor Signature__________________________________________

Date___________________________________________
Appendix E

**TIME SHEET**  
**SOCIAL WORK PRACTICUM**

- Round off time to the nearest quarter (¼) hour.
- Practicum requires 450 clock hours (Do not include lunch, holidays, sick days, seminar, travel to/from home, etc.)
- Time sheets should be submitted at each seminar meeting.

<table>
<thead>
<tr>
<th>Week No.</th>
<th>Date</th>
<th>Time In-Out</th>
<th>Hrs./day</th>
<th>Subtotal</th>
<th>Note supervisory meetings, absences, other special events</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Total hours from previous time sheet: 

Total hours to date: 

Agency Field Instructor Signature

Date

Department of Health Sciences and Social Work | Western Illinois University
APPENDIX

F

PRACTICUM WEEKLY LOG

NAME

LOG #

BEGIN DATE-END DATE

MONDAY
I wasn’t looking forward to today after such a tiring week last week, but the day actually went pretty well. I reviewed charts of the residents scheduled for care planning and sent reminders to staff about the Wednesday care plan meeting. Saw Mrs. S. whose roommate died last week. She seems to be handling things pretty well, but is nervous about getting a new roommate.

TUESDAY
Called family members to confirm their attendance at care planning. Learned that Mr. M.’s family is considering his discharge home. Consulted with Wendy, and then spent the rest of the morning researching support services in their community. Went to both hospitals in the afternoon with Wendy to assess patients for admission to our home. I don’t know if I’ll ever know enough to do an admission assessment!

WEDNESDAY
Pulled charts and attended care plan meeting. Wendy had me report on the residents I have been working with. Staff did not think Mr. M. should go home, but I told them about the support services I had located and the arrangements I had discussed with the family. I could tell the family really appreciated my support. Wendy later told me I had represented the resident well. That felt really good! Maybe I am learning more than I thought!

THURSDAY
Finished my documentation of care plans in the morning and began the paperwork for Mr. M.’s discharge planning. In the afternoon, went with Wendy to the community Interagency Association meeting. Program was about a new homeless shelter. Several agency people remembered me from last month’s meeting. I’m feeling more like a worker and less like a student! Feels good!

FRIDAY
Met with Wendy for supervision. She complimented me again on how I handled the care plan meeting and my participation in the Interagency meeting. Most of the time we spent talking about Miss L.’s death last week. That was upsetting for me, but I wasn’t able to talk about it for several days. I felt like I was much more prepared to visit Mrs. S. again. I spent quite a while with her, remembering the good things about Miss L. and reassuring Mrs. S. about her new roommate who will move in Monday.

LEARNING POINT
The most important thing I learned this week is the importance of being prepared with pertinent information. Because I had talked with Mr. M.’s family and researched services, I was able to support their wish to have Mr. M. return home. I actually saw the other staff change their minds on what I was able to report! I was glad to be an advocate for that family.
PERSONAL REFLECTION

It was very hard to come back to the nursing home this week after Miss L.’s death last week. I just have not been around death before Miss L.’s heart attack happened so suddenly. I asked myself all weekend if it would have been easier if she had gradually gotten sicker and then died. I don’t know. I just know how shocked I was (guess I shouldn’t have been, working in a nursing home) and how helpless I felt when they asked me to stay with Mrs. S. in the lounge until it was all over and Miss L.’s family had left. It really helped to talk it through with Wendy. She told me stories about the first several deaths she had experienced when she began working there. That helped me feel like my reaction wasn’t too unusual and also that I can expect my abilities to grow in dealing with death. And each time I have visited with Mrs. S. this week, I have felt more confident. I also realized that Mrs. S. reminds me of my own grandmother and I will someday have to deal with her death. This has been a very difficult experience, but I am beginning to realize how I can grow – personally and professionally – by working this through. I’m glad Wendy is easy to talk to.
Appendix G
AGENCY PROFILE

Please complete this form in its entirety. It assures we have the most accurate and up to date information on file.

Please Print

Agency: ____________________________
Address: ____________________________
City: ____________________ State: ______ Zip: ____________
Telephone: ____________________ Fax: ____________________
Primary Field Instructor: ____________________________
Secondary Contact Person: ____________________________

Which semester(s) does the agency generally offer a practicum placement?

Fall  Spring  Summer

FIELD OF PRACTICE Check all that apply

- Aging
- Child Welfare
- Crime/Delinquency
- Developmental Disabilities
- Domestic Violence
- Education
- Family Services
- Financial Assistance
- Health Care
- Housing
- Legal Services
- Mental Health
- Recreation
- Rehabilitation
- Subsance Abuse
- Sexual Abuse

POPOPULATIONS SERVED Check all that apply

- Preschool Children
- Elementary Aged Children
- Adolescents
- Young Adults
- Middle Adults
- Older Adults

PRACTICUM REQUIREMENTS Either regularly or sometimes

- Background Check
- Professional Liability Insurance
- Physical Exam/Inoculations
- Transporting Clients
- Use of Own Car
- Evening Hours
- Weekend Hours
- Home Visits
- Other ____________________________

PRACTICUM SUPPORT Either regularly or sometimes

- Stipend of $__________
- Work Related Mileage $__________
- Workshop/Conference Registration
- Workshop/Conference Related Expenses
- Lunches on Work Days
- Agency Vehicle for Work Related Travel
- Other ____________________________

PRACTICUM LEARNING OPPORTUNITIES

Please note if the student’s involvement will be:

Direct (D): hands-on, either independently or in conjunction with another worker; OR

Observation (O): view activity performed by others.

