

Northwestern Oklahoma State University
DEPARTMENT OF SOCIAL WORK
Bachelor of Social Work Program

SOCIAL WORK
FIELD
EXPERIENCE
MANUAL

Accredited by the
Council on Social Work
Education (CSWE)



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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/>) 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

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

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

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

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

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

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

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

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

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.

GENERAL REQUIREMENTS FOR DEGREE IN ARTS AND SCIENCES GENERAL EDUCATION. General Education requirements are to be completed during the freshman and sophomore years insofar as possible. The general education pattern for degrees in Arts and Sciences (BA and BS degrees) follows:

MAJORS AND MINORS: In the Arts and Sciences curriculum one major and one minor, as prescribed specifically in each department, are required. (This is minimum requirement). Credits Counted in Major and Minor: Courses in the major or minor applied to fulfill general education requirements may also be counted in the major or minor. In any major at least one-half of the work must be courses of senior college (3000 or 4000) level. In any minor at least one-half of the work must be courses of senior college level. Course substitution must be recommended in writing by the student's advisor, approved by the Associate Vice President and the Vice President for Academics.

ELECTIVE CREDIT: In addition to the courses taken in general education and major and minor curricula, sufficient elective credit should be earned to complete the minimum total of 120 hours required for graduation.

General Education/Liberal Arts Requirements

PLAN OF WORK LEADING TO BACCALAUREATE DEGREES

Northwestern Oklahoma State University

General Education Requirements

<u>ORIENTATION</u>	<u>1 Hour</u>
_____ UNIV 1101 Ranger Connection	
<u>COMMUNICATION & SYMBOLS</u>	<u>12 Hours</u>
_____ ENGL 1113	
_____ ENGL 1213	
_____ SCOM 1113	
_____ MATH 1403 or 1513	
<u>SOCIAL, POLITICAL, & ECONOMIC SYSTEMS</u>	<u>12 Hours</u>
_____ FIN 1113	
_____ HIST 1483 or 1493	
_____ LEAD 1013 or 2023; or GBUS 2033	
_____ POLS 1113	
<u>NATURAL SCIENCE</u>	<u>11-12 Hours</u>
_____ BIOL 1114 or BIOL 1124 or BIOL 1224	
_____ CHEM 1105, 1115; PHSC 1044, 1014, 1314, 3114, or PHYS 1114	
_____ HED 2303	
<u>HUMAN HERITAGE & CULTURE</u>	<u>3-4 Hours</u>
_____ 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	
<u>VALUES & BELIEFS</u>	<u>6 Hours</u>
_____ 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 Curriculum Requirements

SOCIAL WORK MAJOR COURSEWORK	
<u>COURSE</u>	<u>OFFERING</u>
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 3543 Diversity and Social Justice	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)	

<i>Year & Number</i>	<i>Hrs</i>	<i>Title</i>
Sophomore Year		
SOCW 2113	3	<i>Social Work: A Helping Profession *</i>
SOCW 2121	1	<i>Service Learning in Social Work co-requisite*</i>
Junior Year		
<i>Admission to the Major</i>		
SOCW 3214	4	<i>Human Behavior and the Social Environment</i>
SOCW 3543	3	<i>Diversity and Social Justice</i>
SOCW 3143	3	<i>Social Welfare Policies & Services</i>
SOCW 3293	3	<i>SOCW Practice I (Individuals)</i>
Senior Year		
<i>Admission to the Practicum</i>		
SOCW 4023	3	<i>SOCW Practice II (Families and Groups)</i>
SOCW 4143	3	<i>Social Research and Evaluation</i>
SOCW 4113	3	<i>SOCW Practice III (Organizations and Communities)</i>
SOCW 4205	5	<i>Field Experience I: Spring</i>
SOCW 4215	5	<i>Field Experience II: Spring or Summer</i>
	9	<i>Electives (9)</i>
TOTAL	45	

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

Course Descriptions are located online at the following website:

<http://www.nwsu.edu/undergraduate-catalog>

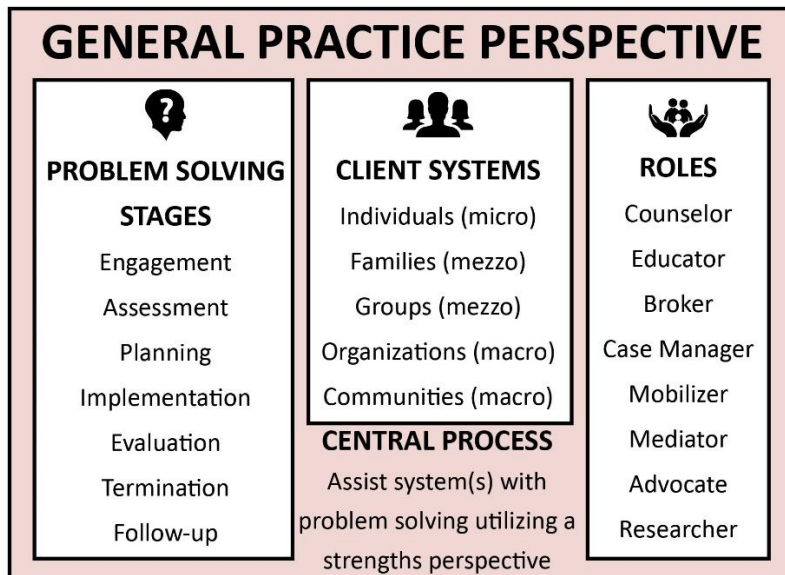
B.S.W. Academic Check Sheets & Course Rotation Schedules are located at:

<http://www.nwsu.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.



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 demonstrate competency in each of the nine core competencies by creating a learning plan addressing each of the behaviors associated with the competency. The core competencies and related behaviors are as follows:

1. Demonstrate ethical and professional behavior.

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.

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.

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.

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.

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.

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.

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.

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.

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 Social Work Program at Northwestern at the Alva, Enid, and Woodward campus locations has a minimum hour requirement of 420 total contact hours to be completed by each senior social work student during their enrollment in Field Experience I (210 contact hours) and Field Experience II (210 contact hours) courses. Students must complete 420 hours total during a spring block placement, averaging out to approximately 28 field education hours per week for one term (15 weeks).

Students can make a request for approval to the Director of Field Education to develop an alternative schedule, in which Field Experience I (210 contact hours) is completed in the spring semester of the senior year, and Field Experience II (the additional 210 contact hours) is completed in the summer session immediately following. These requests for approval must be made to the Director of Field Education upon application to the Field Experience and approved by the Social Work Field Admissions Committee. The Social Work Field Education Program at Northwestern requires satisfactory completion of a minimum of 420 hours of in-person field education training and includes no hours for simulation experiences. Documentation and evidence of completing the 420 field education hours is required through submission of timesheets with the field instructor's signature for verification.

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 address competencies and integrate dimensions (knowledge, values, skills, and cognitive/affective) of social work practice. The seminar focuses on skill application through the completion of weekly assignments (Field Education Learning Contract, Cumulative Timesheet, Weekly Supervision Forms, Weekly Activity Reports, and Field Instructor Evaluations at 210 hours and 420 hours).
- 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. The integrative research paper provides students with the opportunity to incorporate and apply social work knowledge, values, skills and cognitive and affective processes to practice situations in a purposeful, intentional, and professional manner. This paper allows for students to demonstrate professional competence through critical thinking, affective reactions, and professional judgments regarding practice situations. The integrative paper is presented through a multi-dimensional approach and is comprised of the nine interrelated competencies and

represents the culmination of the student's social work practicum and classroom learning experience.

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 on-site visits at the agency with the student and Field Instructor, 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, and assessment;
- 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 each agency 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

RECRUITMENT OF FIELD SETTINGS AND INSTRUCTORS

Interest in the field education program 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 if the agency meets the program's criteria. Once a new field site is approved, the Director of Field Education facilitates the completion of an Affiliation Agreement between the university and the organization. When a new placement is developed, the site is categorized by location, site skills, population focus, and area of expertise in a database list. This list is utilized by students to provide input to the Director of Field Education and the Field Experience Admissions Committee as to a preference of site placement. The Director of Field Education individually develops site placements each year to meet student learning goals and interests. The Director of Field Education is responsible for all recruitment, screening, and selection of field sites and field instructors. Once a student is accepted by an agency for practicum placement, the field instructor selection process begins. The Director of Field Education actively recruits credentialed field instructors and assesses non-credentialed professionals for their qualifications for field instruction. Once a field instructor is determined, a Memorandum of Agreement is executed among 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.

