

EBP Practicum Form

Grambling State University School of Social Work Employment-Based Practicum (EBP) Field Instructor Responsibilities Agreement Form

The Field Instructor is the student's primary educational resource within the agency, and as such agrees to support the educational goals of the School of Social Work's field education program. The field instructor must be willing to assume the overall responsibility for the student's educational experiences in the agency. The time commitment required of a field instructor is approximately 4 hours/week (1/2 day). To qualify, the field instructor must have a MSW degree from an accredited school of social work and at least two years of successful post-MSW experience. Specific responsibilities include:

1. Prepare for and conduct **regularly scheduled face to face weekly supervision conferences** with the student. Conferences are a minimum of 1 hour each week for the full calendar. A **minimum** of 30 hours of field education conferences is expected.
2. **A minimum of 50% of practicum hours must be spent in direct client practice.**
3. Collaborate with the student in identifying safety concerns that need to be considered in the agency and practice, and develop a safety plan with the student.
4. Abide by the NASW Code of Ethics in your relationships with clients, colleagues and students and include discussions about the Code of Ethics in the weekly field education conferences with the student.
5. Actively collaborate with the student and Field Liaison in the development, implementation and ongoing use of the Learning Contract.
6. Coordinate any student learning experiences that are overseen by other staff members.
7. Provide the student with ongoing feedback on the student's performance, including evaluation of both process and content oriented records that are required by the School.
8. Support the student in gaining access to additional learning opportunities and resources in the agency and professional community that may be of interest to the student.
9. Maintain an ongoing evaluation of the student's progress (verbal and written), and complete written evaluations of the student as required by Grambling State University School of Social Work.
10. Collaborate with the Field Liaison in planning, review and evaluation of the student's performance; recommend a mid-year and final grade to the Field Liaison.
11. **Inform the field liaison promptly of any problem in the field placement and, when necessary, develop a detailed written plan of remedial action with the student and field liaison.**
12. Participate in school-sponsored field education meetings in the School of Social Work, and attend the seminar for field instructors in August.
13. Provide feedback to the field Liaison and the Field Education office on the performance of the student's responsibilities.
14. If not already on file in the Field Education office, complete a resume and submit to the Field Education Office.

For EBP (Employment Based Practicum's):

15. Ensure the student is fulfilling designated practicum hours that are very different from the student's employment responsibilities (different client populations, paperwork, skill set, staff etc). *A minimum of 50% of practicum hours must be spent in direct client practice.
16. Thoroughly review the students EBP application, showing your agreement and support of Grambling State University's School of Social Work's expectations for EBP's.
17. Actively collaborate with the student's agency work supervisor. This collaboration is likely to include coordination of student hours/work load to ensure reduced work responsibilities, as well as dedicated practicum hours, along with resolving tensions that a student might experience between work and practicum responsibilities.

The submission of these materials indicates you have reviewed and agree to provide a practicum setting which meets School of Social Work's learning objectives for the level of student you requested, as well as your agreement to abide by the requirements for field instruction. (If the field instructor is not the person filling out this form, it is the agencies responsibility to be sure the field instructor receives a copy).

Agency:	
Printed Name of Authorized Official :	Signature:
Title:	Mailing Address:
City:	State and Zip Code:
Telephone Number	Email Address:
Name of student being supported:	

The Pieces: Putting the EBP Application Together

I. **Page 1 & 2 of this application (What is an EBP?) signed by all parties**

II. **Application Check-Off Sheet**

It is the responsibility of the applicant to complete the application for an employment Based Practicum, and to communicate with the Field Education Office about this process. *Part of the assessment for approving an EBP application is the student's ability to organize and follow application instructions in a timely and complete manner.* As stated in this application and at the EBP information sessions, **the application deadline is firm. ALL APPLICATIONS MUST BE POSTMARKED, OR OTHERWISE RECEIVED IN THE FIELD EDUCATION OFFICE NO LATER THAN 5:00 PM ON THE DUE DATE OR THEY WILL NO BE CONSIDERED.**

Please use this form to determine when the application is complete and ready to be sent to the Field Education office. Please include the original and one copy of each of the documents listed under part B in the application and submit in the order listed. This will help the Field Education office expedite the initial review of applications and therefore determine final decisions in a timely manner.