D O Advocacy
D O Budgeting
D O Care Planning
D O Case Management
D O Client Assessment
D O Client Counseling
D O Client Staffings
D O Community Relations
D O Community Planning
D O Counseling
D O Documentation
D O Evaluation or Research
D O Family Counseling
D O Fund Raising
D O Grant Writing
D O Group Work
D O Home Visits
D O In-Service Training
D O Inter-Agency Meetings
D O Intake
D O Interviewing
D O Program Development
D O Public Speaking
D O Referral
D O Staff Meetings
D O Teaching
D O Team Meetings/Projects
D O Other ____________________________

Thank you for taking the time to complete this form!
Appendix H
PRACTICUM AGENCY
AGENCY FIELD INSTRUCTOR PROFILE

Date: __________________________

Please list **ALL** persons who will be assuming supervisory responsibilities during the practicum in the appropriate section below.

**Primary Field Instructor** *(main student supervisor)*

<table>
<thead>
<tr>
<th>Name:</th>
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</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td></td>
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<tr>
<td>Email:</td>
<td></td>
</tr>
</tbody>
</table>

Earned Degree(s):  ____ MSW  ____ BSW  ____ Other (field):  

Areas of specialization:  

Number of Years post BSW/MSW practice experience:  

Supervisory Experience (e.g. supervising agency staff or practicum students):  

Memberships in professional organizations and associations:  

**Alternate Field Instructor**

<table>
<thead>
<tr>
<th>Name:</th>
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</thead>
<tbody>
<tr>
<td>Job Title:</td>
<td></td>
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<tr>
<td>Email:</td>
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</tbody>
</table>

Earned Degree(s):  ____ MSW  ____ BSW  ____ Other (field):  

Areas of specialization:  

Number of years post BSW/MSW practice experience:  

Supervisory Experience (e.g. supervising agency staff or practicum students):  

Memberships in professional organizations and associations:  

Agency:  

City:  __________________________ State:  __________________________

THANK YOU FOR COMPLETING THIS FORM.
IT IS IMPORTANT THAT WE HAVE THE MOST CURRENT AND ACCURATE INFORMATION.
Appendix I

PRACTICUM AGREEMENT

Between Practicum Agency
and
The Board of Trustees of Western Illinois University, on behalf of the Department of Health Sciences and Social Work
Macomb, IL

This agreement confirms arrangements for a social work practicum placement for Student Name at Practicum Agency during the Fall/Spring semester of Year. The student will average 30-35 hours per week at the Agency during the semester, excluding seminar days, which usually occur on alternate Fridays. The semester begins First date of classes and concludes Last date of classes. Students must complete a minimum of 450 hours and remain in the Agency throughout the duration of the semester.

The University agrees to:
- provide the Agency with appropriate information about the student placement, the Social Work Program, and the expectations for the practicum experience
- place students only in agency sites that meet the selection criteria
- assign to the Agency only students who will have successfully completed the practicum prerequisites of the Social Work Program
- provide orientation and continuing education sessions for the Agency field instructor
- provide a faculty field liaison who will monitor the practicum and consult regarding any problems the student or the Agency is having with the practicum
- comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records
- provide liability insurance coverage of $1,000,000 for the student during performance of professional services in the practicum
- solicit performance evaluation input from the Agency field instructor and assign the final grade

The Student agrees to:
- work the scheduled hours at the Agency and comply with the Agency’s policies and procedures
- attend the University seminar sessions and comply with the University’s policies and procedures
- complete the seminar assignments, including an individualized learning plan to guide the practicum learning experience
- keep the Agency field instructor and the faculty field liaison fully informed about the practicum experience and the student’s supervision needs
- abide by the NASW Code of Ethics
- maintain health insurance coverage during the course of the practicum
- comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records

The Agency agrees to:
- designate an agency field instructor with the proper credentials and experience to supervise the student
- allocate appropriate time for student supervision, including scheduled weekly supervisory sessions and oversight of any activities in which the student is assigned to work with other professional staff
- allocate appropriate time for field instructor orientation, consultation, and education provided by the University, including visits by the Social Work faculty liaison
- provide adequate work support for the student, including office space, computer and telephone access, clerical support, and expenses for business travel
- provide appropriate orientation, work assignments, and learning experiences for the student, including direct service to clients and participation in Agency and community meetings
- comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records
- assess the learning and skill needs of the student and provide midterm and final performance evaluations
- assist the student in self-assessment and in integrating theoretical knowledge with practice experience
- keep the faculty liaison informed about the student’s performance
- keep the faculty liaison informed about Agency/University relationship issues

This agreement will remain in effect until the student completes the field experience in the Agency. The agreement may be terminated by either the Agency or the University, following consultation involving the Agency, the student, and the University, when the successful completion of the practicum is rendered impossible by a given situation.

Board of Trustees of Western Illinois University
BY:

_________________________________________  ________________________________
Assistant to the VP for Administrative Svc.       Date                     Social Work Practicum Student       Date

Practicum Agency

_________________________________________  ________________________________
Agency Field Instructor                        Date                     Katherine E. Perone, Dir. Of Field Ed.       Date
Appendix J

STATEMENT of INSURANCE COVERAGE
SOCIAL WORK PRACTICUM

I, _________________________________, certify that I have paid for Student Health and
Major Medical Program provided by Western Illinois University for students, or have similar
coverage for myself through another policy, and will not cancel or change this insurance coverage
during the period of my Practicum. I understand the risks involved and that it is binding on my
heirs and on University personnel.