SELECTION OF FIELD SETTING

Practicum agencies provide students the opportunity to apply classroom knowledge to real issues 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 the 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 through in-person contact.
- 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. Agencies should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.
- 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.

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

Field Instructor Credentials

The Field Instructor plays one of the most critical roles in the educational process of the Field Education Program. The Director of Field Education is responsible for verifying specified criteria through submission of a resume and the Field Instructor Portfolio Form. In order to be approved by the University as a Field Instructor for the Bachelor of Social Work Program, an agency employee must meet the following criteria:

- BSW or MSW degree from an accredited Social Work Program
- Must have 2 years' post-social work degree practice experience in social work
- 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 Education Program
- Demonstrate professional social work values, knowledge, skills, and behaviors in relation to clients, agency co-workers, and with Social Work Field Experience students

Non-credentialed Field Instructors

Unique situations exist when agencies do not have a social work degreed professional with 2 years' post-social work degree practice experience available to provide field instruction. In these cases, professionals with the interest, expertise, and ability to provide supervision of social work tasks are assessed by the Director of Field Education. The decision to use a non-credentialed field instructor is based upon the professional's educational background, years of work experience, values and ethics compatible with the social work profession, supervisory ability, and understanding of social work education and practice principles. The program assumes responsibility for reinforcing a social work perspective for students without a credentialed field instructor through the following method:

- **Two-Tiered Supervision System:** The assigned non-credentialed Field Instructor will serve as the student's first tier supervisor. First tier supervision involves at least one hour per week of direct field education 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. The Director of Field Education or a professional with a CSWE social work degree and two years' of post-social work degree practice experience in social work will serve as the student's second tier supervisor. Second tier supervision involves at least one hour per week of direct field education supervision. The intent of the additional one hour of weekly supervision is to ensure incorporation of the social work perspective by an appropriately degreed social worker. Therefore, students assigned a non-credentialed field instructor receive two hours of weekly supervision. The second-tier supervisor works closely with the Field Instructor on assessing the student's performance throughout the field experience. All supervision hours are conducted outside of field seminar hours.
- **One Additional Site Visit:** One additional site visit is conducted via in-person or through digital technologies to students with non-credentials field instructors to ensure the social work perspective is reinforced.

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:

- **Field Instructor Orientation and Training:** After approval to be a Field Instructor is granted, all new “first-time” Field Instructors receive a face-to-face orientation and training from the Director of Field Education. All returning field instructors receive Field Instructor Training on an annual basis. Due to the large geographical area served by the university, Field Instructor Training is provided in an online format through self-paced learning modules with the Director of Field Education. The annual Field Instructor Training may also be provided via ITV, Zoom, or through individual or group face-to-face meetings. The Field Instructor Training includes a packet with a Formal Welcome Letter, the Field Instructor Training Manual, a Field Instructor Training PowerPoint, the Social Work Field Experience Manual, and the CSWE Labor Policy. The following topics are covered during Field Instructor Training:
 - Defining Field Experience
 - Field Requirements
 - Program competencies, behaviors, and dimensions (knowledge, skills, values, cognitive and affective processes)
 - Student orientation to placement site
 - Field instruction supervision meetings
 - Ethical requirements within supervision
 - Definitions, roles, and requirements of Field Instructors, Field Students, Field Liaisons, and the Director of Field Education.
 - Classroom to field integration and skill development
 - Competency-based evaluation
 - Cultural competence
 - Addressing field issues
 - Errors in supervision and risk reduction
- **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 collaborate with the assigned practicum student in the development of a Learning Contract for their Field Experience. The development of the Learning Contract will outline how the student can demonstrate each of the 9 core competencies and 31 behaviors throughout the semester. 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 field education 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 online evaluation at the end of each field experience (*each 210 contact hours*). A link to the evaluation is sent via e-mail to Field Instructors close to the completion of 210 hours and again close to 420 hours. The Field Instructor is responsible for completing the evaluation 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. A paper version of this evaluation is provided at the end of the Field Experience Manual and the Field Instructor Manual. 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.
- **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.

