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Revised 08/2017
NORTHWESTERN OKLAHOMA STATE UNIVERSITY

SECTION 1  OVERVIEW OF SOCIAL WORK PROGRAM

UNIVERSITY MISSION STATEMENT
Northwestern Oklahoma State University provides quality educational and cultural opportunities to learners with diverse needs by cultivating ethical leadership and service, critical thinking, and fiscal responsibility. This mission grows from the core values of the institution. Those values have been expressed as follows:

CORE VALUES OF NORTHWESTERN OKLAHOMA STATE UNIVERSITY
As part of its philosophical basis, Northwestern Oklahoma State University subscribes to certain basic principles.

Academic Excellence
*Northwestern will provide the best possible educational experience for every student.*
- Focus on quality teaching and advising
- Respond effectively to the learning needs of each student
- Embrace the role of technology in the educational process
- Promote opportunities for teaching and learning outside of the classroom

Accessibility
*Northwestern is committed to accessibility of its programs and services.*
- Embrace our mission as a multi-campus regional university
- Continually work to maintain affordability
- Seek new methods to deliver programs and services to our constituencies

Community
*Northwestern will strive to create a sense of community that extends beyond campus boundaries.*
- Seek partnerships and initiatives that will improve the quality of life for area residents
- Promote institutional and individual service to others
- Embrace our role in a global society

Diversity
*Northwestern will respect the individual rights of all persons.*
- Value the differences in every individual
- Promote the expression of differing opinions and beliefs
- Appreciate the culture and backgrounds of each person
- Treat every individual with respect

Responsibility
*Northwestern will maintain the highest levels of ethical standards and accountability.*
- Act with integrity and accept responsibility
- Use our resources in the most effective and efficient manner
- Conduct business in an atmosphere of transparency
- Promote a culture of continuous improvement
**SOCIAL WORK PROGRAM’S HISTORY AND ACCREDITATION**

The Social Work Program at Northwestern Oklahoma State University was originally established in 1984 under the auspice of the department of social sciences. In 2005, the Social Work Program was accredited by the Council on Social Work Education (CSWE-[http://www.cswe.org/](http://www.cswe.org/)) and in 2009 the Department of Social Work was established. The social work program is designed to prepare students for the beginning level of professional generalist social work practice. Students who wish to pursue the Master’s degree in Social Work may be eligible for advanced standing in accredited MSW programs. Advanced standing is offered to applicants under the programs and policies of the respective graduate programs, under conditions determined by the Council on Social Work Education. The Social Work Program has a distinct mission that focuses on the needs of the professional social work community in northwest Oklahoma, and on the identified needs of individuals and communities in the region. The program mission and goals have been developed so as to embed the elements of generalist social work practice and the values of the profession in the mission of the university and the department.

**SOCIAL WORK PROGRAM MISSION STATEMENT, GOALS, AND CORE COMPETENCIES**

The mission of Northwestern Oklahoma State University Social Work Program is to prepare Bachelor of Social Work (BSW) graduates to provide competent, effective, generalist practice social work services to the people of Northwest Oklahoma; to provide a regional forum for the development and dissemination of social work knowledge; to serve as a center for developing leadership in the delivery of social services in the Northwest Region; and to provide social work education grounded in the profession’s history, values, and skills.

**Social Work Program Goals**

The Social Work Program goals reflect the purpose of undergraduate social work education and are derived from the program’s mission. The Social Work Program goals are as follows:

- Prepare social workers with the knowledge, values, and skills of the social work profession to practice with individuals, families, groups, organizations, and communities.
- Prepare social workers for ethical practice in a rapidly changing global environment and within the complexities of rural regions.
- Provide a learning environment which models respect for diversity and a commitment to ending discrimination and promoting social justice.
- Prepare social workers for the use of evidence based theories, practice methods, and evaluation processes for both client and agency outcomes.
- Educate lifelong learners to think critically about the world around them.
- Develop social work leaders who are able to improve the social service delivery systems in northwest Oklahoma.
- Prepare social workers with a commitment to professional growth and development.
Nine Social Work Core Competencies

The Social Work Program at Northwestern is grounded in competency based education, and demonstrated mastery of the core competencies prepares undergraduate students for generalist social work practice. The core competencies are as follows:

C1. Demonstrate Ethical and Professional Behavior
Practice Behaviors: 1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. Use technology ethically and appropriately to facilitate practice outcomes; 5. Use supervision and consultation to guide professional judgment and behavior.

C2. Engage Diversity and Difference in Practice
Practice Behaviors: 6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; 8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

C3. Advance Human Rights and Social, Economic and Environmental Justice
Practice Behaviors: 9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; 10. Engage in practices that advance social, economic, and environmental justice.

C4. Engage In Practice-informed Research and Research-informed Practice
Practice Behaviors: 11. Use practice experience and theory to inform scientific inquiry and research; 12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; 13. Use and translate research evidence to inform and improve practice, policy, and service delivery.

C5. Engage in Policy and Practice
Practice Behaviors: 14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; 15. Assess how social welfare and economic policies impact the delivery of and access to social services; 16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
C6. Engage with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors: 17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

C7. Assess Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors: 19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; 21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; 22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

C8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors: 23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; 24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; 26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; 27. Facilitate effective transitions and endings that advance mutually agreed-on goals.

C9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors: 28. Select and use appropriate methods for evaluation of outcomes; 29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; 30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; 31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Overview of Curriculum Requirements

The current social work curriculum consists of 45 hours of social work major requirements. The remaining hours are University Studies courses and general electives required for graduation from Northwestern Oklahoma State University. For complete requirements, please refer to the university catalog: http://www.nwosu.edu/undergraduate-catalog

Revised 08/2017
PLAN OF WORK LEADING TO BACCALAUREATE DEGREES
Northwestern Oklahoma State University
General Education Requirements

ORIENTATION 1 Hour
______ UNIV 1101 Ranger Connection

COMMUNICATION & SYMBOLS 12 Hours
______ ENGL 1113
______ ENGL 1213
______ SCOM 1113
______ MATH 1403 or 1513

SOCIAL, POLITICAL, & ECONOMIC SYSTEMS 12 Hours
______ FIN 1113
______ HIST 1483 or 1493
______ LEAD 1013 or 2023; or GBUS 2033
______ POLS 1113

NATURAL SCIENCE 11-12 Hours
______ BIOL 1114 or BIOL 1124 or BIOL 1224
______ CHEM 1105, 1115; PHSC 1044, 1014, 1314, 3114, or PHYS 1114
______ HED 2303

HUMAN HERITAGE & CULTURE 3-4 Hours
______ PSYC 1113 – OR –
    HIST 1213, 1223, 1233, 1483, OR 1493 – OR –
    SOC 1113 OR 2123 – OR – CJUS 1113 – OR –
    GEOG 1113 – OR – ART 2013 – OR –
    Spanish or ASL

VALUES & BELIEFS 6 Hours
______ 3 hours of humanities (course with HUM prefix or equivalent course)
______ 3 hours of any course with REL or HUM prefix

TOTAL HOURS REQUIRED (General Education) 45 hours

NOTES
All students must meet computer proficiency and English proficiency requirements; check catalog.
Minimum total of 120 credit hours is required for graduation. The General Education Requirements for each undergraduate catalog are located online at: http://www.nwosu.edu/undergraduate-catalog. Be sure you are completing the General Education Requirements according to the catalog you have been assigned to in the registry office.
SOCIAL WORK MAJOR COURSEWORK

COURSE | OFFERING
--- | ---
SOCW 2113 Social Work: A Helping Profession | Fall and Spring
SOCW 2121 Service Learning in Social Work | Fall and Spring
SOCW 3214 Human Behavior and the Social Environment | Fall Only
SOCW 3523 Social Diversity | Fall Only (online)
SOCW 3143 Social Welfare Policies & Services | Spring Only (online)
SOCW 4143 Social Research & Evaluation | Fall Only
SOCW 3293 SW Practice with Individuals- Practice I | Fall Only
SOCW 4023 SW Practice with Families and Groups- Practice II | Fall Only
SOCW 4113 SW Practice with Organizations & Comm.- Practice III | Spring Only
SOCW 4205 Field Experience I | Spring Only
SOCW 4215 Field Experience II | Spring and Summer
Electives (9)