_____________________________  _____________
Student Signature                Date
Prior to beginning a field practicum, all students are expected to know and be responsible for the contents of the current *Field Practicum Manual*. In order to be eligible for a field practicum, students are asked to sign the following statements acknowledging the review of the Field Practicum Manual and NASW Code of Ethics; and authorizing the release of information to potential field instructors and/or agency representatives.

**Statement of Review of Field Practicum Manual and NASW Code of Ethics**

I have read and agree to adhere to the NASW Code of Ethics and policies outlined in the contents of the Field Practicum Handbook, including specific issues as listed below:

1. The process for securing a field practicum placement.
2. The integration of field practicum with course work.
3. Policies and procedures for field practicum.
4. Attendance and time sheets.
5. The evaluation and grading process.
7. The differing responsibilities of the Director of Field Education, the faculty seminar instructor, and the agency field instructor.
8. Safety and liability

**Statement of Release of Information to Potential Field Instructors and/or Agency Representatives**

I understand the Director of Field Education will be contacting potential field instructors/agencies in an effort to secure a placement on my behalf. I therefore give the Director of Field Education permission to release pertinent and relevant information about me to potential practicum field instructors/representatives. This release will be valid up to six months from the date this agreement is signed.

__________________________________________  __________________________________________
Student’s Signature                                 Print Name

__________________________________________
Date
Appendix L
WAIVER AND RELEASE OF LIABILITY
SOCIAL WORK PRACTICUM

Whereas the Department of Health Sciences and Social Work of Western Illinois University enters into agreements with agencies that agree to accept social work majors as interns for the purpose of furthering the education of such students, and

Whereas I, _________________________, have accepted a practicum placement with _________________________, (Student)

(Agency)

as a part of my course work as a social work major, and;

Whereas my practicum at this agency may include participating in a variety of agency activities, including riding in agency vehicles or driving on assigned agency business to off-site locations,

I hereby agree to hold harmless Western Illinois University (including its officers, agents, servants, and employees) and the above named agency (including its officers and employees) from any liability (including losses, detriments, damages, expenses, charges, claims, suits, actions, or judgments) which may be incurred by them resulting from any misfeasance on my behalf in the performance of my activities as a practicum intern.

I further attest that I am above the age of 18 years, with full understanding of all risks involved, and agree that this waiver and release shall be binding upon my heirs, executor, administrator, and assignors.

STUDENT

______________________________
Signature

______________________________
Date

WITNESS

______________________________
Signature

______________________________
Date
Appendix M  
WIU SOCIAL WORK PRACTICUM IMPROVEMENT PLAN

This form is completed by the WIU field liaison when a meeting is held to address a concern/issue regarding the practicum. The concern/issue may be initiated by the student, the agency/field instructor or Field Education Director. A copy will be provided to the student, agency, field liaison and Director of Field Education.

Date of visit:

Student:

Agency:

Agency Field Instructor:

Narrative of Identified Concern(s):

Action Plan (include objective, specific tasks, date and responsible party for each action):

Planned Outcome of Resolution:

I have read and agree to address the concern(s) discussed above.

Student Signature ________________________________________________________________

Agency Field Instructor Signature ________________________________________________

Field Liaison Signature __________________________________________________________

Field Director Signature _________________________________________________________
GENERALIST SOCIAL WORK PRACTICUM
SW 480/SECTION 1 /TERM/YEAR

CLASS MEETINGS
Friday 12:00-3:00 in Horrabin 21

INSTRUCTOR INFORMATION
Instructor
Email
Phone
Office Location
Office Hours

Catalog Description
An educational experience in an agency setting that offers practical application of social work knowledge, values, and skills. A concurrent integrative seminar provides opportunities for discussion and direction from the instructor. A grade of C or better is required to graduate.

PRE-REQUISITES
Social work major; SW 415 (C grade or better); SW 425 (C grade or better); SW 440 (C grade or better); 2.50 GPA in the major; completion of all other social work courses (C grade or better); being within 20 semester hours of completion of degree; permission of the Instructor and Chairperson.

COURSE DESCRIPTION
A minimum of 450 hours and 15 weeks in an assigned agency is required. Mandatory preparatory assignments and confirmation of agency placement are completed prior to this course in SW 440. The course also includes a biweekly seminar with assigned readings, papers, agency in-service presentation, a weekly log, and discussion topics to integrate social work theory with practice experience. Emphasis will be on social work ethics and evaluation of practice.

TEXTBOOKS AND READINGS

SUPPLEMENTAL MATERIAL
Required
36 inch by 48 inch project (poster) board (trifold)

CSWE EDUCATIONAL POLICIES AND STANDARDS (EPAS)
The social work program is accredited by the Council on Social Work Education (CSWE). The social work program curriculum is designed so that each course objective is clearly connected to the CSWE Educational Policy and Accreditation Standards (EPAS). The EPAS standard corresponding with each objective is indicated at the end of each objective with the Education Policy (EP) number(s). Master syllabi identify where each course objective is taught in the course schedule, how knowledge and performance of that objective is assessed, and how mastery of that content is evaluated. Master syllabi are available in the Health Sciences and Social Work office in Stipes 402.

This course includes content related to all competencies.

COURSE OBJECTIVES
Through successful completion of this course students will be able to:
1. Identify as a professional social worker and conduct oneself accordingly; specifically engaging in self-reflection, self-monitoring and self-correction, demonstrating professional demeanor in behavior, appearance, and communication, attending to professional roles and boundaries through the use of supervision and consultation.

2. Apply social work ethical principles to guide professional practice utilizing standards from the NASW Code of Ethics.

3. Engage in critical thinking skills to inform and communicate professional judgments to distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

4. Engage diversity and difference in practice to increase awareness of diverse populations (age, class, race/ethnicity, culture, disability, ethnicity, gender, socioeconomic status, religion, sexual orientation.