III. **A brief written statement identifying your personal circumstances; why are you applying for an EBP?**

IV. **EBP Cover Page**

This information is important if the Field Education office needs to contact the applicant or the agency for clarification, or the evaluate if the agency and field instructor meet the educational standards established by the School of Social Work at Grambling State University.

V. **Current Job Description**

Include a copy of your current job description. This document is very important in understanding the separation between the proposed practicum and your current job responsibilities.

VI. **Practicum Proposal Form**

The applicant is required to have practicum experiences different from his/her current job description. For example, if the applicant's employment involves providing case management to children and families, the proposed practicum should be on a different unit serving a different client population (i.e. providing services to adults with mental illness). This section helps define appropriate learning opportunities required by the school to meet the educational goals of the Foundation Level year of study. The framework for the learning opportunities required begins of page 14 of this application. It is the applicant's responsibility to carefully review this section with appropriate agency representatives, and then identify the learning opportunities that are available, or that can be developed in the proposed EBP agency setting. *The applicant must carefully review this section with his/her supervisor, agency administrator, and proposed Field Instructor before completing the application. What you will be doing for your proposed practicum should be well developed by the time your application is submitted. It should be obvious to the EBP reviewer what specifically you will be doing for your practicum, and how it is distinctly different from your job.* It may be helpful to remember that the goal of the Foundation (1st) year in the MSW program is to provide educational opportunities that give a student good exposure to generalist social work practice. A student's 2nd year should be heavily weighted on honing the student's clinical social work skills.

VII. **Draft of the student's proposed weekly calendar**

As part of the EBP application—we request a clear plan or schedule for practicum. We ask the student, field instructor and supervisor to sit down and develop a draft calendar showing what the student's week is generally going to look like. When the student will be working their job, when the student will be in classes, and when the student's designated hours for practicum will be (and what specifically they will be doing). In other words, help us to visualize what a practicum week will look like for you, keeping in mind that you have hours per week that will be devoted to practicum. For instance, if you will be working at the elementary schools for part of your practicum, when will you be at those schools each week and what will you be doing? (ex: Monday's: 8-noon-My job; 1-5pm Practicum, John Doe Elementary, Social skills group 1-2pm, individual counseling 2-3pm, classroom observation/support/family consultation 3-5pm) The proposed calendar doesn't have to be set in stone, and can change as needed, but we want to be sure that the 3 parties (student, F1, and agency supervisor) have thought through a clear plan that is supported by everyone and that meets the EBP requirements. This plan (or a slightly revised one) can then be used in the learning contract this Fall. If the proposed plan needs major revision due to unforeseen circumstances you will need to submit a revision, in writing, to the field education office.

VIII. **Letters of Support:**

This application requires that (3) different parties write letters of agreement concerning the applicant's proposed Employment Based Practicum – An Agency Administrator, the applicant's Supervisor and the Proposed Field Instructor. The reason for these letters, and the detailed content that is requested, is to ensure that the applicant's proposal is being supported through careful consideration of the implications for all involved. **An EBP cannot just be added on to the applicant's current work responsibilities, nor can the student's current job responsibilities serve as the practicum.** *Rather the development of an EBP requires an investment in the student's learning by all parties.* It is hoped that these letters will facilitate the conversation, which will lead to a thorough understanding of the mutual commitments needed to make an EBP successful. **It is the student's responsibility to provide the individual's writing these letters with a copy of the application and specifically the following points of information requested in the respective letters.**

A. Letter of Agency Authorization and Support from the Agency Administrator

An employment Based Practicum requires the support of the agency administration in order for it to be a sound educational experience. This letter should be written by the agency administrator that is responsible for assigning staff and work responsibilities within the office in which the applicant is located. This letter needs to specify the type of support the agency is willing to offer to the student, and needs to include the following information:

- Describe the social work services the agency provides, and who within the agency provides these services. If qualified social workers are not currently employed in the agency, please comment on this.
- Describe the learning opportunities your agency can provide (please see the specific learning objectives beginning on page 14 of this application packet). These educational experiences must include opportunities to work directly with individuals and groups in a manner that will provide the student with the opportunity to do culturally competent psychosocial assessments as well as develop and implement intervention plans (50% of a student's practicum hours must be direct client contact). It may be helpful to remember that the student applicant is in the Foundation level of the MSW program (1st year). Consequently, the practicum opportunities should be heavily weighted on honing social work skills that are generalist in nature—those educational opportunities that give a student good exposure to generalist social work practice. A student's 2nd year will be heavily weighted on honing either clinical or administrative social work skills---depending on the track a student chooses. Applicants will also need to have the opportunity to work within the organizational infrastructure to experience decision-making processes in the agency, and how these processes can impact the provision of client services.
- The practicum responsibilities must be **clearly different from the student's employment responsibilities.** For example, if the applicant's employment involves providing case management to children and families, the proposed practicum would need to allow the student to be reassigned to a different unit/client population etc. for the designated hours of practicum (i.e.: providing services to adults with mental illness); in order to maximize student learning, an EBP student should experience as part of their practicum different client populations, different staff, different paperwork, different community supports etc. from their regular job. Please identify what opportunities are available to the applicant to meet this need.
- The agency is able to support the student's educational goals. For example, the agency would need to support the student missing some work time to attend academic classes (most full-time students will be taking 4 academic courses in addition to their practicum). The agency must also be able to reduce the employee's regular work responsibilities to support the reassignment of the

student to a different position within the agency; a student will not be able to work their normal 40 hours a week job while also completing the practicum and coursework. Rather, most EBP students have work responsibilities reduced to around 20 hours, then serve their practicum hours in a different unit in the agency (16 hours for Foundational Level students), while also taking classes. How will this be accommodated?

- Clearly specify the number of hours that the student will be expected to be in the agency each week—including the hours for both their current job and for the practicum. Foundation Level practicum students are expected to have 16 hours/week in practicum related activities. **Practicum cannot just be added on to the applicant's current work responsibilities, and an applicant's work responsibilities cannot be counted as the practicum.** While there may be some activities that are required for both the applicant's work and practicum, this overlap should be minimal, and no more than 2-5 hours each week (weekly meetings, etc.).
- Please specify the manner in which the agency will provide a qualified field instructor. This person may come from either within the agency or the agency may contract with a non-staff member from the community. ***The Field instructor must be someone other than the applicant's work supervisor, and must have an MSW from an accredited school of Social Work with at least 2 years of successful post MSW experience. The Field Instructor is required to meet face to face with the student for 1 hour per week.***
- The agency must agree to provide support for the Field instructor to carry out the responsibilities required of them, including granting the instructor sufficient time and resources to carry out instructional responsibilities with the student, the agency and the School. **Average time is approximately ½ day per week.**
- Please specify how the agency will support the applicant's work supervisor in completing his/her responsibilities given the required changes in the applicant's employment responsibilities.

B. Letter of Authorization and Support from the Applicant's Employment Supervisor

An employment Based Practicum requires the support of the applicant's work supervisor in order for it to be a sound educational experience. Even if the agency administration agrees to the conditions of an EBP, there needs to be a clear agreement between the agency administrators, the work supervisor, the proposed field instructor and the applicant about how the applicant's work responsibilities will be reduced, and the support the applicant will be given for his/her educational program. This letter needs to specify the type of support the employment supervisor is willing to offer to the student, and needs to include the following information:

- The School of Social Work requires the applicant's field instructor to be different from his/her work supervisor. However, it is also imperative that a good working relationship be established between the field instructor and work supervisor in order to ensure appropriate learning opportunities for the applicant. Please comment on your current working relationship with the proposed field instructor and the manner in which you foresee this collaboration around the applicant's learning occurring with the agency.
- Describe the learning opportunities your agency can provide (please see the specific learning objectives beginning on page ___ of this application packet). These educational experiences must include opportunities to work directly with individuals and groups in a manner that will provide the student with the opportunity to do culturally competent psychosocial assessments as well as develop and implement intervention plans (50% of a student's practicum hours must be direct client

contact). It may be helpful to remember that the student applicant is in the Foundation level of the MSW program (1st year). Consequently, the practicum opportunities should be heavily weighted on honing social work skills that are generalist social work practice. A student's 2nd year should be heavily weighted on honing clinical social work skills. Applicants will also need to have the opportunity to work within the organizational infrastructure to experience decision-making in the agency, and how these processes can impact the provision of client services. Please clearly describe what these different learning opportunities will be and how you will ensure that they are adequately utilized.