<table>
<thead>
<tr>
<th>Number</th>
<th>Hrs</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 2113</td>
<td>3</td>
<td>Social Work: A Helping Profession *</td>
</tr>
<tr>
<td>SOCW 2121</td>
<td>1</td>
<td>Service Learning in Social Work co-requisite *</td>
</tr>
</tbody>
</table>

Junior Year | Admission to the Major
SOCW 3214 | 4 | Human Behavior and the Social Environment |
SOCW 3523 | 3 | Social Diversity |
SOCW 3143 | 3 | Social Welfare Policies & Services |
SOCW 3293 | 3 | SOCW Practice I (Individuals) |

Senior Year | Admission to the Practicum
SOCW 4023 | 3 | SOCW Practice II (Families and Groups) |
SOCW 4143 | 3 | Social Research and Evaluation |
SOCW 4113 | 3 | SOCW Practice III (Organizations and Communities) |
SOCW 4205 | 5 | Field Experience I: Spring |
SOCW 4215 | 5 | Field Experience II: Spring or Summer |
| | | Electives (9) |
TOTAL | 45 |

* Courses are co-requisite prior to admission to social work

Course Descriptions are located online at the following website:
http://www.nwosu.edu/undergraduate-catalog

B.S.W. Academic Check Sheets & Course Rotation Schedules are located at:
http://www.nwosu.edu/school-of-arts-and-sciences
**FIELD EXPERIENCE PHILOSOPHY AND PROGRAM MODEL**

The Field Experience is an essential element of Northwestern Oklahoma State University’s educational process for professional social work practice. The purpose of the Field Experience is to provide opportunities for students to apply knowledge and skills learned in the classroom to real-life situations with clients. Students are able to observe the benefits and challenges of working within various organizational settings with diverse client populations. Students are supervised by a professional social worker in the agency (Field Instructor) and by field faculty (Faculty Field Liaison) at the University. This is intended to facilitate the integration of classroom learning with agency-based practice and to provide support to students as they engage in this dynamic process. While Practicum Agencies often benefit from the presence of a practicum student, the primary focus of the Field Experience is on the learning process for the student.

The Social Work Program utilizes the generalist intervention model of social work practice, employing a flexible problem solving process from a strengths perspective. This model is reinforced through the knowledge and skills content of the social work courses. The following process reflects the key elements of the problem-solving model, which occurs with all levels of systems (individuals, families, groups, organizations, and communities). Therefore, regardless of the field setting, students should be familiar with this frame of reference and its application in social work practice: The following diagram illustrates the Social Work Program’s approach to education and practice:

![Generalist Practice Perspective Diagram](image_url)

**GENERALIST PRACTICE PERSPECTIVE**

<table>
<thead>
<tr>
<th>PROBLEM SOLVING STAGES</th>
<th>CLIENT SYSTEMS</th>
<th>ROLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>Individuals (micro)</td>
<td>Counselor</td>
</tr>
<tr>
<td>Assessment</td>
<td>Families (mezzo)</td>
<td>Educator</td>
</tr>
<tr>
<td>Planning</td>
<td>Groups (mezzo)</td>
<td>Broker</td>
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<tr>
<td>Implementation</td>
<td>Organizations (macro)</td>
<td>Case Manager</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Communities (macro)</td>
<td>Mobilizer</td>
</tr>
<tr>
<td>Termination</td>
<td></td>
<td>Mediator</td>
</tr>
<tr>
<td>Follow Up</td>
<td></td>
<td>Advocate</td>
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<tr>
<td></td>
<td></td>
<td>Researcher</td>
</tr>
</tbody>
</table>

**CENTRAL PROCESS**

Assist client system with problem solving utilizing a strengths perspective

Students are encouraged to develop critical thinking skills which enable them to inductively apply this model regardless of the setting or context of practice.
PURPOSE OF THE FIELD EXPERIENCE
The primary goal of the Field Experience is to provide students with opportunities to apply knowledge and develop skills which reflect the profession’s values and ethics with client systems. The following are the course description and competencies of the Field Experience:

- SOCW 4205 Social Work Field Experience I (5 credit hours)
- SOCW 4215 Social Work Field Experience II (5 credit hours)

Description. Supervised experience in a community social service agency. Application of the knowledge, values, and skills of generalist social work practice to work with client systems in an organizational setting. The Field Experience allows students the opportunity to demonstrated competency in each of the nine core competencies by creating a learning plan addressing each of the practice behaviors associated with the competency. The core competencies and related practice behaviors are as follows:

1. **Demonstrate ethical and professional behavior.**
   Operational Practice Behaviors - • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgement and behavior.

2. **Engage diversity and difference in practice.**
   Operational Practice Behaviors - • 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; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

3. **Advance human rights and social, economic and environmental justice.**
   Operational Practice Behaviors - • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice.

4. **Engage in practice-informed research and research-informed practice.**
   Operational Practice Behaviors - • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery.
5. **Engage in policy and practice.**
Operational Practice Behaviors: • identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; and • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

6. **Engage with individuals, families, groups, organizations, and communities.**
Operational Practice Behaviors: • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

7. **Assess individuals, families, groups, organizations, and communities.**
Operational Practice Behaviors: • collect and organize data, and apply critical thinking to interpret information from clients and constituencies; and • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; • develop mutually agreed-on interventions goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

8. **Intervene with individuals, families, groups, organizations, and communities.**
Operational Practice Behaviors: • critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals.

9. **Evaluate practice with individuals, families, groups, organizations, and communities.**
Operational Practice Behaviors: • select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate interventions and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
SECTION 2  THE FIELD EXPERIENCE ORGANIZATIONAL STRUCTURE

STRUCTURE AND DESIGN OF THE FIELD PROGRAM

The Field Experience requires a total of 420 hours. Students complete all 420 hours in a block placement during the Spring semester of the Senior year. The Director of Field Education may work with students on an individual basis to develop a schedule in which Field I (210 contact hours) would be completed in the Spring semester of the Senior year, and Field II (the additional 210 contact hours for a total of 420) would be completed in the Summer session immediately following.

The four components of the Field Experience consist of:

- The Practicum Agency placement at an assigned approved agency, studying and practicing under the supervision of a professional social worker for a total of 420 clock hours;
- The field seminar (SOCW 4205/4215), which meets weekly and is facilitated by a university instructor, in order to process the learning experiences taking place during the Field Experience;
- The required integrative practice class (SOCW 4113: Social Work Practice with Organizations and Communities) which focuses on skill and knowledge application through the completion of assignments often associated with the student’s Practicum Agency.
- The SOCW 4215 Field Experience II integrative research paper, in which the student analyzes and conducts an evaluation of a practice intervention using accepted research models and methods.

ADMINISTRATION OF FIELD EXPERIENCE

The Director of Field Education has the overall responsibility for directing the Field Experience Program and reports directly to the Program Director. The Director of Field Education is responsible for: The development, utilization, and evaluation of field placement agencies; Screening and placement of students; Development, implementation, and evaluation of field policies; Development of databases and reporting systems; Evaluation of field program activities; Development, delivery, and evaluation of Field Instructor training; Monitoring students’ progress in the field, and the Coordination of faculty which interface with various aspects of the field program. The Director of Field Education may also serve in the capacity of Faculty Field Liaison.

RESPONSIBILITIES OF FACULTY FIELD LIAISON

The Faculty Field Liaison functions as a part of the social work education team to provide linkage between the university, the student, and the field agency. The Liaison has primary responsibility for coordinating the assignments and activities of the social work student throughout the practicum. The Field Liaisons are able to utilize their professional experiences in the field to assist students in integrating theory with practice, thereby enhancing agency-based instruction. The Liaison monitors and evaluates students’ progress and performance in the field and assumes primary responsibility for assigning students’ grades for the semester. The Faculty Field Liaison is responsible for: Teaching and facilitating
a weekly field seminar which processes the students’ experiences in the field, integrating academic theory and content with field knowledge, practice, and skills; Monitoring and evaluating the students through: weekly assessments of students’ work in the field (reflected in written summaries and time sheets), the appropriateness of the students’ learning contract; individual visits at the agency with the student and Field Instructor (at least once, but preferably twice a semester), and overall review of the students’ performance in the field as reflected in the verbal and written evaluation processes; Providing support and training to Field Instructors in the effective use of supervision with field students; Participating in faculty meetings related to curriculum development; coordination, assessment, screening, and review of field students; and other planning issues; and Communicating with the Director of Field Education on students’ progress in their field placement including any problems, issues, or concerns which need to be addressed by the field program.