5. Advance human rights and social and economic justice by understanding, advocating and engaging in practices that advance social and economic justice.

6. Engage in research-informed practice and practice-informed research by utilizing practice experience to inform research and use research findings to improve practice, policy, and social service delivery.

7. Apply knowledge of human behavior and the social environment through the use of conceptual frameworks to guide the process of assessment, intervention, and evaluation.

8. Engage in policy practice to address social and economic well-being and to deliver effective social work service by an analysis of policies that advance social well-being.

9. Respond to contexts that shape practice to continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities using empathy and other interpersonal skills to assist clients in problem resolution.

COURSE EVALUATION

Final grade will be based on a possible total of 1100 points by successfully completing the assignments as described below. Students must demonstrate successful performance, including responsibility and timeliness, in both seminar and field. **Students are expected to follow policies as outlined in the Field Practicum Manual, including adherence to the NASW Code of Ethics.**

Written assignments should be typed, double spaced (unless otherwise instructed), grammatically clear, and appropriately documented in APA style. The use of non-sexist and non-biased language is expected in written assignments and in class discussions. Students are encouraged to submit all assignments via email or Western Online dropout unless otherwise instructed. **Students are expected to maintain regular WIU email communication with the instructor.**

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>POINT VALUE</th>
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<tbody>
<tr>
<td>A. Attendance and Participation</td>
<td>90</td>
</tr>
<tr>
<td>B. Learning Plan</td>
<td>70</td>
</tr>
<tr>
<td>C. Weekly logs and Time sheets</td>
<td>160</td>
</tr>
<tr>
<td>D. Agency Reports</td>
<td>80</td>
</tr>
<tr>
<td>E. Process Recording</td>
<td>50</td>
</tr>
<tr>
<td>F. Case Study</td>
<td>50</td>
</tr>
<tr>
<td>G. In-service Project &amp; Presentation</td>
<td>300</td>
</tr>
<tr>
<td>H. Agency Experience</td>
<td>300</td>
</tr>
<tr>
<td>Total Points</td>
<td>1100</td>
</tr>
</tbody>
</table>

**A. PARTICIPATION (90 POINTS)**

Preparation, attendance, and participation in seminar (10 points) are a part of the student’s responsibility to the seminar group. Ten points will be earned for each seminar session attended, prepared for, and participated in. It is expected that students will complete assigned readings prior to the seminar session and come prepared to apply those readings to the group discussion. It is the student’s responsibility to read the syllabus and to obtain any assignments or information covered during a missed session. A significant portion of each seminar session will involve sharing and group problem-solving; thus consistent attendance is required. Students should use discretion in discussing sensitive agency and client information; and are expected to respect the confidentiality of any personal or agency information shared. More than one missed seminar may result in a grade of “F” (see attendance policy). Documentation of reason why missed any
seminar class will be required. More than one missed seminar will require approval from Director of Field Education.

B. LEARNING PLAN (70 POINTS)
A written learning plan should be developed with the agency field instructor; outlining the student’s learning goals, the planned learning activities, the evaluation measures, and the timeline for the semester practicum (these are also basic elements of a client contract that will demonstrate the student’s ability to develop a relevant service plan.). The plan should serve as the individualized learning guide for the student and will be used in the midterm and final evaluation process with the agency field instructor. The draft and final copy must be signed by the agency field instructor. A sample format is provided at: http://www.wiu.edu/coehs/social_work/practicum.php

C. WEEKLY LOG AND TIME SHEETS (160 POINTS)
A weekly log shall be prepared by the student for each week of the practicum, beginning with the first week in the Agency (5 points per week). Save your logs under a new name identifying the week it covers (ie:LogWkEnd 09/18/15) and keep your original form blank to reuse each week. Logs should be submitted via Western Online dropbox each Friday.

The basic log for each week should include the following components: 1) Behavioral: a brief description of the student’s activities at the agency; 2) Cognitive: identification of at least one significant learning point for the week; 3) Personal Reflection: a personal reflection for the week (an insight, feeling or struggle from the week). All information from the logs will be handled confidentially. Details are not necessary, but enough information should be provided for the instructor to understand the issue being raised. Students should be prepared to respond to any questions or suggestions when the logs are reviewed by the instructor. The Personal Reflection sections will be expected to show increasing depth and professional growth throughout the course of the semester.

A time sheet (5 points per week) documenting worked hours at the agency should be submitted at each seminar. A template or the log and time sheet form is provided at: http://www.wiu.edu/coehs/social_work/practicum.php The student should make a copy of each time sheet for themselves and for their agency field instructor to monitor their progress toward the required 450 hours. All time sheets must be signed by the agency field instructor verifying the total hours worked.

D. AGENCY REPORTS (80 POINTS) DUE EACH SEMINAR SESSION
Each student will present a profile of their agency following the attached Guidelines for Agency Reports provided for each session topic of discussion. Some reports will require written materials, but reports will be verbal. Each student is expected to discuss the report topic with the agency field instructor and to research the necessary agency information prior to the seminar. An agency report will not be accepted if you miss class. Loss of five (5) points if not prepared for discussion.

E. PROCESS RECORDING (50 POINTS)
A written process recording of client contact will be required (50 points). A process recording is a written verbatim account and does not require electronic recording. The template is located at http://www.wiu.edu/coehs/social_work/practicum.php. Sample process recordings will be accessible on Western Online. The contact should be at least 15 minutes in length. The format should include both the verbatim and the student’s critique of the process. The written verbatim should be preceded by an opening statement describing the purpose of the client contact and concluded with a summary assessment of the clients for the session. The interviewing experience will be discussed in the seminar, but the recording will not be shared with the other students. If clients are not readily available in the student’s caseload, the student will need to discuss this assignment early with the agency field instructor to arrange for interviewing opportunities. Check with your agency field instructor regarding clients signing release of information forms (if appropriate).

