



DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK PROGRAM

**SOCIAL WORK
FIELD EDUCATION MANUAL**





Dear B.S.W. Student,

Congratulations, you have made it to the Field Education portion of the Bachelor of Social Work Degree (BSW) Program at Northwestern Oklahoma State University! The Social Work Program at Northwestern is accredited by the Council on Social Work Education (CSWE) and leads students to a BSW degree. Field Education is the signature pedagogy for social work and provides students with opportunities to apply knowledge, values, skills, and cognitive and affective processes at the generalist level of practice. This manual outlines the policies, procedures, and descriptions of Social Work Field Education at Northwestern Oklahoma State University. We hope you find this to be a useful guide as you work to complete your BSW degree.

Welcome to Northwestern Oklahoma State University's Social Work Field Education Program!

Sincerely,

Codi Harding, LCSW

Codi Harding, LCSW
Director of Social Work Field Education
Assistant Professor of Social Work

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SECTION 1: SOCIAL WORK PROGRAM OVERVIEW

SOCIAL WORK PROGRAM'S HISTORY

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 first granted accreditation by the Council on Social Work Education. In 2009, the Department of Social Work was established offering a division to the university devoted to social work education. The social work program is designed to prepare students for the beginning level of professional generalist social work practice.

COUNCIL ON SOCIAL WORK EDUCATION

Northwestern Oklahoma State University is accredited by the [Council on Social Work Education's Board of Accreditation](#). Accreditation of a baccalaureate social work program by the Council on Social Work Education's Board of Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals. The Board of Accreditation has verified that it complies with all sections of the Educational Policy and Accreditation Standards. Students who wish to pursue a 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's Board of Accreditation](#).

Social Work Program Mission Statement

The Social Work Program has a distinct mission grounded in the profession's purpose and core values and informed by the program context. The program's mission focuses on the needs of the professional social work community in northwest Oklahoma, and the identified needs of individuals and communities in the region.

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 that 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 who can 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.*

FORMAL CURRICULUM DESIGN: COMPETENCY-BASED MODEL

The Social Work Program at Northwestern across all program options uses a competency-based educational design that prepares students for professional practice at the generalist practice level. Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The social work curriculum design is built on the liberal arts base and infuses social work knowledge, values, skills, and cognitive and affective processes that lead students to the mastery of the program's competencies. The competency-based educational model is the rationale for the social work curriculum design at Northwestern. Competency-based education is an outcome performance approach to curriculum design and is manifested into the program's competencies, which must be demonstrated through application in practice. To ensure a coherent and integrated curriculum, the competency-based educational model's employs curriculum mapping to ensure alignment of competence outcomes with social work content. This formal curriculum design prepares majors for the signature pedagogy of field education, where they must demonstrate mastery of the competencies to enter professional practice.

GENERALIST SOCIAL WORK PRACTICE

The Social Work program prepares students for professional practice at the generalist level. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

NINE SOCIAL WORK COMPETENCIES

The social work program at Northwestern is grounded in competency-based education and demonstrated mastery of the competencies prepares undergraduate students for generalist social work practice. The competencies are presented in terms of the knowledge, values, skills, and cognitive and affective processes. The competencies are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

SOCIAL WORK CURRICULUM REQUIREMENTS

The explicit curriculum is the program’s design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum across all program options.

<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

SECTION 2: FIELD EDUCATION OVERVIEW

FIELD EDUCATION: SIGNATURE PEDAGOGY

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum (classroom & field) are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies.

FIELD EDUCATION DESIGN

Field Education is systematically designed to ensure generalist practice opportunities for all students to demonstrate the nine social work competencies with all system levels (individuals, families, groups, organizations, and communities) in field settings. Students are supported to inductively apply generalist practice, regardless of the practice context or field setting. Using a generalist practice framework, students are able to use a range of prevention and intervention methods with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. Field education is supervised and coordinated for students to identify with the social work profession and apply ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Field education allows for students to engage diversity, advocate for human rights and social, racial, economic, and environmental justice, engage in research-informed practice, and be proactive in responding to the impact of context on professional practice. 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. While Practicum Agencies often benefit from the presence of a field education student, the primary focus of is on the student learning process.

The four components of Field Education include:

- Field Experience 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 Practicum Activity Reports and Supervision Forms, 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 field and classroom learning experience.

The Field Experience provides students with opportunities to apply knowledge, values, skills, and cognitive and affective processes at the generalist level of practice. 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 competencies by creating a learning plan addressing each of the behaviors associated with the competency. The competencies and related behaviors are as follows:

1. Demonstrate Ethical and Professional Behavior

Behaviors- • make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; • demonstrates professional behavior; appearance; and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; • use supervision and consultation to guide professional judgment and behavior.