Each student will be assigned to a Faculty Field Liaison in a given semester. The students and their respective Field Instructors will be notified by email of the assigned Liaison; conversely, the assigned Liaison will be informed of all agencies and students for whom he/she is responsible. The Faculty Field Liaisons are designated faculty who teach SOCW 4205 and SOCW 4215. The Liaison will structure and schedule assigned visits to the agencies in advance, based upon schedules of the student, Liaison, and Field Instructor.

**SOCIAL WORK PROGRAM ADVISORY BOARD**

The Social Work Program Advisory Board is comprised of social workers, practitioners, and leaders in our local communities that foster and support the continued development of social work education in the region. While members come from different communities, the committee is seen as one functional unit and focuses on the overall development of the program. The primary purpose of the board is to maintain active communication between the social work practice community and the program to ensure continued improvement. The Social Work Program Advisory Board addresses the following: student preparation to meet community and agency needs, expectations for students in field education, program assessment outcomes, input on educational policies, student recruitment and retention, job placement, research initiatives, and identifying agency needs the Social Work Program can address to contribute to community betterment. Specifically, members provide input into the development of new Field Experience Practicum Agencies and addresses the training needs of Field Instructors.
SECTION 3  AGENCY-BASED FIELD EDUCATION: FIELD AGENCIES AND INSTRUCTORS

SELECTION OF PARTICIPATING AGENCIES

Practicum Agencies provide the opportunity to apply classroom knowledge to real problems of client systems of all sizes. Students, in turn, provide agencies the opportunity to incorporate new ideas addressing the challenges of service delivery. To become affiliated with Social Work Program, Practicum Agencies must meet the following criteria:

- An agency’s philosophy of service should be compatible with the philosophy, values and ethics of the social work profession. The primary purpose of the organization (or program) must be to address human needs.
- Services provided by the agency must be appropriate for undergraduate, generalist social work practice, and there must be a sufficient caseload of clients (and work) for students to gain “hands on” experience.
- There must be availability of appropriate supervision, namely at least one staff member who is licensed for social work practice in Oklahoma and/or, has a BSW or MSW, to serve as the Field Instructor for the student.
- Agencies must support the field education process by providing release time for Field Instructors to carry out field instruction responsibilities and to attend field-related meetings.
- Agencies must provide students with adequate work space, office supplies, access to a telephone, transportation or travel reimbursement for travel required by the agency and information regarding transportation policies & liabilities, and access to client and agency records appropriate for the learning experience.
- Agencies should not engage in discriminatory practices in the hiring of personnel, the acceptance of students, or the provision of services to clientele regardless of race, color, national origin, gender, disability, age, religion, or sexual orientation.
- Agencies must agree to participate in various processes of the field program, including field orientation, periodic field agency updates, interviews with prospective field students, and communication with the field faculty.

Contact regarding a Field Experience may be initiated by the University or the agency. The affiliation process begins with a conversation between the agency and the Director of Field Education to determine the agency meets the above stated criteria. Students provide input to the Director of Field Education and Field Experience Admissions Committee as to the student’s preference of Practicum Agency placement. Once a student is accepted by an agency for Practicum Agency placement, a Memorandum of Agreement is signed by the Field Instructor, Agency Administrator, and Director of Field Education. Because Northwestern Oklahoma State University students come from a widespread geographic base (as far as 100 miles from campus), the University has agreements with a large number of Practicum Agencies, which best meets the needs of the Social Work Field Experience students. Depending upon the number of students in Field Experience and their geographic preferences, some Practicum Agencies may not have students placed with them every semester.
**Responsibilities of Practicum Agencies**

As an approved Practicum Agency, affiliates are committed to the educational process of social work students. Through agency experiences and supervision, students have the opportunity to learn and become socialized into the profession. Agencies are expected to provide designated Field Instructors and other resources stated in the criteria for agency selection. Practicum Agencies are asked to work cooperatively with the Field Faculty Liaisons in creative problem-solving efforts to enhance the learning experience for field students. As an approved affiliate with Northwestern Oklahoma State University Field Experience Program, Practicum Agencies agree to:

- Participate in the pre-placement process, which includes completing an interview with the prospective field student and providing an assessment of the appropriateness of a respective student for that agency;
- Provide opportunities for students to participate in agency programs and activities which will enhance the students’ learning experience;
- Appoint appropriate personnel to serve as Field Instructors and provide the necessary agency support for Field Instructors to provide necessary supervision and attend field orientation and training provided by the University, as well as participate in all other field-related functions (supervision, evaluation, conferences, etc...);
- Provide students the use of facilities necessary to successfully complete required field assignments, including office space, office supplies, access to a telephone, and access to client and agency records appropriate to the learning experience;
- Inform the Director of Field Education as soon as possible regarding staff or organizational changes which affect the field placement; and
- Work in partnership with the Field Faculty to maximize the field education of social work students.

**Selection of Field Instructors**

The Field Instructor plays one of the most critical roles in the educational process of the Field Experience. In order to be approved by the University as a Field Instructor, an agency employee should meet the criteria listed below. Exceptions to any of the following criteria must be granted by the Director of Field Education.

- BSW or MSW degree from an accredited Social Work Program.
- At least one year work experience, including at least six months of employment at the Field Agency.
- Ability to supervise and instruct undergraduate social work students.
- Acceptance of the generalist social work educational model and philosophy of Northwestern Oklahoma State University Social Work Program.
- Commitment to work cooperatively with Field Experience Faculty and the Field Experience Program.
- Demonstrated professional social work values, knowledge, skills, and behaviors in relation to clients, agency co-workers, and with Social Work Field Experience students.
Unique situations exist when agencies do not have a BSW or MSW available to provide field supervision. However, the agency does have qualified professionals with the interest, expertise, and ability to provide supervision of social work tasks. With approval of the program’s Director of Field Education, these professionals may serve as Field Instructors. The Director of Field Education’s decision will reflect the professional’s educational background, values, and ethics compatible with the social work profession, supervisory ability, understanding of social work education and practice principles, and work experience.

**Responsibilities of Field Instructors**

Field Instructors engage in the dual role of agency practitioner and social work educator. Since the primary goal of field instruction is social work education rather than agency service, the teaching role of the Field Instructor is critical. Conversely, the primary task of the field student is that of learning rather than serving agency needs. The specific responsibilities and duties of the Field Instructor include:

- **Pre-Placement Interviews and Assessment of Prospective Students:** Field Instructors are asked to meet with a prospective student to discuss what a practicum at their agency would entail and to assess the student’s appropriateness for that setting. Field Instructors are expected to provide feedback for placement decisions.

- **Orientation of Field Students:** Field Instructors are responsible for orienting the assigned field student to their agency. For example, students need to learn about the agency’s mission, policies and procedures, expectations regarding work rules, dress codes, and supervision. The most effective form of orientation is participatory; therefore, rather than relying on manuals to orient the student, Field Instructors are encouraged to discuss relevant policies and allow the student to observe first-hand the way in which business is conducted by the agency.

- **Establishing a Learning Contract:** Field Instructors are expected to work with the assigned practicum student in the development of a Learning Contract for their Field Experience. Input from the Field Instructor is critical to the identification of realistic and appropriate expectations for the placement. Ongoing communication with the student about roles, responsibilities, duties, and accountability during the Field Experience can be facilitated by these instruments.

- **Supervision of Field Student:** Field Instructors shall provide at least one hour per week of direct supervision. While most Field Instructors spend much more time than this each week working directly with students, there is a need for a designated time strictly set-aside for discussing and processing the student’s learning needs, identifying strengths and areas for work, updating learning goals, and giving feedback on the student’s performance.

- **Serve as a Professional Role Model:** Field Instructors should reflect and model professional social work values, skills, and behavior. Students are keenly aware of how their Field Instructor interacts with clients, co-workers, and other community contacts. Field Instructors should be open to discussing questions the students may have regarding different communication styles and contexts, agency politics, and balancing “real life” dynamics compared to textbook ideals.
• **Provide Appropriate Learning Experiences:** Field Instructors should structure the students’ learning experience in such a way that students are exposed to a wide range and variety of opportunities, including but not limited to direct client contact, agency staffing and staff meetings, board meetings, community meetings, and court hearings. Students should be increasingly challenged in their role and involvement as the semester progresses, beginning with observational roles and working towards direct responsibility for specific experiences intakes, intervention, and group facilitation. In addition, the Field Instructor is responsible for coordinating the student’s involvement with other agency staff that function in various roles.