F. CASE STUDY ORAL PRESENTATION ASSIGNMENT
Select a case from your agency experience which you wish to present orally during a seminar class. For macro practice, include a brief description of the agencies, organizations, or groups involved. A case does not have to be an individual—it can be a client system at any level of social work practice. Do not include the actual name(s) of “client(s)”. You may use information such as Client A, Client B, or give fictitious client names. If you are not able to select a case, you may discuss a fictional case. A case study presentation date signup sheet will be provided at the first seminar. Students are expected to provide the professor a written outline of the case study addressing the information below prior to the presentation.

Include in your oral case study:

Demographics: Areas to consider include age, gender, ethnicity, race, socioeconomic status, sexual orientation, religion, occupation, educational background, marital status, etc.; and for macro systems—geographical area, funding, clientele, mission/goals.

Assessment and presenting problem: What is your understanding of the problem/situation; why did you choose this case?

Background: Provide historical perspective of client system. What has happened in the client’s systemic past which may influence current situation. You may include family history, life changes, abuse, etc.

Interventions and Plans: Describe what current and future intervention strategies will be utilized.

Referrals: What resources could be used to assist you/your client system with intervention/treatment.

The format for this assignment will be an interdisciplinary team approach. Students will have an opportunity to ask questions and share ideas, thoughts, suggestions regarding the case.

G. AGENCY EMPLOYEE IN-SERVICE (300 POINTS)

POSTER PRESENTATIONS

Early in the semester the student should select, with their agency field instructor, a topic of interest to agency staff which addresses continuing education needs. Student will do an extensive review of the literature regarding the topic selected, prepare and present an in-service to the targeted agency staff. Students are expected to present the in-service prior to completing his or her practicum. The purpose of this assignment is to apply the skills learned in the social work classes and research methods courses in an agency setting. The project is to help the student recognize policies and practices that impact client services, identify programs to develop to benefit agency, clients, or practice effectiveness. The in-service may focus on client needs, goal attainment, and quality assurance; program needs; assessment; or program effectiveness. The ideal project will involve a topic that interests the student, will benefit the agency, and can be accomplished during the practicum semester. An instructional handout regarding the assignment will be provided to the students early in the semester. Not presenting an in-service will result in a loss of 100 points.

Presentation Proposal: Due (50 points)
Author’s (Student’s) Name:
Presentation Proposal Title:
Target Population: Who will benefit from attending the in-service?
Learning Objectives: At least 3
Abstract: 30-50 words giving a brief description of the purpose of the paper/in-service
Presentation Content: No more than 500 words. The presentation content should include the following:

- Describe the topic, how it is relevant to social work, the agency and staff.
- What are current policies/practices/regulations that relate to your topic?
- What evidence for diversity should be considered?
- How will you include your audience in evaluating your presentation?

The agency field instructor must sign off on this indicating agency approval of the topic and the preliminary plan and that the student has been informed of any additional approval steps required by the agency.

Literature Review: Due (50 points)
The literature review shall include a discussion of at least 6 relevant articles, 4 of which shall be from social science journals. The remaining 2 articles may be internet sources but should support the other literature. Agency sources may be considered if applicable. Wikipedia is not considered a reference. It is expected that this review shall follow APA documentation style.

**Presentation Materials: Due (50 points)**
Outline visual aids, handouts, proposed presentation evaluation form and any other material.

**Poster Presentation Draft: Due (50 points)**
Student will submit revised material (heading, abstract, learning objectives, literature review, discussion, presentation evaluation, references) on poster presentation template provided on Western Online. The student will also submit presentation material (i.e. presentation evaluations, attendance sheet, powerpoints) with poster presentation draft.

E-mail Kathy at ke-perone@wiu.edu with your In-service presentation title by December 4.

**Poster Presentations: (100 points)**
Each student will develop a poster presentation. A poster presentation guide will be provided on Western Online. The poster presentations will be held Dec. 9. Presentations will be graded on the following criteria:
1. The student delivered a clear, concise, informative, professional poster presentation.
2. The student was knowledgeable about the topic.
3. The student’s poster presentation was well organized and utilized the required template.
4. The student included poster material as appropriate.

**G. AGENCY EXPERIENCE (300 POINTS)**
The seminar instructor will consult with the agency field instructor during the practicum regarding the student’s performance in the field. The agency field instructor will submit a midterm and a final written performance evaluation. The seminar instructor will determine the final field grade based on the agency field instructor’s review. It is recognized that different agencies provide different types of experiences. Grade points will be assigned based on the student’s performance and learning initiatives, rather than on the specific type of experience made available. If the student has any concerns about the practicum, the seminar instructor should be contacted promptly so problems can be resolved and the learning experience maximized.

**GRADING SCALE**

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**COURSE SCHEDULE**
Course bibliography and additional recommended readings are incorporated into the course schedule for each session.
1. **August: Mission and Purpose of the Practicum Agency**

Overview of seminar; discussion of beginning practicum issues, including agency expectations; examination of agency mission, and historical background; self-assessment and development of learning goals; sharing of placement settings and the role of an intern in the agency; identifying diversity issues; code of ethics.


*DUE:* Weekly log and time sheet


*DUE: Agency Report: Agency overview and student role (oral report)*

*DUE: Agency Report: Copy of agency mission statement (copy for each class member)*

2. **September: Funding: Where Does it Come From and How is It Spent**

Agency funding sources; public or private; budgeting process; setting priorities; accountabilities; limitations; grants; billing.