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. The Field Experience provides the student with generalist practice opportunities to demonstrate competencies with individuals, families, groups, organizations, and communities. Rather than teaching a specialized approach to working with a given population, emphasis should be on generic practice implemented in a practice setting. Therefore, students are able to translate the knowledge and abilities gained in one agency to any other setting or system size.

The Field Experience should allow the student to engage with in-person 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 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. Additionally, the Field Liaison will send you chapter summaries and suggested topics for discussion during supervision to allow you to integrate what students are discussing in the Field Seminar course. Please reach out to the Liaison with any additional questions or concerns.

CONTACT MAINTENANCE WITH FIELD SETTINGS

Noting the importance of consistent and clear communication with field settings, the Field Education Program maintains ongoing contact with agencies and field instructors through the following mechanisms to monitor student learning and field setting effectiveness:

- **On-Site Field Faculty Visit:** Field faculty are responsible for at least one agency on-site visit during each semester to monitor the student's learning progress, assess the effectiveness of the field setting, and to respond to any questions or concerns presented by the Field Instructor or student.
- **Field Instructor Orientation and Training:** After approval to be a Field Instructor is granted, all new "first-time" Field Instructors receive a face-to-face orientation and training from the Director of Field Education. All returning field instructors receive Field Instructor Training on an annual basis. Due to the large geographical area served by the university, Field Instructor Training is provided in an online format through self-paced learning modules with the Director of Field Education. The annual Field Instructor Training may also be provided via ITV, Zoom, or through individual or group face-to-face meetings. The Field Instructor Training includes a packet with a Formal Welcome Letter, the Field Instructor Training Manual, a Field Instructor Training PowerPoint, the Social Work Field Experience Manual, and the CSWE Labor Policy. The following topics are covered during Field Instructor Training:
 - Defining Field Experience
 - Field Requirements
 - Program competencies, behaviors, and dimensions (knowledge, skills, values, cognitive and affective processes)
 - Student orientation to placement site
 - Field instruction supervision meetings
 - Ethical requirements within supervision
 - Definitions, roles, and requirements of Field Instructors, Field Students, Field Liaisons, and the Director of Field Education.
 - Classroom to field integration and skill development
 - Competency-based evaluation
 - Cultural competence
 - Addressing field issues
 - Errors in supervision and risk reduction
- **Communication Exchanges with Field Agencies:** Ongoing communication and support between the Field Agency and Field Education Program is very important to monitor student learning and the effectiveness of the field settings. The Faculty Field Liaison functions as the primary link between the university, the student, and the field agency and is responsible to maintain communication exchanges so

students' progress and field effectiveness can be assessed. The communication exchanges are supported through the following ways:

- **Weekly Field Liaison Communications:** The Field Liaison maintains weekly communication with Field Instructors via e-mail, phone, Zoom, and/or on-site contact to ensure all questions or concerns are answered. The weekly communications focus on ensuring the appropriateness of the students' learning contract, guidance on the content of weekly supervision sessions, to touch base of student learning progress, and assess for any concerns.
- **Weekly Practicum Activity Reports:** Students are expected to maintain documentation regarding their weekly field experiences. The student is responsible for completing a written description and assessment of their work at the agency every week. These activity reports provide critical weekly feedback on the student's interpretations of their progress, field setting effectiveness, and participation of the field instructor. The practicum activity reports serve as a foundation for communications exchanges between the field liaison, field instructor, and field agency.
- **Weekly Supervision Forms:** Students and Field Instructors use this form to guide weekly supervision. 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 behaviors. In addition, Field Instructors are required on a weekly basis to report to the Field Liaison if they have concerns about the student.
- **Field Instructor Evaluations:** Field Instructors provide the students with ongoing feedback regarding his or her work and progress. The evaluation process includes completion of the online evaluation at the end of each field experience (*each 210 contact hours*). The Field Instructor is responsible for completing the evaluation and discussing it with the student in conjunction with the Faculty Liaison.

SECTION 4: THE FIELD EXPERIENCE: SOCIAL WORK STUDENTS

FIELD EXPERIENCE ADMISSION INFORMATION

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 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 attendance of the mandatory Student Field Education Orientation which addresses the application procedures and designated deadline.

