## Using Work Site for Practicum: “Employment-based Practicum”

If a student is currently working in the social services field, ***one***of their two field experiences can be employment-based. Students must complete a proposal and submit it to the Director of Field Education for approval. An employment-based practicum will be considered only when:

* + The student has a minimum of a 3.0 GPA in social work courses.
  + The student has been approved by their advisor and has no documented professional behavior concerns.
  + The student prepares a proposal explaining how the practicum will work in accord with the conditions below and secures approval of the Director of Field Education.
  + The student’s employer ensures release time for courses and practicum instruction and the student is able to complete the required number of hours for the practicum courses.
  + The field instructor must be different from student’s employment supervisor, as required by CSWE, and the learning experiences must meet the learning objectives for the related practicum course.
  + The practicum setting can provide practicum experiences that meet the Undergraduate Social Work Department’s educational requirements.

**For senior year, employment-based field placements** may be approved if the workplace is able to offer the student: 1) a minimum of eight hours per week of assignments that are completely separate from student’s work responsibilities that will meet the student’s learning needs. The additional eight hours of practicum assignments can include work related assignments that meet the course curricular expectations; 2) a field instructor who has a BSW/MSW, is qualified to assist the student with integrating social work theory with practice and is someone other than the student’s work supervisor; and 3) the workplace signs an affiliation agreement with West Chester University.

**For junior year, employment-based practicums** may be approved if the workplace is able to offer the student: 1) opportunities that will allow the student to use a social work framework to perform their work assignments; 2) a field instructor who has a BSW/MSW or related degree, is qualified to assist the student with integrating social work theory with practice, and is someone other than the student’s work supervisor; and 3) the workplace signs an affiliation agreement with West Chester University.

To maintain the integrity of the student/field instructor relationship, attention must be given to avoid a dual relationship. For example, the student/field instructor should not consider themselves to be friends, nor should they socialize outside of the work environment.

To be considered for an employment-based practicum, the student must have completed a minimum of three months of employment at the site and be committed to maintaining employment until the practicum has ended. *If the student’s employment is ended during the employment-based practicum, the student needs to meet with the Director of Field Education to explain the termination of employment. Depending on the circumstances, the Undergraduate Social Work Department will determine whether to place the student at another practicum site.*

The student initiates, in consultation with the employer who is also offering the practicum, a written plan that includes:

* + Employment organization’s name, student’s job title, name of employment supervisor and brief description of job responsibilities
  + For senior year, proposed field practicum assignments that are different from the job responsibilities, provide the opportunity to learn different skills sets and are commensurate with the expectations for the corresponding field practicum course.
  + For junior year, an explanation of how the student’s work assignment can meet the junior year curriculum requirements of field and how the student can use a social work framework while performing their work assignments.
  + The name, title, and credentials of proposed field instructor (someone other than the employment supervisor) and the name, title, and credentials of the proposed task supervisor (if someone other than the field instructor).

To ensure that all parties agree with the employment-based practicum and that there will be no conflicts of interest between a student’s practicum assignments and work assignments, or between a student’s field instructor and work supervisor, the plan must be signed by the:

* + student
  + student’s employment supervisor
  + proposed field instructor & if applicable, proposed task supervisor
  + student’s academic advisor
  + The BSW Director of Field Education

The proposed plan must be submitted to and approved by the Director of Field Education at least four weeks prior to the start of the semester.

## Employment-Based Practicum Plan

**West Chester University – BSW Program**

**STUDENT’S NAME:** Click or tap here **YEAR:** Choose an item.

**EMPLOYMENT INFORMATION**

**Agency Name:** Click or tap here to enter text.

**Job Title:** Click or tap here to enter text.

**Job Supervisor’s Name:** Click or tap here to enter text.

**Supervisor Job Title:** Click or tap here to enter text.

**Work Schedule**

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| **Day of Week**  **(e.g. – Monday)** | **Hours of Day**  **(e.g. – 9am – 5pm)** | **Hours per Day**  **(e.g. – 8 hours)** |
| Select day | Click or tap here to enter text. | Click or tap here |
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| Select day | Click or tap here to enter text. | Click or tap here |
|  | **Total Hours/Week (e.g. - 35 hours):** | Click or tap here |

**Employee Responsibilities**

* Click or tap here to enter text.