• **Evaluation of the Student:** Field Instructors should provide the students with ongoing feedback regarding his or her work and progress. The evaluation process includes completion of the evaluation form at the end of each field experience (each 210 contact hours). The Field Instructor is responsible for completing the form and discussing it with the student in conjunction with the Faculty Liaison. The Field Instructor may elect to have the student complete a self-evaluation as well in order to compare perceptions. Regardless of the format chosen, the Field Instructor should regard the evaluation as an integral part of the field instruction process and critical component to the student’s learning experience.

• **Participation in the Field Program:** Field Instructors are expected to review the Field Instructor PowerPoint and review the Field Instructor Training Manual provided by the Director of Field Education. A “first-time” Field Instructor is given the opportunity to meet one-on-one for orientation to field training with the Director of Field Education. The Social Work Program values and encourages input, feedback, and participation from Field Instructors in order to continue to upgrade and enhance the field program, the curriculum, and the entire Social Work Program.

• **Communication with Field Faculty:** Field Instructors should contact the assigned Field Liaison as soon as possible should problems arise in the field setting. In addition, Field Instructors are asked to communicate with the Director of Field Education regarding any agency changes which may impact the placement.

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**Expectations for the Field Experience as a Learning Experience**

The Field Experience is the highlight of the student’s social work education. The University is dependent upon community agencies to carry out this component of the learning process. Because social work is a practice-based profession, the student learns by doing, not from being told how to do it. By working under the supervision and instruction of a competent professional social worker, students can initially observe the skills and processes and then begin to demonstrate their own ability to provide social work services.

The Field Experience should provide opportunities for students to integrate classroom learning and skill development through closely supervised social work practice in a variety of situations. Rather than teaching a specialized approach to working with a given population, emphasis should be on generic practice implemented in a specific setting. Therefore, students are able to translate the knowledge and abilities gained in one agency to any other setting.
The Field Experience should allow the student to engage in both short term and long term client contact, a range of client situations, varied practice approaches, and diverse agency activities. While there are many societal changes influencing the service delivery system (such as managed care systems, increased specialization, professional liability, accreditation standards, etc.), the Field Experience continues to offer a somewhat insulated experience where the emphasis and priority should be on maximizing the student’s learning opportunities. The Field Experience also provides students the opportunity to demonstrate competency of practice behaviors associated with the core competencies of the program. Additionally, the practicum placement gives the students the basis for successful completion of the degree’s capstone assignment, the integrative paper.

The Field Experience is one mechanism by which students become socialized to the profession. Field students can indeed be a wonderful resource to community agencies and bring a wealth of energy, enthusiasm, and commitment with them to the practicum experience. However, the primary focus should always be on the student’s learning.

**TEACHING METHODS FOR FIELD INSTRUCTION**

Since Field Instructors are typically agency practitioners, each may have an approach to field instruction based on their individual educational background and experience. Field Instructors should be sensitive to the diversity of learning styles and characteristics of field students and should utilize the most appropriate approach for the particular student. The following methods are listed as suggested tools for Field Instructors to utilize to meet the educational needs of their field students.

- Assign, evaluate, and discuss process recordings
- Review and discuss case documentation
- Allow student to observe Field Instructor’s client interaction
- Directly observe field student’s client interactions
- Videotape client interactions (individual, family, group)
- Conduct role plays with the student
- Allow student to observe and participate in agency staffing
- Ask student to visit other agencies to gather information
- Arrange for student to participate in various staff roles (receptionist, intake worker, therapist, direct-care staff, administration, etc.)
- Assign films and readings and discuss their relevance with student

These are suggested teaching methods. Field Instructors should feel free to utilize other approaches, which are individually effective.
SECTION 4  THE FIELD EXPERIENCE: SOCIAL WORK STUDENTS

THE FIELD EXPERIENCE REQUIREMENTS FOR ADMISSION

Upon completion or enrollment in the required courses, students make application for the Field Experience practicum. Admission to the Field Experience requires a review of academic performance, and an assessment of the student’s professional performance and ethical conduct in the Social Work Program. Students who are deemed unprepared to assume responsibility for professional services to clients may be denied or delayed placement in the Field Experience. Once admitted into the Field Experience curriculum component, students complete a 420-hour Field Experience in a professional human services agency under the supervision of an approved social work Field Instructor. The hours are taken in a one semester block placement in the spring semester of the senior year. The Director of Field Education may work with students on an individual basis to develop a schedule in which Field I (210 contact hours) would be completed in the spring semester of the senior year, and Field II (the additional 210 contact hours for a total of 420) would be completed in the summer session immediately following.

In order to provide the best possible learning experiences, students must be prepared to engage in the Field Experience in settings that may not be in their home community. The design of the Field Experience centers on the selection of a quality learning setting that supports the student’s career goals. Where possible, the convenience of location and times will be taken into account in planning the placement. Students must be prepared for the possibility that the Field Experience placement will involve travel to and from the agency setting. Students in the Field Experience assignment must secure professional liability insurance for the duration of the Field Experience. The insurance is available at a reasonable cost to students through the National Association of Social Workers (NASW) www.socialworkers.org/. It is the student’s responsibility to complete the application for liability insurance and assure the receipt of a policy prior to making application to the Field Experience Practicum. In addition, students are expected to have read the Field Experience Manual in its entirety before making application to the Field Experience Practicum.

Students wishing to enter the Social Work Field Experience must be fully admitted to the Social Work Program, completed all prerequisites, and earned a grade of “C” or higher in all social work classes and pre-major classes. Students must have a GPA of 2.5 in the major and overall, and must have completed the application process for the Social Work Field Experience. Students are required to secure professional liability insurance, have a valid driver’s license, and have reliable transportation. Students are also highly encouraged to become NASW members. Students who have successfully completed their university studies courses (core requirements) and prerequisite social work courses must attend the Student Field Orientation and submit an application for the Field Experience by the designated deadline. Students who qualify for application to the Field Experience will be emailed by the Director of Field Education in the fall semester with explicit instructions for making application to the Field Experience. Only completed applications submitted by the due date will be considered. The online application can be located at: http://www.nwosu.edu/forms/social-work-field-experience-application. Please be advised the
application requires the following documents to be uploaded: Transcript, Degree Audit, Driver's License, Automobile Insurance, Professional Liability Insurance, and Resume.

All applications to the Field Experience are carefully reviewed by the Director of Field Education to ensure all requirements have been met. Following this initial review, the Social Work Field Experience Admissions Committee meets to discuss and review each student’s readiness for the Field Experience. Decisions regarding the Field Experience are based upon the committee’s assessment of the student based on the following:

1. Full admission to the Social Work Program;
2. Acceptable academic performance (specified in section above);
3. Values compatible with the social work profession;
4. Professional habits and behaviors (good attendance, promptness, completion of assignments, etc);
5. Good written and oral communication skills;
6. Acceptance of diversity in others;
7. Development of good self-awareness;
8. Appropriate behavior and interactions with others
9. Demonstrated ability in basic social work skills (empathy, listening, interviewing, non-judgmental responses, etc.); and
10. Emotional maturity and stability.

Please note: Two areas for students to be especially mindful of are self-awareness and openness to feedback.