- The practicum responsibilities must be **clearly different from the student's employment responsibilities.** For example, if the applicant's employment involves providing case management to children and families, the proposed practicum would need to allow the student to be reassigned to a different unit/client population, etc., for the designated hours of practicum (i.e. providing services to adults with mental illness, etc.); In order to maximize student learning, an EBP student should experience as part of their practicum, different client populations, different staff, different paperwork, different community supports, etc., from their regular job. Please identify what opportunities are available to the applicant to meet this need.
- The agency is willing and able to support the student's educational goals. For example, the agency would need to support the student missing some work time to attend academic classes (full-time students will be taking 4 academic courses in addition to their practicum). **The agency must also be able to reduce the employee's regular work responsibilities to support the reassignment of the to a different position within the agency; a student will not be able to work their normal 40 hours a week job while also completing the practicum and coursework. Rather, most EBP students have their work responsibilities reduced to around 20 hours, then serve their practicum hours in a different unit of the agency** (16 hours/week for 1st year MSW students), while also taking classes. How will this be accommodated? Please include in your comments any potential problems with staff coverage and getting job responsibilities met during the times the applicant will be in classes and practicum.
- Clearly specify the number of hours that the student will be expected to be in the agency each week – including the hours for both their current job and for the practicum. Foundation Level practicum students are expected to have 16 hours/week in practicum related activities. **Practicum cannot just be added on the applicant's current work responsibilities, and an applicant's work responsibilities cannot be counted as the practicum.** While there may be some activities that are required for both the applicant's work and practicum, this overlap should be minimal, and no more than 2-5 hours each week.
- What kind of support have you received from the agency to complete your responsibilities given your support of the applicant's educational program?

C. Letter from Proposed Field Instructor

The Field Instructor for a student in an Employment Based Practicum has the additional task of helping the student prioritize his/her learning and work. As noted on the Field Instructor Responsibilities Agreement Form that is included in the application packet, the **Field Instructor agrees to provide at least 1 hour of face-to-face practice supervision to the student each week.** The time commitment to carry out Field Instructor responsibilities is approximately $\frac{1}{2}$ **day each week.** In order to provide quality field instruction, the Field Instructor must have the support of the Agency, and in an EBP, also have a good working relationship with the student's work supervisor. In this letter, please comment on:

- Your prior experience as a Field Instructor for a MSW student, and your reasons for accepting the responsibilities to supervise this applicant. If you have supervised MSW students in the past that were not employed at your agency, how do you view supervising a student who is employed by the agency as being different?
- What relationship do you currently have with the applicant, if any? For example, you know each other from the break room, but never worked together; or you may not work together, but have developed a close personal friendship through volunteer activities. If you do have a prior relationship with the applicant, please discuss how you think this will influence your role as a Field Instructor and how you will manage the tensions that will invariably arise.
- The agreement that you have with the Agency around assuming responsibility as the applicant's Field Instructor, including time released from your other work obligations, and agreements of confidentiality around the applicant's learning. Please include a statement identifying your commitment and ability to provide 1 hour of face to face field instruction each week.
- Describe the learning opportunities developed for this employment based practicum (please see the specific learning objectives beginning on page 14 of this application packet). These educational experiences must include opportunities to work directly with individuals and groups in a manner that will provide the student with the opportunity to do culturally competent psychosocial assessments as well as develop and implement intervention plans (50% of a student's practicum hours must be direct client contact). It may be helpful to remember that the student applicant is in the Foundation level of the MSW program (1st year). Consequently, the practicum opportunities should be heavily weighted on honing social work skills that are generalist in nature—those educational opportunities that give a student good exposure to generalist social work practice. A student's 2nd year will be heavily weighted on honing either clinical or administrative social work skills—depending on the track a student chooses. Applicants will also need to have the opportunity to work within the organizational infrastructure to experience decision-making processes in the agency, and how these processes can impact the provision of client services. Please clearly describe what these different learning opportunities will be, and how you will ensure that they are adequately utilized?