*DUE: Weekly logs and time sheet*


*DUE: Learning Plan, first draft*


*DUE: Agency Report: Listing of agency funding sources*

*DUE: Presentation proposal*

3. **September: Organization, Supervision, and Evaluation**

Formal structure and functional operation of the agency; power and decision-making; host settings vs. social work organization; applying research in the agency; practice evaluation and accountability; awareness of self; continuous quality improvement; using and contributing to professional knowledge base; credentialing and continuing education; career opportunities.


*DUE: Weekly logs and time sheet*


*DUE: Agency Report: Copy of agency organizational chart (copy for each class member)*
4. **October: Working with Individual Clients and Families**

Defining “client” and the client population of the placement agency; access to services; retention and recidivism; referral; primacy of ethical responsibility to clients; client demographics and staff hiring patterns; making the agency accessible and “client friendly;” increasing staff sensitivities.


*Due: Weekly logs and time sheet*
*Due: Agency Report: Statistics/demographics of clients served and diversity of employees hired by agency
*Due: Literature Review

5. **October: Working with Client and Non-client Groups**

Use of groups in the agency; matching group interventions with client needs; selection of clients for group services; developing cross-cultural practice skills; using group skills with multidisciplinary teams and administrative groups.


*Due: Weekly logs and time sheet*
*Due: Agency Report: Description of group services in agency; critiques of group experiences (staff or client group)*
*Due: Presentation Materials

6. **November: Macro Practice with Community Systems**

The agency in the larger community; macro practice; networking; cooperative planning vs. competition; modeling professional behavior; dealing with prejudice and discrimination; working for social change.


*Due: Weekly logs and time sheet*
*Due: Agency Report: Agency role and involvement in the larger community: Community Analysis Observation*
*Due: Process Recording

7. **November: Preparing for Termination**

Termination with clients; termination with the field instructor and the agency; termination with the seminar group, the social work program and the university; anticipating reactions to termination; identifying transition strategies.

Integrating class and field work. (3rd ed.) Chapter 10. Termination: The beginning of an end (or the end of a beginning?). Boston, MA: Allyn & Bacon.


* DUE: Weekly logs and time sheets
* DUE: Agency Report: Description of agency’s in-service and continuing education program
* DUE: Revised and corrected Presentation Proposal, Literature Review and Presentation Materials
* DUE: Learning Plan

8. DECEMBER: EVALUATION AND PLANNING
Review of the semester and the practicum experience; the student in the profession; self-evaluation; social work program evaluation; career planning; assessment exam.


* DUE: Weekly logs and time sheets
* DUE: SWEAP Assessments

9. DECEMBER: MOVING INTO THE PROFESSION
Recognition of agencies, field instructors, and graduating seniors; Poster presentation of Agency In-service.

* DUE: Poster Presentation

The above schedule is subject to change. It is the student’s responsibility to attend class and to be aware of any changes.

COURSE POLICIES AND NOTICES

ACADEMIC INTEGRITY
Western Illinois University, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. Students have rights and responsibilities and students should realize that deception for individual gain is an offense against the members of the entire community, and it is the student’s responsibility to be informed and to abide by all University regulations and policies on Academic Integrity. Plagiarism, cheating, and other forms of academic dishonesty constitute a serious violation of University conduct regulations. Students who engage in dishonesty in any form shall be charged with academic dishonesty. Academic dishonesty will be reported and may lead to serious consequences, ranging from a failed assignment to dismissal from the university. For more information, visit the entire Academic Integrity Policy at www.wiu.edu/policies/acintegrity.php. Additional information about student rights and responsibilities is located at www.wiu.edu/provost/students.php

ATTENDANCE POLICY
The faculty of the Department of Social Work recognizes that emergencies happen and has agreed to grant three missed class periods in every 75 minute course and two missed class periods in every laboratory class and 2 and 3 hour course, with no excuses or explanations required. These absences will correspond to rare and extreme emergencies such as sickness, funerals, car troubles, and child care problems. These are not
“free” days; they are excused absences. After the fourth missed class in a 75 minute course a notice will be sent to students and/or placed in their mail folders indicating the number of missed days and reminding them that, if they accumulate six absences, they will receive a grade of F in that course. After the third miss in a laboratory class or in a 2 or 3 hour course a notice will be sent to students or placed in their mail folders indicating the number of missed days and reminding them that, if they accumulate four absences, they will receive a grade of F in that course.

Attendance will be taken in every social work class by having a sign-in sheet. This sign-in sheet will be collected after five minutes of class time. Attending class after this five minute sign-in time will count as an absence.

Students may utilize the Online Absence Reporting System (O.A.R.S) to self-report their absences.

The Department of Social Work supports the right of individual faculty members to develop their own attendance policies, provided the policy and penalties are described in the course syllabus.

**LATE ASSIGNMENT POLICY**

Assignments are due in the Western Online dropbox prior to the beginning of class or handed in during class on the assigned due date unless otherwise instructed. In general, late assignments are not accepted. However, because a student may have an emergency or inadvertent error, students may submit no more than two late assignments during the course of the semester for the following:
- Within 2 hours of class ending – no penalty
- For each day late - 5 percent deduction

**CLASS PERFORMANCE EXPECTATIONS**

Adherence with the classroom expectations listed below will assist you to get the most possible benefit from this class and help you prepare for your future as a professional social worker.