If concerns are identified by the Social Work Field Experience Admissions Committee in any of the above areas, the Director of Field Education discusses the concerns with the student. Based upon a recommendation of the Director of Field Education, the Social Work Field Admissions Committee will make a determination about the student’s placement in the Social Work Field Experience. A student may be conditionally approved for placement in the field. In such cases, continued enrollment in field will be contingent upon specific conditions being met. Any student not approved for field will be advised of their options to pursue an alternative degree. Because of the social work profession’s commitment to the promotion of equal rights, particularly for vulnerable or oppressed populations, the Social Work Program reflects such diversity in its student population. Admission to the Field Experience and the Social Work Program at Northwestern Oklahoma State University is based on the above stated standards regardless of race, color, national origin, gender, disability, age, religion, sexual orientation, familiar status, political orientation, or perceived socioeconomic status. The Social Work Field Admissions Committee is responsible for serving as gatekeepers to the profession. Therefore, the qualifications of every student are given serious consideration during the Field Experience admissions process. Approval for Field Experience is based on the committee’s professional judgment of the appropriateness of the student for professional social work. In the evaluation process, Social Work Field Experience Committee may choose one of these options:
1. Approve student’s placement in the field (unconditionally or conditionally)
2. Postpone the student’s placement and determine conditions to be met before placement
3. Deny student’s placement into the field

*Students should be advised that expenses incurred through the Field Experience application process will not be reimbursed in the event the student’s placement is postponed or denied.*

**ADMISSIONS APPEAL PROCESS**
Any student who fails to achieve the admissions standards for the Field Experience Practicum and who believes there is extenuating evidence, which warrants his/her being given special consideration, may appeal in writing to the Director of the Social Work Program. The appeals process requires the following:
1. Letter to the Director of the Social Work Program within 10 days of the letter of notification from the committee
2. Unofficial transcript

The Social Work Appeals Committee will review the appeal and make a determination. Please be advised the decision of the Social Work Appeals Committee is final.

**SUMMARY OF PROCEDURES FOR PLACEMENT**
The following steps describe the sequence of events for placement in the field:

- Eligible students attend the Student Field Orientation.
- Students complete and submit a Field Application by the specified deadline.
- Director of Field Education reviews field applications for eligibility and completeness.
- Social Work Field Experience Admissions Committee reviews students’ files, field applications, and discusses student’s readiness for field, interests, and learning needs.
- Social Work Field Experience Admissions Committee makes a placement determination.
- Director of Field Education arranges for students to schedule and complete a Field Experience placement interview with a Practicum Agency.
- Students schedule and complete interviews with Practicum Agencies and report to the Director of Field Education.
- Alternative placements are made at the request of students or Field Instructors following the initial interview if necessary.
- Director of Field Education confirms and finalizes the assigned placement through the execution of the Memorandum of Agreement.
- Prior to the beginning of the Field Experience, the Field Instructor is provided with a Field Instructor PowerPoint and a Field Instructor Training Manual.
SUGGESTED LEARNING SEQUENCE PROCESS OF THE FIELD EXPERIENCE

• Orientation to Agency: As specified under responsibilities of the field agency and Field Instructor, students should receive adequate orientation to the agency and its services. This phase should include tours of the facility, introductions to staff, overview of the agency (particularly for large agencies with multiple programs), overview of the relevant agency procedures and services to clients, and specific expectations of the agency (such as parking, dress code, work schedules, etc...). This information is best transmitted in a personal or interactional process rather than simply reading agency policy and procedure manuals.

• Orientation/Observation of Client Services: By the third week of field, students should be involved in opportunities with clients. This may include sitting in on intakes, conducting intakes directly, observing agency staff as they conduct social assessments or social histories, observing group sessions, sitting in on staffing or treatment team meetings, etc. As the student completes the orientation phase, they should have developed a good understanding of the agency’s procedures for working with clients, documentation, and the organizational structure.

• Provision of Services to Clients: Because undergraduate students are being prepared for generalist practice, there should be opportunities for extensive client contact, a range of client situations, varied practice approaches, and diverse agency activities/assignments. It is expected that the placement should include the following: working one-on-one with clients to assess their needs and determine resources to meet these needs; working with people in families and groups; participation in staffing; documentation of a case records; research, assessment, or intervention within an agency setting and community or committee work. Students should be given as much direct responsibility as they are capable of and comfortable with.

• Conclusion of Placement: Students should address the conclusion of their placement with clients, co-workers, and the Field Instructor. The termination process should include evaluation of clients’ progress and accomplishments, providing for follow-up or aftercare, summarizing and evaluating their own learning and performance, and addressing feelings regarding termination. Because the end of the semester typically comes “so quickly”, this phase is often overlooked as a part of the Field Experience process. Attention to this aspect of the experience should be given by both the student and the Field Instructor.

GENERAL EXPECTATIONS, RESPONSIBILITIES, AND REQUIREMENTS FOR THE FIELD EXPERIENCE

Field Experience students are expected to assume responsibility for their own learning, for self-evaluation, communication with co-workers and supervisors, providing critical feedback regarding the field placement, completing the required hours, adhering to agency policies, and fulfilling their learning contract. Part of the learning experience which takes place during the practicum is experiencing the frustration which may occur when working in an organization structure, working with different personalities, or working under a supervisor (the Field Instructor) who may not be what the student thinks s/he should be. Students are expected to demonstrate maturity and utilize good communication and
problem solving skills when encountering challenges in the placement. Learning to effectively operate within an agency is an important part of the field experience.

- **Hours:** The practicum consists of 420 hours to be completed in a “block” during the spring semester of the senior year, approximately 28 hours per week over the 15 week semester. Placements are completed within the same agency. The Director of Field Education may work with students on an individual basis to develop a schedule in which Field I (210 contact hours) is completed in the spring semester of the senior year, and Field II (the additional 210 contact hours for a total of 420) is completed in the summer session immediately following. Students are required to record completed hours on a weekly basis and submit a cumulative practicum time sheet at each evaluation period (Field Experience I- 210 hours; and Field Experience II- 420 hours) validated with the original signature of the Field Instructor. Students are to collaboratively work out a schedule of days and times they will be at the agency and secure the approval of the Field Instructor. However, students are not to work less than four-hour segments and should work during regular agency office hours. The field student should generally work during the same schedule or shift as the Field Instructor. For example, the Field Instructor typically works weekdays, 8am-5pm. The social work student would not regularly work evenings if there are no social workers on duty during this time. Students remain in the field placement agency for a minimum of 420 hours and through the entire semester.

- **Number of semester hours enrolled:** Students may not exceed 13 semester hours while enrolled in field (which includes the 10 hours for field and its concurrent class of 3 hours). Students who wish to enroll in more than 13 hours must have approval of the Director of Field Education.

- **Learning Contract:** All field students are expected to develop a Learning Contract as part of their field placement. This assignment is to be done by the student with input from the Field Instructor. The Learning Contract should reflect mutually-agreed upon learning goals for the semester. These goals are congruent with the 9 core competencies and the 31 associated practice behaviors. The Learning Contract will be the primary document utilized as part of the evaluation process with the Faculty Liaison.

- **Practicum Activity Reports:** Students are expected to maintain documentation regarding their weekly field experiences. Regardless of the format specified by the Faculty Liaison, the student is responsible for completing a written description and assessment of their work at the agency every week.

- **Weekly Supervision Forms:** Students and Field Instructors use this form to guide weekly supervision. Additionally, the form is developed to give the practicum student, the Field Instructor, and the Faculty Liaison a “quick reference” as to the
student’s mastery of the 9 core competencies and demonstration of the 31 associated practice behaviors.

- **Field Seminar:** The Field Experience consists of the hours which a student spends at his/her field agency and a one-hour field seminar (*This one hour is NOT included in the 420 minimum contact hours required in the placement agency.*), which meets weekly. Students are expected to assume an active role in field seminar discussions and complete all required assignments.

- **Concurrent Practice Classes:** Students will be enrolled in Field I and Field II in the spring semester of the senior year, known as a “block” placement. Students will also enroll in SOCW4113 Social Work Practice with Organizations and Communities concurrent to the “block” placement. Assignments are made to facilitate students’ application of the required skills in their field experience settings.
SECTION 5  FIELD EXPERIENCE POLICIES

COMPLETION OF HOURS AND ATTENDANCE

Students are expected to complete a total of 420 hours to satisfy the requirements for the Field Experience. This averages out to 28 hours per week over a 15 week semester. Specific work schedules are to be agreed upon between the student and the Field Instructor. If the agency requires training or in-service hours, up to 40 hours may be counted towards the field hours. If training occurs before the semester begins, permission from the Director of Field Education should be granted in advance. Travel time to and from the field agency may not be counted towards the students’ field hours, but travel which is incurred during the placement is appropriate to be included (i.e. home visits, travel to other offices of agencies, etc...).