- The practicum responsibilities must be **completely different from the student's employment responsibilities**. For example, if the applicant's employment involves providing case management to children and families, the proposed practicum would need to allow the student to be reassigned to a different unit/client population etc. for designated hours of practicum (i.e.: providing services to adults with mental illness etc.) In order to maximize student learning, an EBP student should experience as part of their practicum different client populations, different staff, different paperwork, different community supports etc for their regular job. Please identify how applicant will meet this need.
- The agency must be willing and able to support the student's educational goals. For example, the agency will need to support the student missing some work time to attend academic classes (most students will be taking 3 academic courses in addition to their practicum). **The agency must also be able to reduce the employee's regular work responsibilities to support the reassignment of the student to a different position within the agency; a student will not be able to work their normal 40 hours a week job while also completing the practicum and coursework. Rather, most EBP students have their work responsibilities reduced to around 20 hours, then serve their practicum hours in a different unit in the agency (20 hours for 1st year MSW students) while also taking classes. *Please comment on your understanding of this agreement with the agency and student, and your ability as a Field Instructor to maintain accountability with this.***
- Please comment on the discussion you have had so far with the student and supervisor regarding the development of the practicum plan, and the applicant's work and educational responsibilities. Are their concerns at this time? In addition, it is important to clearly specify the parameters of confidentiality around the applicant's discussion of his/her work with you as a Field instructor. **Please include the signed Field Instructor Agreement form with your letter.**

Proposed Field Instructor Resume

The proposed Field Instructor must have earned her/his MSW degree from an accredited School of Social Welfare and have at least two years of successful post-MSW experience. ***The proposed Field Instructor must also be someone other than the applicant's work supervisor.***

The Field Education office is required by the Council on Social Work Education (CSWE) to maintain a current resume on all field instructors in our program. These documents for CSWE that our field Instructors meet the minimum qualifications set forth in the accreditation standards. In some instances, the proposed field instructor may indicate they already have a resume on file with the Field Education office. Please verify that a current resume is on file, or send another copy of the Field Instructor's resume. The application will not be complete without this resume and will therefore not be considered.

IX. Field Agency Data Form (ADF)

All agencies that serve as practicum sites are required to complete this form and submit it to the Field Education office prior to students being placed in the agency. Again, this assured that the agency meets the educational standards established by the school of Social Welfare and CSWE, and is our official means of identifying the “placement pool”. An agency administrator is responsible for completing these forms, but the applicant is responsible for determining whether this annual form is no file with the Field Education office. If this form is not on file, the application will not be considered complete and will not be considered.

Practicum Learning Opportunities Required by Grambling State University School of Social Work

This section helps define appropriate learning opportunities required by the school to meet the educational goals of the Foundation Level year. It is the applicant’s responsibility to carefully review this section, and then the applicant, supervisor, and field instructor’s responsibility to identify the learning opportunities that are available, or that can be developed in the proposed EBP agency setting. ***This section must be carefully reviewed by all parties (applicant, supervisor, agency administrator, Field Instructor) before completing the application.***

Grambling State University is committed to a curriculum that is centered on social work practice, which integrates four themes throughout the curriculum: 1) the strengths perspective, 2) social justice, 3) diversity and 4) a critical perspective. During the Foundation Year of the MSW program at the GSU’s SOSW. The curriculum focuses on developing a generalist perspective of social work practice.

Some broad examples of each of these (4) areas are identified below. These examples serve as a guide as to what kinds of learning opportunities qualify under the accreditation guidelines. **Please do not address each of the objectives separately.** Rather, please clearly specify which learning opportunities are available in the proposed agency under each of the (4) **learning objective**. **Please also clearly state which activities are related to the applicant’s present employment and which are being specifically designated as different learning opportunities for the practicum.**

I. Professional Development

The development of professional identity including verbal and written skills and physical presentation; The effect of the NASW Code of Ethics on clinical social work practice; one’s responsibility to reflect on and critically analyze one’s own practice.