A. Participation in class discussions and exercises. All students are expected to come prepared to participate in class. This means that the assigned readings and exercises have been done prior to class, that students direct questions at other students in order to facilitate the topic under discussion, and that all views are heard but open for questions to further clarify points. Students are expected to participate in class discussions, experiential activities, and role-plays. Electronic devices are to be kept in book bags during class.

B. Respectful attitude towards faculty and other students. This means that both verbal and non-verbal behaviors must communicate respect and interest in what students or faculty are communicating. Specific nonverbal behaviors that can be interpreted as inappropriate may include; use of electronic devices during class, noisily shuffling through papers while a classmate or the instructor is speaking; not listening, and non-participation in class. Specific verbal behaviors that can be interpreted as inappropriate may include, but not limited to; comments under ones breath, side conversations, refusing to stay focused on class discussions, and inability to hear critique related to professional development.

C. Developing an ability to handle difference with others. Disagreements are common in social work practice courses where many of the topics challenge students to think beyond their immediate experience and comfort zone. Students will be asked to define their criteria point on which they disagree. Besmirching someone behind his or her back is an example of an inappropriate reaction. This applies to talking about faculty too. Turn all opportunities into learning experiences.

D. Readiness to work and willingness to learn. Students are expected to read the assigned material and effectively contribute to class activities. Learning is hard work. It requires energy and commitment. Do not expect to get everything that you need to be an excellent professional social worker just from class meetings. What you get out of this class is determined in large part by what you put into it. Information and issues discussed in class may challenge students to think beyond their immediate experiences and how they understand the world. This can be difficult, however, this is necessary for social work practice.
Learning is hard work, but if you do the work, by the end of the semester, you will understand how useful it is to practice.

E. Attendance and punctuality. Students are expected to attend all classes, to be on time, and to stay for entire class period.

F. Completion of assignments. Students are expected to complete the assigned work on time. Assignments are due at the beginning of the class period. All assignments must be completed to successfully complete the course.

**PUBLICATION STYLE MANUAL**

*The Publication Manual of the American Psychological Association* is the style manual to be used in this course. All papers prepared for this class should conform to the APA style. The professor is available to assist students on an individual basis for questions related to APA style. Each paper for this class must be submitted with 12 point Times New Roman font, one inch margins, page numbers, double-spaced lines, and a cover page.

**STUDENTS WITH DISABILITIES**

In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

**UNIVERSITY WRITING CENTER**

The University Writing Center is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level. The one-on-one assistance available at the Writing Center is valuable for generating ideas, talking about writing issues such as organization, and working through grammatical problems. For more information about locations and hours, how to make an appointment, or writing resources, go to www.wiu.edu/UWC.
GUIDELINES FOR AGENCY REPORTS

Over the course of the semester you will be asked to research and report on the workings of your agency. At each seminar, you will present information regarding your agency and compare it with those of other students. Be prepared to answer the following questions in seminar. You will need to discuss these questions in advance with your agency field instructor or other staff.

*These items have the potential for posing ethical issues. Which standards or guidelines of the NASW Code of Ethics do they relate to and what is the nature of the potential dilemma?

1. Mission and Purpose of the Practicum Agency
   What is the name and location of your agency?
   *What is the agency’s mission? (Bring a copy of the mission statement for each class member.)
   How was your agency established?
   What type of problems, concerns, or needs does your agency address (e.g. child abuse, delinquency, poverty, health concerns)
   What services does your agency provide?
   *Do you feel personally comfortable with the mission and environment of your agency?
   *What roles do social workers play in your agency? (e.g. primary service providers, manager, administrators, part of the multidisciplinary team).
   What is your role and assignment as a practicum student?

   Theme: Diversity
   Describe the diverse population your agency serves
   In what way does your agency make accommodations for clients or consumers who have a physical or mental disability/limitation?
   In what way does your agency make accommodations for clients or consumers who are not fluent in or comfortable with the English language?
   How does your agency educate staff on diversity?
   What efforts does the agency make to train staff to be sensitive to diversity issues?
   Is your agency culturally competent?  Why or Why not?

2. Funding: Where does it come from and how is it spent?
   *How is your agency funded? (Bring a listing of funding sources)
   How is the agency budget produced? What are the steps involved in preparing, reviewing and implementing the budget?
   How are salaries and raises determined?
   What kind of benefit package is offered?
   *How does documentation relate to funding?

   Theme: Ethics
   What ethical dilemmas have you encountered? Ethical dilemmas may encounter during practicum?
   How do the social workers in your agency deal with ethical questions and resolve ethical dilemmas (e.g. discussions at a staff meeting, ethics committee, consultations with experts)?
   Does your agency have an Ethics Committee?
   Choose an ethical standard from SW Code of Ethics which applies to your practicum. How does it apply?

3. Organization, Supervision, and Evaluation
   Describe the formal structure of your agency. (Obtain or draw and organizational chart and bring copies for all)
   How are decisions made in the formal structure of your agency?
   *Who determines what social workers can or cannot do at the agency?
   What is the supervisory structure?
   What kind or style of supervision is the best fit for you?
   How is quality monitored? What evaluation mechanisms are in place?
   What documentation are you expected to provide and how is it used?
What career opportunities exist in your agency for social workers?
What questions do you have regarding networking and career opportunities?

**Theme: Organizational Politics**
- What have you observed about office politics at your agency?
- How have you handled office politics?
- Describe “lessons learned” about office politics

4. **Working with Individual Clients and Families**
   *What are the characteristics of agency clients, including diversity issues? (Bring statistics/demographics of clientele and staff.)
   *How does the client’s problem get defined by the agency?
   How does one become a client and how long does one usually remain a client?
   How do these characteristics influence the agency?
   *Would a client who represents some diversity feel comfortable in your agency?
   Are there some clients in your agency you feel uncomfortable with? Enjoy?