2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Behaviors- • advocate for human rights at the individual, family, group, organizational, and community system levels; and • engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Behaviors- • demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; • demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

4. Engage in Practice-Informed Research and Research-Informed Practice

Behaviors- • apply research findings to inform and improve practice, policy, and programs; • identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address

inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

5. Engage in Policy Practice

Behaviors- • a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

6. Engage with Individuals, Families, Groups, Organizations, and Communities

Behaviors- • apply knowledge of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, to engage with clients and constituencies; • use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Behaviors- • apply theories of human behavior and person-in-environment, as well as other culturally responsive and inter-professional conceptual frameworks, when assessing clients and constituencies; and • demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Behaviors- • engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; • incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Behaviors- • select and use culturally responsive methods for evaluation of outcomes; • critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Field Education has a minimum hour requirement of 420 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). Simulated practice situations outside of a real practice setting and field seminar hours cannot be counted towards the minimum number of field hours. Documentation and evidence of completing the 420 field education hours is required through submission of timesheets with the field instructor's signature for verification.

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. Documentation and evidence of completing the 420 field education hours is required through submission of timesheets with the field instructor's signature for verification.

ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION PRINCIPLES

The Field Education program integrates anti-racism, diversity, equity, and inclusion (ADEI) approaches across field settings. The program supports developing a workforce of professionals who are knowledgeable about the ways positionality, power, privilege, and difference affect practice areas, and how social workers challenge systems of oppression. The Field Education program strives to prepare students to advocate across levels of policy and practice and to nurture the development of cultural humility.

ADMINISTRATION OF FIELD EXPERIENCE

The Director of Field Education serves as an essential contributor to the curricular development, administration, and governance of field education and reports directly to the Program Director.

The Director of Field Education establishes processes for the following:

Identifying, approving, and engaging with field education settings; orienting and engaging with field instructors; evaluating field instructor and field education setting effectiveness; orienting students; placing students; monitoring and supporting student learning; implementing student safety protocols; and evaluating student learning congruent with the nine social work competencies. 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 field 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 field experience. 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 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.

SECTION 3: AGENCY-BASED FIELD EDUCATION: FIELD AGENCIES & INSTRUCTORS

RECRUITMENT OF FIELD SETTINGS AND INSTRUCTORS

Interest in the field education program may be initiated by the university or the agency. The 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 a Memorandum of 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 competencies and 20 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 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 and Supervision Forms:** 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. 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 competencies and demonstration of the 20 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 age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The social work program engages in a holistic review process and acknowledges that students have diverse identities, backgrounds and experiences that have shaped opportunity structures. The program commits to review applicants in an equitable and inclusive manner, where all students feel valued, respected, and supported.

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 Practicum and who believes there is extenuating evidence, which warrants his/her being given special consideration, may appeal in writing to the Director of the Social Work Program. The appeals process requires the following:

1. Letter to the Director of the Social Work Program within 10 days of the letter of notification from the committee
2. Unofficial transcript
3. Current copy of Registry graduation check sheet.

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 competencies and the 20 behaviors. The Learning Contract will be the primary document utilized as part of the evaluation process with the Faculty Liaison.
- **Weekly Practicum Activity Reports and Supervision Forms:** 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. 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 competencies and demonstration of the 20 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...). Simulated practice situations outside of a real practice setting and field seminar hours cannot be counted towards the minimum number of field hours.

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.
- **Weekly Practicum Activity Report and Supervision Forms:** 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. 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 competencies and demonstration of the 20 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 competencies and the 20 behaviors. The Learning Contract is the primary document utilized as part of the evaluation process of student learning with the Faculty Liaison.

Weekly Practicum Activity Reports and Supervision Forms: 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. 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 competencies and demonstration of the 20 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 competencies and the 20 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 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 competencies and the 20 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.

DRUG FREE POLICY STATEMENT

Northwestern Oklahoma State University (NWOSU) recognizes that drug and alcohol abuse diminishes the integrity of the institution and erodes the strength and vitality of its human resources. It is the intent of the University to educate students and employees about the dangers of drug and alcohol abuse, and to discourage the illegal use, manufacture, possession, dispensation, and distribution of drugs and alcohol. Accordingly, NWOSU adopts the following policy: The unlawful manufacture, possession, use, dispensation or distribution of illicit drugs and alcohol by students and employees on NWOSU property, or as a part of any University sponsored activity, is strictly prohibited. All students and employees must abide by this policy as a condition of enrollment or employment. Continuance of employment or enrollment following receipt of this policy constitutes acceptance of this policy by the employee or student. Sanctions will be imposed for violation of this policy.

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 including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign 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/Code-of-Ethics-English>. 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

Social Work Program Director

Office: Jesse Dunn 308-Alva/ Office 139-Woodward

(580) 327-8135 or kdrehder@nwosu.edu



Codi Harding, MSW, LCSW
Assistant Professor of Social Work
Director of Social Work Field Education
Field Liaison
Office: Room 110-Enid
(580) 213-3148 or clharding@nwsu.edu



SECTION 6: FIELD EDUCATION FORMS

SAMPLE FORMS OF THE FOLLOWING:

ALL FORMS ARE EMBEDDED IN THE ONLINE FIELD EDUCATION PORTAL (Tevera)