**Field Instructor Name:** Click or tap here to enter text.

**Field Instructor Credentials** (For seniors - Must be a BSW/MSW; For juniors – Can be a degree related to social work; all field instructors must have at least two years post of experience post their degree): Click or tap here to enter text.

**Field Instructor Title:** Click or tap here to enter text.

**Field Instructor Email Address:** Click or tap here to enter text.

**Field Instructor Phone Number:** Click or tap here to enter text.

**Task Supervisor Name:** Click or tap here to enter text.

**Task Supervisor Email Address:** Click or tap here to enter text.

**Task Supervisor Phone Number:** Click or tap here to enter text.

***Junior level students are to complete competencies 1, 2, and 3 and an additional 2 competencies from the list.*** *The additional 2 competencies should be identified between the employment supervisor, field supervisor, and student. The competencies corresponding to practice behaviors were established by the Council on Social Work Education.*

***Senior level students are to complete all nine competencies. Identify the assignments that are different from your current work assignments.***

**Competency 1:** Demonstrate Ethical and Professional Behavior: Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti- racist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

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| Competency | TASKS/OBJECTIVE  Identify 2-3 specific tasks for each practice behavior  (practicum assignments) | Identify how social work knowledge, values, and skills will be incorporated |
| Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context |  |  |
| Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; |  |  |
| Use technology ethically and appropriately to facilitate practice outcomes |  |  |
| Use supervision and consultation to guide professional judgment and behavior |  |  |

**Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice: Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

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| Competency | TASKS/OBJECTIVE  Identify 2-3 specific tasks for each practice behavior  (practicum assignments) | Identify how social work knowledge, values, and skills will be incorporated |
| Advocate for human rights at the individual, family, group, organizational, and community system levels |  |  |
| Engage in practices that advance human rights to promote social, racial, economic, and environmental justice |  |  |
| Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels |  |  |
| Present themselves as learners and engage clients and constituencies as experts of their own experiences |  |  |
| Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies |  |  |

**Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice: Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

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| Competency | TASKS/OBJECTIVE  Identify 2-3 specific tasks for each practice behavior  (practicum assignments) | Identify how social work knowledge, values, and skills will be incorporated |
| Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels |  |  |
| Demonstrate cultural humility by applying critical reflection, self-awareness, and self- regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences |  |  |

**Competency 4:** Engage In Practice-informed Research and Research-informed Practice: Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

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| Competency | TASKS/OBJECTIVE  Identify 2-3 specific tasks for each practice behavior  (practicum assignments) | Identify how social work knowledge, values, and skills will be incorporated |
| Apply research findings to inform and improve practice, policy, and programs |  |  |
| Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work |  |  |

**Competency 5:** Engage in Policy Practice: Social workers identify social policy at the local, state, federal, and global level that affects well- being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights- based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

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| Competency | TASKS/OBJECTIVE  Identify 2-3 specific tasks for each practice behavior  (practicum assignments) | Identify how social work knowledge, values, and skills will be incorporated |
| Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services |  |  |
| Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice |  |  |

**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories  
 of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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| Competency | TASKS/OBJECTIVE  Identify 2-3 specific tasks for each practice behavior  (practicum assignments) | Identify how social work knowledge, values, and skills will be incorporated |
| Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies |  |  |
| Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies |  |  |

**Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities: Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self- reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

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| Competency | TASKS/OBJECTIVE  Identify 2-3 specific tasks for each practice behavior  (practicum assignments) | Identify how social work knowledge, values, and skills will be incorporated |
| Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies |  |  |
| Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan |  |  |

**Competency 8**: Intervene with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

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| Competency | TASKS/OBJECTIVE  Identify 2-3 specific tasks for each practice behavior  (practicum assignments) | Identify how social work knowledge, values, and skills will be incorporated |
| Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals |  |  |
| Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies |  |  |
| Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; |  |  |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies |  |  |

**Competency 9**: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

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| Competency | TASKS/OBJECTIVE  Identify 2-3 specific tasks for each practice behavior  (practicum assignments) | Identify how social work knowledge, values, and skills will be incorporated |
| Select and use culturally responsive methods for evaluation of outcomes |  |  |
| Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities |  |  |

***\*MUST be at least 16 hours/week.***

***All fall hours must be completed before the beginning of the Spring Semester.***

Signatures below indicate knowledge of and agreement with the plan described above:

Student Date

Employment Supervisor Date

Field Instructor Date

WCU BSW Director of Field Education Date