5. **Theme: Boundaries**
   - What have been boundary issues during your practicum?
   - How does your supervisor handle boundary issues?
   - What can you teach your agency about boundaries?

5. **Working with Client and Non-client Groups**
   *What group services are offered to clients?
   *Why does or does not your agency offer client groups?
   *How are clients screened/selected for groups?
   *How are staff selected/trained to lead groups?
   How does the staff function as a group?
   How is confidentiality addressed in “groups” at your agency?
   What teams are structured in your agency?
   What committees or task forces are structured in your agency?
   What administrative or community groups can you observe or participate in?

6. **Theme: Time Management**
   - How does your supervisor manage his/her time?
   - How do you plan to improve time management during your practicum?
   - How do you manage stress? Coping strategies?

6. **Macro Practice with Community Systems**
   *What appear to be the most pressing needs of the community?
   *How does your agency contribute to the community? Work for social change?
   What significant gaps exist in the human services/programs in the community?
   Does your agency participate in coordinating meetings with other agencies?
   Is your agency involved in any community projects with other agencies or groups?
   What practice theories/models does your agency use to guide its interventions at the community level of practice (Review Garthwait p. 95)?
   What opportunities have you had to attend community meetings?

7. **Theme: Networking**
   - What are examples of networking you have encountered in your practicum
   - What is the value of networking?
   - How will you network after graduation?

7. **Preparing for Termination**
   *How are workers trained for delivering and terminating services in your agency?
   What is appropriate client termination at your agency?
*How are you preparing for termination with the agency and your clients?  
How can you anticipate and handle clients’ responses to your termination?  
*How are you preparing for termination from the social work program?

**Theme: Professionalism**
What traits do you see as professional?  
How does your supervisor exhibit professionalism?  
What are examples of professionalism at your agency?  
*How are unprofessional behaviors handled?  
*Are there special licensing or accreditation requirements for workers?  
*What continuing education needs do you identify for yourself to help you be a responsible professional?

8. Moving into the Profession
How do you evaluate where you have been and where you are going? (Bring completed agency and program evaluation forms and graduation information form.)
How have you grown, personally and professionally, since the beginning of the semester?  
*What would you do the same of differently if you had the practicum to do over?  
*What have you learned about yourself that will help in your next career step?  
What have you learned about your agency that will help you evaluate future jobs?  
How do you feel about social work now?

**Theme: Personal and Professional Growth**
In what ways have you grown personally?  
In what ways have you grown professionally?  
How will you continue personal and professional growth after graduation?
PRACTICUM WEEKLY LOG

NAME

LOG #

BEGIN DATE-END DATE

MONDAY
I wasn’t looking forward to today after such a tiring week last week, but the day actually went well. I reviewed charts of the residents scheduled for care planning and sent reminders to staff about the Wednesday care plan meeting. Saw Mrs. S. whose roommate died last week. She seems to be handling things pretty well, but is nervous about getting a new roommate.

TUESDAY
Called family members to confirm their attendance at care planning. Learned that Mr. M’s family is considering his discharge home. Consulted with Wendy, and then spent the rest of the morning researching support services in their community. Went to both hospitals in the afternoon with Wendy to assess patients for admission to our home. I don’t know if I’ll ever know enough to do an admission assessment!

WEDNESDAY
Pulled charts and attended care plan meeting. Wendy had me report on the resident I have been working with. Staff did not think Mr. M should go home, but I told them about the support services I had located and the arrangements I had discussed with the family. I could tell the family really appreciated my support. Wendy later told me I had represented the resident well. That felt really good! Maybe I am learning more than I thought!

THURSDAY
Finished my documentation of care plans in the morning and began the paper work for Mr. M’s discharge planning. In the afternoon, went with Wendy to the community Interagency Association meeting. Program was about a new homeless shelter. Several agency people remembered me from last month’s meeting. I’m feeling more like a worker and less like a student! Feels good!

FRIDAY
Met with Wendy for supervision. She complimented me again on how I handled the care plan meeting and my participation in the interagency meeting. Most of the time we spent talking about Miss L.’s death last week. That was upsetting for me, but I wasn’t able to talk about it for several days. I felt like I was much prepared to visit Mrs. S. again. I spent quite a while with her, remembering the good things about Miss L. and reassuring Mrs. S about her new roommate who will move in Monday.

LEARNING POINT
The most important thing I learned this week is the importance of being prepared with pertinent information. Because I had talked with Mr. M’s family and researched services, I was able to support their wish to have Mr. M. return home. I actually saw the other staff change their minds on what I was able to report! I was glad to be an advocate for that family.

PERSONAL REFLECTION
It was very hard to come back to the nursing home this week after Miss. L.’s death last week. I just have not been around death before Miss L.’s heart attack happened so suddenly. I asked myself all weekend if it would have been easier if she had gradually gotten sicker and then died. I don’t know. I just know how shocked I was (guess I shouldn’t have been, working in a nursing home) and how helpless I felt when they asked me to stay with Mrs. S. in the lounge until it was all over and Miss L.’s family had left. It really helped to talk it
through with Wendy. She told me stories about the first several deaths she had experienced when she began working there. That helps me feel like my reaction wasn’t too unusual and also that I can expect my abilities to grow in dealing with death. And each time I have visited with Mrs. S. this week, I have felt more confident. I also realized that Mrs. S. reminds me of my own grandmother and I will someday have to deal with her death. This has been a very difficult experience, but I am beginning to realize how I can grow—personally and professionally—by working this through. I’m glad Wendy is easy to talk to.