Students are responsible for accurately documenting their hours, with signed verification from their Field Instructor. Students are expected to demonstrate professional work habits, such as being punctual and regular in work attendance. In the event a student must be late or absent from their regularly scheduled field hours, s/he should call their Field Instructor. Excessive tardiness or absences are considered a serious problem and may necessitate a conference with the Field Liaison.

If students must miss their regular field hours, the student will schedule make-up time with the approval of their Field Instructor. If students get seriously behind on their hours due to circumstances beyond their control (illness, personal emergency, death in the family, etc...), they should discuss this with the Field Liaison in order to work out a solution. Students may not receive an incomplete for the Field Experience. If the required hours or assignments are not completed by the end of the semester, students will receive an “F”. Exceptions to this policy are made for only the most extenuating circumstances and must be approved by the Director of Field Education and Program Director.

EVALUATION PROCESS

Student. The student is expected to assume responsibility for evaluation as a part of his/her professional development and growth. The three tools utilized to guide the student in developing evaluation skills are the Field Experience Learning Contract, Field Experience Performance Evaluation Form, and the Student Evaluation of Practicum. The Field Experience Learning Contract allows the student to establish measurable goals and use this format to facilitate supervisory conferences and self-evaluation. The student should also take an active role in the completion of his/her performance evaluation. This is not a process that is “done to” the student but done with the student. The student should critically assess his/her performance and discuss self-perceptions along with those expressed by the Field Instructor. The student is also asked to complete an evaluation of the field agency and instructor at the end of the semester. This provides feedback to the Social Work Program and the field agency regarding the field site and allows the student to have input into improving the quality of future placements at this agency.
Field Instructor. Field Instructors are encouraged to regard the evaluation forms and process as a tool for supervision as well as a measurement of progress. The Field Instructor and student should complete the Field Evaluation Form twice during the student’s practicum (completion of 210 hours and completion 420 hours). Many Field Instructors find it helpful to complete the evaluation with the student or by asking the student to rate themselves and compare it with the Field Instructor’s rating. Attention should also be given to evaluating how well the student has performed according to his/her Learning Contract. The assigned Field Liaison will visit each student at his/her agency at least once during the semester. This will provide an opportunity for faculty to visit with the Field Instructor and student to address any concerns. Field Instructors are asked to use the Evaluation form to rate students on their performance as objectively as possible. Often, Field Instructors who have a good relationship with the student are reluctant to give critical feedback or to give anything but the highest of ratings. However, it is essential that even students who perform exceptionally well in the field are challenged to grow in new areas.

Field Faculty. The Field Liaison is continually assessing and evaluating students based on information from the students’ journals, assignments, participation in field seminar, and feedback from Field Instructors. The Field Liaison is responsible for determining the final grade for the semester based on performance both in the field and in the classroom. However, the assigned grade is not as significant as the learning and growth, which takes place for the student during the field.

Change of Placement
The Field Liaison must be contacted if problems arise in the placement. Most concerns can be resolved through a conference with the Field Liaison, student, and Field Instructor. Changes in the field placement are only made when agency changes dictate the termination of the placement (program closing, Field Instructors leaving the agency, etc...) or when problems between the student and the placement are determined to be irreconcilable by the Field Liaison. If circumstances necessitate a change in placement, the Director of Field Education must be contacted immediately to make alternative arrangements for the student’s placement. Hours may be transferred from the initial placement to the new placement with the approval of the Field Liaison and Director of Field Education.

Removal of Student from Field
A student may be removed from the field agency at any time by request from the Field Instructor and/or agency for unprofessional conduct or for significant lack of progress in achieving Field Experience learning competencies. If a student’s performance is deemed unsatisfactory, the Field Instructor should contact the Field Liaison immediately to discuss the situation and set up a conference between the student, Field Liaison, and Field Instructor. The field faculty also may remove a student from the field for unprofessional conduct or lack of progress or participation. The grounds for removal of a student from field may include, but are not limited to: failure to abide by the NASW Code of Ethics; attempts to harm oneself or someone else; repeated tardiness or absences at the agency; repeated changes in scheduled field hours without approval; and /or other behavior that is incompatible with accepted professional conduct. The final decision to remove a student
from field will be made by the Director of Field Education with approval from the Program Director. Removal determinations are made with documentation of the Field Instructor, Agency, or Field Liaison, and may be based on objective and/or subjective professional judgment.

**Supervision of Student Activities/Work**

Students shall not be left alone in the agency without professional staff. Leaving students alone or in charge is not an appropriate situation for students. Field students, no matter how competent or skilled, do not yet have the required credentials for assuming staff responsibilities. It is also inappropriate for students to make home visits alone without their supervisor or other staff.

**Safety Issues**

Field agencies should be aware of safety issues related to the activities of the field student. Students should not be expected to engage in any activity when there are safety concerns. Students should be thoroughly oriented to the agency's policies and procedures to ensure their health and safety during their practicum.

**Professional Liability Insurance**

Students are expected to obtain professional liability insurance. Membership in National Association of Social Workers (NASW) is highly encouraged. Professional liability insurance information is available online at [www.socialworkers.org](http://www.socialworkers.org). It is the student's responsibility to complete the application for liability insurance and assure the receipt of a policy prior to the beginning of the Field Experience.

**Credit for Work Experience**

The Social Work Program at Northwestern Oklahoma State University does not grant academic or Field Experience credit for life experience or previous work experience gained outside the context of higher educational institutions.

**Practicum Agency Placement at Place of Employment**

Field students are generally not placed for Field Experience in agencies where they have been employed or are currently employed. It is the student's responsibility to disclose such information to the Director of Field Education during the application process. Any exceptions to the policy must be approved by the Director of Field Education in consultation with the program faculty.

**Night and Weekend Placements**

Most traditional social service agencies do not have qualified supervisory staff available during non-traditional hours. While the social work faculty is sensitive to students' scheduling needs, students should be aware that no evening or weekend hours will be approved that compromise the programs' educational objectives or the quality of the student’s practicum experience.

**Travel and Mileage Reimbursement**

It is the student's responsibility to secure reliable transportation to and from the field placement. It is also their responsibility to provide their own automobile liability
insurance coverage for agency-related travel. Reimbursement for agency-related expenses, such as travel compensation should be the responsibility of the agency and should be congruent with the agency reimbursement policies and rates for regular staff. The agency policies and procedures for the travel compensation should be discussed with field students as a part of their orientation. It is the responsibility of the Field Instructor and agency to verify that the student’s vehicle insurance coverage is adequate for the job required before allowing the student to engage in agency activities involving transportation.

**HOLIDAYS**

Students are entitled to observe holidays as designated by the University and their field agency. However, if a student’s regular field hours occur on a holiday, they are still responsible for completing those hours on another day. Students should communicate the University’s holiday schedule to their Field Instructor and make plans accordingly.

**SICK DAYS**

If students are unable to attend field due to personal illness or the illness of a dependent family member, they should contact their Field Instructor and assume responsibility for rescheduling any appointments or work requirements. The student shall make up any missed hours at a time agreed upon by the student and Field Instructor. If the student’s absences exceeds 24 hours (three full field days), the student should notify the Field Liaison and propose a plan to remediate the time missed.

**CONFLICT OF INTERESTS**

Students, Field Instructors, field agencies, and field faculty should all be aware of potential conflicts of interests. Field students and Field Instructors, particularly, should make known to the Field Faculty any potential conflicts of interest. Field students shall not be placed at agencies where relatives or family members are employed or serve on the Board of Directors without the approval of the Director of Field Education.

**REQUESTS FOR DOCUMENTATION**

The social work faculty may request that students applying for field or participating in the Field Experience provide documentation regarding physical or mental health, drug or alcohol use, or provide information for a criminal background check. Such information may be requested if required by the agency or when it is deemed necessary to ensure the well-being of the social work student and/or clients in the field. Decisions related to the information obtained will be made on an individual basis.

**ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

The University offers support services to eligible students with disabilities through various campus departments. Formal requests from students with disabilities for reasonable accommodations must be addressed through the Vice-President of Students Affairs and Enrollment Management. Students with disabilities have legitimate physical or mental conditions that present special challenges to their daily functioning and/or their ability to learn. The Social Work Program will work with students and other support services to enable a student to successfully enter and complete the Field Experience. It is recognized
that students may choose not to disclose a disability. In such cases, the student may not receive special accommodation in class or field work.