ADMISSION TO THE FIELD EXPERIENCE

The following are the requirements for full admission to the field experience:

1. Full admission to the Social Work Program
2. Completion of all social work and pre-requisite courses with a grade of "C" or higher
(*Practice III excluded as this is taken concurrently with field*)
3. At least a 2.5 GPA overall
4. Completion of the Social Work Field Experience Application by the required due date. The admissions application includes:
 - a. Transcript
 - b. Degree Audit
 - c. Driver's License
 - d. Automobile Insurance
 - e. Professional Liability Insurance
 - f. Resume

Only completed applications submitted by the due date will be considered. The online application can be located at: <http://www.nwsu.edu/forms/social-work-field-experience-application>.

Students in the Field Experience 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.

PROCEDURES FOR ADMISSIONS TO THE FIELD EXPERIENCE

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.

FIELD EXPERIENCE ADMISSIONS DECISION

Approval for Field Experience is based on the field experience admission committee's professional judgment of the appropriateness of the student for professional social work. The field experience admissions decision can result in the following 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 PROCEDURES

Any student who fails to achieve the admissions standards for the Field Experience and who believes there is extenuating evidence, which warrants his/her being given special consideration, may appeal in writing to the Director of Field Education. The appeals process requires the following:

1. Letter of Appeal to the Director of Field Education within 10 days of the original letter of notification from the committee. Any evidence to support the appeal must be attached to the Letter of Appeal.
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.

PLACEMENT PROCEDURES OF STUDENTS

The following steps describe the sequence of events for placement in the field:

- Eligible students attend the Field Education Orientation the fall prior to their final spring semester.
- 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.

- Director of Field Education finalizes placement with student by sending signed agreement with discussion of start date for the spring.
- Prior to the beginning of the Field Experience, the Field Instructor is provided with a Welcome Letter, Field Instructor Training PowerPoint, a Field Instructor Training Manual, CSWE Labor Policy, the Field Experience Manual and on-site training per requested.

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 client systems, 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 in-person 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 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 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.
- **Integrative Paper:** The integrative paper is the Capstone of the Social Work Program at Northwestern Oklahoma State University. The purpose of the integrative paper is to provide students with the opportunity to integrate social work foundation curriculum content with practical applications. Students will address values and ethics, diversity, populations at risk, social and economic justice, human behavior and the social environment, social welfare policies and services, social work generalist practice and research. The integrative paper represents the culmination of your social work practicum and classroom learning.
- **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.

MONITORING OF FIELD STUDENTS

Ongoing monitoring occurs in a variety of ways during the Field Experience by the Field Instructor and the Field Liaison. Day to day monitoring and task assignment is the responsibility of the field instructor. This is facilitated in weekly supervision meetings between the student and the Field Instructor. Additionally, the student progress is monitored by the following:

- **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.
- **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 Form:** 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 Director of Field Education a “quick reference” as to the student’s mastery of the 9 core competencies and demonstration of the 31 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.
- **On-Site Field Faculty Visit:** Field faculty are responsible for at least one agency on-site visit during each semester to monitor the student’s learning progress, assess the effectiveness of the field setting, and to respond to any questions or concerns presented by the Field Instructor or student.
- **Maintaining Communication between the Field Liaison and Field Instructor:** Ongoing communication and support to Field Instructors is very important to increase the quality of student learning. The Field Liaison maintains consistent communication with Field Instructors via e-mail, phone, or in person to ensure all questions or concerns are answered. The Field Liaison makes at least one agency visit during each semester to ascertain the student’s progress and to respond to any questions or concerns presented by the Field Instructor or student. The Field Liaison documents the field visit and any phone or email communications with the Field Instructor for placement in the student's file. The Director of Field Education monitors to ensure all contacts with Field Education are completed, and is ultimately responsible to ensure monitoring of the student’s progress and safety in field.

EVALUATION OF STUDENT LEARNING

The evaluation of student learning in an ongoing process which occurs by the following:

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 behaviors. The Learning Contract is the primary document utilized as part of the evaluation process of student learning 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 student learning 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 behaviors.

Field Seminar: The Field Experience consists of a one-hour field seminar which meets weekly. Students are expected to assume an active role in field seminar discussions and complete all required assignments.