1. Demonstrate professional verbal and written communication skills and physical presentation that are consistent with the profession and the agency. What opportunities in the agency are available to help develop these skills?
2. Demonstrate the ability to critically analyze one’s own practice (through evaluative processes including the use of supervision) and then apply this understanding to the use of self in the intervention process.
3. Demonstrate an ability to effectively utilize supervision and consultation. Open and professional communication in supervision and the ability to receive supervisor feedback are critical components of the supervisory process.

4. Demonstrate the ability to engage in clinical social work practice in a manner consistent with social work values, ethics and theories/perspectives taught by GSU's SOSW. What opportunities are available in the proposed agency to develop social work values/ethics/theory?
5. Describe important characteristics or relationships with other professionals in the field, and the impact of collaboration on behalf of the client. What learning opportunities exist in the agency for developing these skills?

II. *Direct Practice*

The development of knowledge and skills to work effectively with individuals, groups and families; utilization of theories taught by the school; demonstrate consideration for client strengths and barriers; begin to complete comprehensive biopsychosocial assessments; develop and implement appropriate intervention plans.

1. Demonstrate the ability to work effectively with individuals, families, and groups through all phases of the helping process.
2. Demonstrate the ability to work collaboratively with other staff and agencies in facilitating client access and use of resources.
3. Complete comprehensive biopsychosocial assessments, utilizing a strengths perspective.
4. Demonstrate application of select social work models/approaches/theories appropriate to the agency setting.
5. Apply knowledge and understanding of human diversity, with particular emphasis on demonstrating the skills required to fully explore with clients the experience and impact of being a member of a marginalized group.

III. *Community and Organizational Practice*

Develop the knowledge and skills to understand the organization and the community both as the context for practice with individuals, families and small groups, as well as to understand the community and organization as client systems in and of themselves.

1. Identify and describe how policies are formulated and enacted within the agency through formal and informal means, and how these policies impact the delivery of services within the employing agency.
2. Identify and describe how social policies are formulated and enacted at the state and federal level and how these policies impact the delivery of services within the agency; demonstrate the ability to critique existing policies at various levels through the values articulated in the NASW Code of Ethics.
3. Identify and describe the societal and institutional conditions that lead to both the oppression of and give privilege to clients based on race, ethnicity, class, economic status, age, gender, sexual orientation and other personal characteristics; demonstrate an ability to analyze how agency policies and practices facilitate or impede effective provision of services to clients who have experienced these conditions.
4. Apply knowledge about indirect practice through assuming specific roles in the community and the agency that focus on larger systems that impact clients. Demonstrate your knowledge of how agency, community, and legislative advocacy can enhance service delivery and client well-being. For Example: get involved in a local community coalition specific to your client population to engage in advocacy; or monitor outcomes for clients and use the information to advocate for improvements in agency policy or practice.

IV. *Research and Policy Practice*

The development of knowledge and skills needed to (1) evaluate research studies and effectiveness of practice (2) analyze the impact of social policies on client systems, workers, and agencies and (3) to influence policy.

1. Demonstrate the ability to read and analyze research that contributes to the development of social work theory and practice, using the values articulated in the NASW Code of Ethics;
2. Demonstrate the ability to evaluate the effectiveness of one's own practice with client systems of various sizes
3. Demonstrate the ability to analyze social policies at various levels (agency, local, state, federal) that contribute to the oppression and privilege of people based on race, ethnicity, class, economic status, age, gender, sexual orientation and other personal characteristics.
4. Demonstrate the ability to influence the development of social policy.
5. Demonstrate the ability to critique existing policies at various levels through the values articulated in the NASW Code of Ethics.

The EBP application ***does not replace the learning contract that all students are expected to write (in conjunction with the field instructor and field liaison) at the beginning of the practicum. However, much*** of the information developed for the EBP application can be used in the development of the initial contract that is due at the beginning of the practicum.