**Nondiscrimination Policy**
The Social Work Program at Northwestern Oklahoma State University is committed to a policy of nondiscrimination on the basis of race, color, religion, gender, age, national origin, disability, sexual orientation, ethnicity, familial status, political orientation, or perceived socioeconomic status.

**Grievance Procedures**
Any student who is dissatisfied with his/her treatment in any academic situation (*except grades and admission decisions*), which may occur in the Department of Social Work, may have his/her grievance addressed by utilizing the Department's grievance procedures:

- The student discusses the issue with the faculty member(s) with whom there is a difference.
- If the issue remains unresolved, the student should contact the Chair of the Social Work Department in writing, outlining the specific grievance.
- If there is still no resolution, the student should prepare a written statement addressed to the Social Work Department Review Committee. The statement should provide the committee with all relevant information about the issue or problem, and the steps the student has taken to obtain a resolution of the problem. A student should provide details concerning observations, actions of individuals, and statements made by all parties that the student recalls.
- Upon receipt of the student's statement, the Committee will meet to consider the issue or problem. The Committee will accept written statements from any involved faculty member. The Committee will prepare a written report with recommendation(s) for resolution. Membership of the Committee will include two faculty members and the Dean of the School of Arts and Sciences.
- The Committee will send a report to the Chair of the Social Work Department for appropriate action.
- The student, if not satisfied, may confer with the Executive Vice President.

**Professional Code of Ethics**
The fundamental values of the social work profession include the worth, dignity, and uniqueness of all persons as well as their rights and opportunities. Values are the centerpiece of the social work profession, and social work ethics are derived from those values to guide social work practice. Students and practitioners of social work have an obligation to conduct their responsibilities and govern their behavior in accordance with the ethical standards of the profession. The NASW Code of Ethics can be found at the following web address: ([http://www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp)). Students who exhibit behavior which is deemed to be in violation of the NASW Code of Ethics, as defined by social work faculty, will be dismissed from the Field Experience and the Social Work Major.
SOCIAL WORK FACULTY
The social work faculty at Northwestern are committed to student academic success and professional development. The social work faculty are listed below:

Dr. Kylene Rehder Ed.D., MSW, LCSW
Chair, Department of Social Work
Associate Professor of Social Work
Social Work Program Director
Office: Jesse Dunn 308-Alva/ Office 139-Woodward
(580) 327-8135 or kdrehder@nwosu.edu

Jennifer Pribble MSW, LCSW
Assistant Professor of Social Work
Director of Field Education
Field Liaison
Office: Room 110-Enid
(580) 213-3148 or jlpribble@nwosu.edu
SECTION 6  FIELD EDUCATION FORMS

MEMORANDUM OF AGREEMENT
FIELD EXPERIENCE CHECKLIST
PRACTICUM WORK AGREEMENT FORM
FIELD EXPERIENCE LEARNING CONTRACT
PRACTICUM ACTIVITY REPORT FORM
WEEKLY SUPERVISION FORM
CULUMATIVE FIELD EXPERIENCE TIMESHEET
FIELD EXPERIENCE PERFORMANCE EVALUATION FORM
STUDENT EVALUATION OF PRACTICUM
SOCIAL WORK PROGRAM
FIELD EDUCATION
MEMORANDUM OF AGREEMENT

The Social Work Program at Northwestern Oklahoma State University and ________________________________________________ (Agency) jointly agree to the following conditions for the purpose of providing an undergraduate Social Work Field Experience course for: ________________________________________________ (Student).

This agreement will be in effect for the student’s enrollment in the Social Work Field Experience courses or until terminated by agreement of both parties.

TERMS AND CONDITIONS

Through their representatives, the parties agree to assume their respective responsibilities as detailed in the Northwestern Oklahoma State University Social Work Field Experience Manual. Both parties agree to maintain policies and procedures detailed therein.

The primary purpose of this agreement is to provide for the education of the above named student in preparation for beginning level social work practice.

AGENCY APPROVALS

Signatures: ___________________________________________ Agency Administrator

_____________________________________________ Field Instructor

SOCIAL WORK PROGRAM APPROVALS

Signatures: ________________________________________ Faculty Liaison

_____________________________________________ Director of Field Education

Date: _______________________________
FIELD EXPERIENCE CHECKLIST
SOCW 4205/4215

Student____________________________  Agency____________________________

____ Memorandum of Agreement

____ Practicum Work Agreement Form

____ Field Experience Learning Contract

____ Weekly Supervision Form

____ Practicum Activity Report Form

____ Cumulative Field Experience Time Sheet

____ Field Experience Performance Evaluation Form

____ Student Evaluation of Practicum
SOCIAL WORK PROGRAM
PRACTICUM WORK AGREEMENT FORM

Student

Phone

Email Address

Practicum Agency

Agency Address

City Zip Code Telephone

Agency Director/CEO

Field Instructor Title

Highest Earned Degree Years with Agency

Email Address

Student planned work schedule (During a 15 week semester, the student will average 28 hours per week for a spring block placement). Consider school and agency holidays when creating this schedule.

Supervision Schedule (Minimum of one hour per week):
Learning Goals 1-9 with Associated Practice Behaviors

The Social Work Program is grounded in competency based education and demonstrated mastery of the core competencies prepares undergraduate students for generalist social work practice. Each learning goal is directly related to one of the 9 core competencies.

For each operational practice behavior (31 in total), the student must list the following:
- a minimum of one activity directly related to the operational practice behavior
- date in which activity was completed

This is a working document that should be discussed between the student and Field Instructor on a weekly basis during weekly supervision meetings. The specific learning goal(s) and practice behavior(s) identified and discussed should then be documented on the Weekly Supervision Form.

*It is ultimately the student’s responsibility to complete this document.*

*Please Note: The Director of Field Education may request to view this document at any time throughout the Field Experience. It is critical that the student maintain and routinely update (minimum of once per week) an electronic version of this form throughout the Field Experience.*
C1. Demonstrate ethical and professional behavior.

Operational Practice Behaviors
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
4. Use technology ethically and appropriately to facilitate practice outcomes.
5. Use supervision and consultation to guide professional judgment and behavior.

List Activities and Dates of Completion:

1.  
2.  
3.  
4.  
5.
C2. Engage diversity and difference in practice.

*Operational Practice Behaviors*

6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.

8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

List Activities and Dates of Completion:

6.

7.

8.
C3. Advance human rights and social, economic and environmental justice.

Operational Practice Behaviors
9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
10. Engage in practices that advance social, economic, and environmental justice.

List Activities and Dates of Completion:

9.

10.

*Operational Practice Behaviors*

11. Use practice experience and theory to inform scientific inquiry and research.
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
13. Use and translate research evidence to inform and improve practice, policy, and service delivery.

List Activities and Dates of Completion:

11.

12.

13.
C5. Engage in policy and practice.

*Operational Practice Behaviors*

14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
15. Assess how social welfare and economic policies impact the delivery of and access to social services.
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

List Activities and Dates of Completion:

14.

15.

16.
C6. Engage with individuals, families, groups, organizations, and communities.

*Operational Practice Behaviors*
17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
18. Use research evidence to inform practice.

*List Activities and Dates of Completion:*

17.

18.
C7. Assess individuals, families, groups, organizations, and communities.

*Operational Practice Behaviors*
19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

List Activities and Dates of Completion:

19. .

20.

21.

22.
C8. Intervene with individuals, families, groups, organizations, and communities.

*Operational Practice Behaviors*

23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.

List Activities and Dates of Completion:

23.
24.
25.
26.
27.
C9. Evaluate practice with individuals, families, groups, organizations, and communities.

Operational Practice Behaviors
28. Select and use appropriate methods for evaluation of outcomes.
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the evaluation of outcomes.
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

List Activities and Dates of Completion:

28.
29.
30.
31.
SOCIAL WORK PROGRAM
WEEKLY SUPERVISION FORM

Student________________________ Agency____________________________

Field Instructor____________________ Week of: _____________________

Hours Worked This Week:

Monday: _______ Tuesday: _______ Wednesday: _______ Thursday: _______

Friday: _______ Total Hours for the Week: _______

Cumulative Hours for the Semester: __________

I agree that the hours indicated above were completed by the student in the field this week.

Field Instructors Initials________

Summary of issues/topics/material discussed during weekly supervision meeting:

Field Instructors, please check all that apply...