On-Site Field Faculty Visit: Field faculty are responsible for at least one agency on-site visit during each semester to monitor the student's learning progress, assess the effectiveness of the field setting, and to respond to any questions or concerns presented by the Field Instructor or student.

Field Instructor Evaluations: Field Instructors provide the students with ongoing feedback regarding his or her work and progress. The evaluation process includes completion of the online evaluation at the end of each field experience (*each 210 contact hours*). A link to the evaluation is sent via e-mail to Field Instructors close to the completion of 210 hours and again close to 420 hours. The evaluation forms were designed to align with the 9 core competencies and the 31 behaviors. The Field Instructor is responsible for completing the evaluation 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. The Field Instructor should regard the evaluation as an integral part of the field instruction process and critical to the student learning experience.

EVALUATION OF FIELD SETTING EFFECTIVENESS

The evaluation of the effectiveness of the field setting is conducted by the following:

Student Evaluation of Practicum: All field students are required to complete an evaluation of the field agency at the conclusion of their field experience. The evaluation form was designed to align with the 9 core competencies. The student evaluation of the practicum provides critical feedback to the field education program regarding the effectiveness of the field setting.

Field Faculty Observation and Feedback Report: Field faculty have a unique perspective on field setting effectiveness as they develop insights from site visits, evaluate student learning experiences, and engage in communications with field instructors. The Field faculty are responsible for at least one agency visit during each semester to ascertain the student's progress and assess the effectiveness of the field setting. The field faculty submits their observations and feedback to the Director of Field Education annually.

Director of Field Education Evaluation of the Field Placement: The Director of Field Education assesses both the student evaluation of practicum with the field faculty observation and feedback report to make determinations regarding the effectiveness of the field setting.

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.

STUDENT SAFETY IN FIELD

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. The following activities and documents work to ensure student safety during field experience:

- **Obtain Professional Liability Insurance:** Students are required 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/ or through other organizations online such as the Healthcare Providers Service Organization, HPSO. 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.
- **Orient The Student to The Agency:** As specified under responsibilities of the field agency and Field Instructor, students should receive adequate orientation to the agency and its services, including safety policies and procedures. 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 policies, procedures and services to clients, safety policies and procedures, 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.

- **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. This means the safety of our students and clients should be discussed and reviewed from agency policy and procedures. 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.
- **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 that can be performed by an undergraduate social work student. These goals are congruent with the 9 core competencies and the 31 associated behaviors to ensure students do not practice out of their scope. The Learning Contract will be the primary document utilized as part of the monitoring and evaluation process with the Faculty Liaison.
- **Connection of Field Seminar Course to Field Placement:** Students are expected to assume an active role in field seminar discussions and complete all required assignments. Specific discussion addressing safety and self-care are covered in the Chapter 4 discussion as well as sent to Field Instructors for further discussion related to their practicum agency during weekly supervision meetings. This also ensures consistent communication between the Director of Field Education and the Field Instructor to address any questions or concerns in regards to field education.
- **No Night or 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 hour will be approved that compromise the programs' educational objectives, the quality of the student's practicum experience, or the safety of the student.
- **Vehicle Insurance Coverage:** 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. The student provides a copy of their vehicle's insurance coverage upon making application to the field. It is ultimately 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.

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

Practicum Agency Placement at Place of Employment

Employment-based practicums can present conflicting issues, therefore, field students are generally not placed in agencies for field experience where they are currently employed. Employment-based practicums may tend to focus on productivity versus learning, lack adequate supervision, or limit competency based learning assignments hindering the student's ability to fully utilize their practicum experience for learning goals. Employers and students should take employment-based practicum concerns into full consideration before proposing it as option in the application process. To request a practicum at the one's place of employment, a student must submit the following supporting documents during the application to field experience process:

- Current job description
- Description of the differences between the current job position and the proposed placement
- Submission of a letter from the student's employer supporting the employment-based practicum and identifying the structures in place to separate job tasks from practicum tasks

Criteria for Employment-Based Placement

The Director of Field Education will make the determination of an employment-based practicum based on the following criteria:

- Student submitted the appropriate employment-based paperwork during the Field Experience application process
- The employment based agency must meet the specified criteria for a field setting
- The field instructor must meet the specified criteria for field instruction and not currently serve as the student's employment supervisor. – An exception to this rule can only be granted by the Director of Field Education under extreme circumstances
- Practicum tasks and assignments must be separated from the normal employment tasks and assignments, thus providing the student with a distinct and different set of learning opportunities and experiences
- Field education supervision must be separate from normal employment-based supervision
- The Learning Contract must be the primary focus of the field 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 exceed 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: (<https://www.socialworkers.org/about/ethics/code-of-ethics>). 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

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

SAMPLE FORMS OF THE FOLLOWING:

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** (*completed by Director of Field*)

___ **Practicum Work Agreement Form**

___ **Field Instructor Portfolio**

___ **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):

Please fill out the form below to certify you meet the Field Instructor requirements for the Bachelor of Social Work Program at Northwestern Oklahoma State University

FIELD INSTRUCTOR PORTFOLIO FORM

Field
Instructor
Name:

_____ Agency: _____
First Last

Agency
Physical
Address:

_____ *Street Address Apartment/Unit #*

_____ *City State ZIP Code*

Phone: _____ Email _____

Do you have a Bachelor of Social Work (BSW) or Master of Social Work degree (MSW) from a CSWE accredited program?

YES NO If no, what is your degree in? _____

Have you had at least 2 years post-degree experience?

YES NO

Do you hold a license (LSWA, LMSW, LCSW, LPC, etc...)?

YES NO If yes, which license do you hold? _____

I have attached an updated resume/CV with this form.

YES NO

By signing below, I acknowledge that the above and attached information is true and correct.

Agency Field Instructor Signature

Date



DEPARTMENT OF SOCIAL WORK

FIELD EXPERIENCE LEARNING CONTRACT

Learning Goals 1-9 with 31 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 behavior (31 in total), the student must list the following:

- a minimum of one activity directly related to the 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 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.

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.

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.

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.

C4. Engage in practice-informed research and research-informed 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.

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.

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.

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.

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.

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 competencies/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
jlpribble@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 competency/competencies and behavior(s) 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: _____

Placement Week	Hours earned	Hours earned	Hours earned	Hours earned	Hours earned	Hours earned	Hours earned	Total Hours Earned	Total Hours to Date
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	During Week	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									

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 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 behaviors. Please rate each behavior (31) as follows:

5	(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.
4	(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.
3	(Emerging Competence) Demonstrates a beginning level of awareness and is developing implementation of the knowledge and skills of a beginning level social worker.
2	(Insufficient Progress) Rarely demonstrates awareness and is limited in the implementation of the knowledge and skills of a beginning level social worker.
1	(Unacceptable Progress) Never demonstrates awareness and is deficient in the implementation of the knowledge and skills of a beginning level social worker.

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.

1.1	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.	5	4	3	2	1
1.2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	5	4	3	2	1
1.3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	5	4	3	2	1
1.4	Use technology ethically and appropriately to facilitate practice outcomes.	5	4	3	2	1
1.5	Use supervision and consultation to guide professional judgement and behavior.	5	4	3	2	1

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

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

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

3.9	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	5	4	3	2	1
3.10	Engage in practices that advance social, economic, and environmental justice.	5	4	3	2	1

Competence #4: Practicum student engages in practice-informed research and research-informed practice.

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

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

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

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

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

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

7.19	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	5	4	3	2	1
7.20	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	5	4	3	2	1
7.21	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	5	4	3	2	1
7.22	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	5	4	3	2	1

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:

Poulin, J. & Mathis, S. (2015). Perspectives social work competencies and multidimensional assessment. *Journal of Baccalaureate Social Work*, 20, 117-135.

Oklahoma State Board of Licensed Social Workers (2017). Retrieved from: <https://www.ok.gov/socialworkers/>

Petracchi, H.E. & Zastrow, C. (2010). Suggestions for utilizing 2008 EPAS in CSWE-accredited social work baccalaureate and masters curriculum: Reflections from the field, part one - The explicit curriculum. *Journal of Teaching in Social Work*, 30(2), 125-146.



**SOCIAL WORK PROGRAM
STUDENT EVALUATION OF PRACTICUM**

Student _____

Practicum Agency _____

***USE THE FOLLOWING SCALE TO ASSESS THE PLACEMENT: CIRCLE THE ONE THAT APPLIES
1-STRONGLY 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.