☐ I do not currently have concerns about this student.
☐ We discussed practice behaviors in this week’s supervision session
☐ I have seen the most current copy of the students learning agreement.

If you have ANY questions or concerns please contact Jennifer Pribble at ilpribble@nwsou.edu.

Student Signature: ________________________________________________

Field Instructor Signature: __________________________________________

Date: __________________________________________
SOCIAL WORK PROGRAM
WEEKLY PRACTICUM ACTIVITY REPORT FORM

This form is to be filled out by the student. This form is a tool for the student to reflect on their experiences of the week. Please note any concerns about placement. In addition, include the practice behaviors that were completed this week in field.

Student’s Name:

Agency Name:

Field Instructors Name:

Report for the week of:

Activity Report:
CUMULATIVE SOCIAL WORK FIELD EXPERIENCE TIMESHEET

Complete and sign this document at the Field Experience I Evaluation (210 hours) and at the Field Experience II Evaluation (420 hours). Students who do not complete all required hours by the designated completion date will not be awarded a grade.

**Student’s Name:**

**Evaluation Period:**  Field Experience I (210 hours) ☐  Field Experience II (420 hours) ☐

**Total Hours Earned this Evaluation Period:** ____

<table>
<thead>
<tr>
<th>Placement</th>
<th>Hours earned Monday</th>
<th>Hours earned Tuesday</th>
<th>Hours earned Wednesday</th>
<th>Hours earned Thursday</th>
<th>Hours earned Friday</th>
<th>Hours earned Saturday</th>
<th>Hours earned Sunday</th>
<th>Total Hours Earned During Week</th>
<th>Total Hours to Date</th>
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Field Instructor Signature: _______________________________  Date: ____________

Student Signature: _______________________________  Date: ____________
SOCIAL WORK PROGRAM
FIELD EXPERIENCE PERFORMANCE EVALUATION
FIELD INSTRUMENT

☐ Field Experience II Evaluation (420 hours)

Student: ________________________________________________________________

Field Instructor: _______________________________________________________

Semester: ☐ Spring ☐ Summer

Instructions for rating practicum students on the 9 Competencies and 31 associated practice behaviors:

The standard by which a practicum student is to be evaluated is that of a new, beginning-level social worker. Under each competency statement are the associated practice behaviors. Please rate each practice behavior (31) as follows:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>(Exceeds Competence) Consistently demonstrates a high level of awareness and excels in the implementation of the knowledge and skills of a beginning level social worker.</td>
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<tr>
<td>4</td>
<td>(Competence) Consistently demonstrates a professional level of awareness and is effective in the implementation of the knowledge and skills of a beginning level social worker.</td>
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<tr>
<td>3</td>
<td>(Emerging Competence) Demonstrates a beginning level of awareness and is developing implementation of the knowledge and skills of a beginning level social worker.</td>
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<tr>
<td>2</td>
<td>(Insufficient Progress) Rarely demonstrates awareness and is limited in the implementation of the knowledge and skills of a beginning level social worker.</td>
</tr>
<tr>
<td>1</td>
<td>(Unacceptable Progress) Never demonstrates awareness and is deficient in the implementation of the knowledge and skills of a beginning level social worker.</td>
</tr>
</tbody>
</table>

If the student has given a rating of 1 or 2, a detailed explanation of the rating is REQUIRED as to what was observed that led to that particular rating. Please attach explanation to this evaluation.
Please be sure to indicate those areas in which you think the practicum student is particularly strong and those areas that need improvement. Comments may be made under each competency.

**Competence #1: Practicum student demonstrates ethical and professional behavior.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>1.2</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>1.3</td>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>1.4</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>1.5</td>
<td>Use supervision and consultation to guide professional judgement and behavior.</td>
<td>5 4 3 2 1</td>
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</tbody>
</table>

**Competence #2: Practicum student engages in diversity and difference in practice.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>2.6</td>
<td>Apply and communicate understanding of the importance of diversity and differences in shaping life experiences in practice at the micro, mezzo and macro levels.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2.7</td>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2.8</td>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

**Competence #3: Practicum student advances human rights and social, economic and environmental justice.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Score</th>
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<tbody>
<tr>
<td>3.9</td>
<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3.10</td>
<td>Engage in practices that advance social, economic, and environmental justice.</td>
<td>5 4 3 2 1</td>
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</tbody>
</table>
### Competence #4: Practicum student engages in practice-informed research and research-informed practice.

<table>
<thead>
<tr>
<th>4.11</th>
<th>Use practice experience and theory to inform scientific inquiry and research</th>
<th>5 4 3 2 1</th>
</tr>
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<tbody>
<tr>
<td>4.12</td>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4.13</td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

### Competence #5: Practicum student engages in policy and practice.

<table>
<thead>
<tr>
<th>5.14</th>
<th>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</th>
<th>5 4 3 2 1</th>
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</thead>
<tbody>
<tr>
<td>5.15</td>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5.16</td>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
<td>5 4 3 2 1</td>
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</tbody>
</table>

### Competence #6: Practicum student engages with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>6.17</th>
<th>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</th>
<th>5 4 3 2 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.18</td>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
<td>5 4 3 2 1</td>
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</table>

### Competence #7: Practicum student assesses individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>7.19</th>
<th>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</th>
<th>5 4 3 2 1</th>
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<tbody>
<tr>
<td>7.20</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
<td>5 4 3 2 1</td>
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<tr>
<td>7.21</td>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7.22</td>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td>5 4 3 2 1</td>
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</tbody>
</table>
Competence #8: Practicum student intervenes with individuals, families, groups, organizations, and communities.

| 8.23 | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies | 5 4 3 2 1 |
| 8.24 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies | 5 4 3 2 1 |
| 8.25 | Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes | 5 4 3 2 1 |
| 8.26 | Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies | 5 4 3 2 1 |
| 8.27 | Facilitate effective transitions and endings that advance mutually agreed-on goals | 5 4 3 2 1 |

Competence #9: Practicum student evaluates practice with individuals, families, groups, organizations, and communities

| 9.28 | Select and use appropriate methods for evaluation of outcomes | 5 4 3 2 1 |
| 9.29 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes | 5 4 3 2 1 |
| 9.30 | Critically analyze, monitor, and evaluate intervention and program processes and outcomes | 5 4 3 2 1 |
| 9.31 | Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels | 5 4 3 2 1 |

Evaluation for Field Experience II (420 hours):
Please check one of the following:

☐ This practicum student has excelled in field placement by performing above expectations for practicum students. If an appropriate position were open at this agency, for a beginning-level social worker, this practicum student would be considered among the top candidates for this position.

☐ This practicum student has met the expectations of the field placement. This practicum student is ready for beginning-level social work practice.

☐ This practicum student is not yet ready for beginning-level social work practice.

☐ This practicum student is not yet ready for beginning-level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.
Signature of Agency Field Instructor

Agency ___________________________________________________________ Date ____________

**The following section should be completed by the student:**
My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation ____   I do not agree with evaluation ____

*If the practicum student disagrees with the evaluation, s/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.*

Student’s Signature ___________________________________________________________

Date ________________

Material in this form is adapted from and informed by:


USE THE FOLLOWING SCALE TO ASSESS THE PLACEMENT: CIRCLE THE ONE THAT APPLIES
1-STONGLY AGREE  2-AGREE  3-DISAGREE  4-STRONGLY DISAGREE

1 2 3 4 1. The field agency provided me with an opportunity to demonstrate ethical and professional behavior.

1 2 3 4 2. The field agency provided me with an opportunity to engage in diversity and difference in practice.

1 2 3 4 3. The field agency provided me with an opportunity to advance human rights and social, economic and environmental justice.

1 2 3 4 4. The field agency provided me with an opportunity to engage in practice-informed research and research-informed practice.

1 2 3 4 5. The field agency provided me with an opportunity to engage in policy and practice.

1 2 3 4 6. The field agency provided me with an opportunity to engage with individuals, families, groups, organizations, and communities.

1 2 3 4 7. The field agency provided me with an opportunity to assess individuals, families, groups, organizations, and communities.

1 2 3 4 8. The field agency provided me with an opportunity to intervene with individuals, families, groups, organizations, and communities.

1 2 3 4 9. The field agency provided me with an opportunity to evaluate with individuals, families, groups, organizations, and communities.