MEMORANDUM OF AGREEMENT

FIELD EXPERIENCE CHECKLIST

PRACTICUM WORK AGREEMENT FORM

FIELD EXPERIENCE LEARNING CONTRACT

FIELD INSTRUCTOR PORTFOLIO FORM

WEEKLY PRACTICUM ACTIVITY REPORT AND SUPERVISION FORM

CULUMATIVE FIELD EXPERIENCE TIMESHEET

FIELD EXPERIENCE PERFORMANCE EVALUATION I & II FORMS

STUDENT EVALUATION OF PRACTICUM



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: _____ Director of Field Education

Date: _____



FIELD EXPERIENCE CHECKLIST
SOCW 4205/4215

Student _____ Agency _____

_____ **Memorandum of Agreement**

- *Must be completed before the student can begin practicum. The Director of Field Education, the Agency and field instructor have already completed this form. You will find the completed version within your forms tab in your Field Education Portal (Tevera).*

_____ **Practicum Work Agreement Form**

- *Must be completed the first week of practicum. Must be submitted through Tevera.*

_____ **Field Instructor Portfolio Form**

- *Must be completed the first week of practicum. Must be submitted through Tevera.*
- *This form is to assist you with knowing if extra supervision is needed due to your Field Instructor not holding a social work degree.*

_____ **Field Experience Learning Contract**

- *Initial draft must be completed and submitted through Tevera.*
- *Students will keep this up-to-date and formally submit it after the completion of 210 hours, (End of Field Experience I).*
- *Students will then formally submit their Learning Contract with ALL updates again at 420 hours (End of Field Experience II)*

_____ **Weekly Practicum Activity Report and Supervision Form**

- *Must be completed on a weekly basis by the Student and the Field Instructor. These will be submitted by the student through Tevera by the following Tuesday.*

_____ **Cumulative Field Experience Time Sheet**

- *Students will update this timesheet on a weekly basis. The student is ultimately responsible for ensuring they are on track with meeting their hour requirements (420 hours total)*
- *A paper version of a timesheet is available on Blackboard for your use, if that is easier to keep track and then enter at the end of the week.*
- *Your paper version is for your use only and cannot be submitted for grading. You will need to enter all time within Tevera.*

_____ **Field Experience Performance Evaluation Form**

- *Must be completed by the Field Instructor and discussed with the student at the conclusion of 210 hours (Field Experience I) and 420 hours (Field Experience II).*
- *It is your responsibility to submit your learning contract to your Field Instructor upon the completion of 210 hours and again at 420 hours so that the learning contracts can be used for your evaluations.*
- *Your field instructor will complete their portion of the evaluation, sign and submit, then it will go to you for review. Once you review the evaluation you will sign and submit it. This will send it off to the Field Director.*

_____ **Student Evaluation of Practicum**

- *Must be completed by the student at the conclusion of 420 hours (Field Experience II). The student is responsible for submitting this form through Tevera.*

_____ **Student Integrative Paper (Blackboard)**

- *This is the capstone assignment that is worked on throughout the year. Details of this assignment will be found on Blackboard. You will submit your final paper through Blackboard.*



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:

First Last Agency:

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



FIELD EXPERIENCE LEARNING CONTRACT

Learning Goals 1-9 with 20 Behaviors

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

For each behavior (20 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 National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
2. Demonstrates professional behavior; appearance; and oral, written, and electronic communication.
3. Use technology ethically and appropriately to facilitate practice outcomes.
4. Use supervision and consultation to guide professional judgment and behavior.

List Activities and Dates of Completion:

- 1.
- 2.
- 3.
- 4.

C2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Behaviors

5. Advocate for human rights at the individual, family, group, organizational, and community system levels
6. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

List Activities and Dates of Completion:

- 5.
- 6.

C3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.

Behaviors

7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
8. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

List Activities and Dates of Completion:

- 7.
- 8.

C4. Engage in Practice-Informed Research and Research-Informed Practice

Behaviors

9. Apply research findings to inform and improve practice, policy, and programs.
10. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

List Activities and Dates of Completion:

9.

10.

C5. Engage in Policy Practice

Behaviors

11. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

List Activities and Dates of Completion:

11.

12.

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

Behaviors

13. Apply knowledge of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, to engage with clients and constituencies.
14. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

List Activities and Dates of Completion:

13.

14.

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

Behaviors

15. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and inter-professional conceptual frameworks, when assessing clients and constituencies; and b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
16. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

List Activities and Dates of Completion:

15.

16.

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

Behaviors

17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
18. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

List Activities and Dates of Completion:

17.

18.

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

Behaviors

19. Select and use culturally responsive methods for evaluation of outcomes.
20. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

List Activities and Dates of Completion:

19.

20.



SOCIAL WORK PROGRAM

WEEKLY PRACTICUM ACTIVITY REPORT AND SUPERVISION FORM

This form is to be filled out by the student and verified by the field instructor.

This form is a tool for the student to reflect on their experiences of the week.

Please note any concerns here. In addition, include the competency/competencies and behavior(s) that were completed this week in field.

Student's Name:

Agency Name:

Field Instructor's Name:

Report for the week of:

Student Activity Report:

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

Field Instructor's, 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.

Student Signature: _____ Date: _____

Field (Agency) Instructor Signature: _____ Date: _____



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 EXPERIENCE PERFORMANCE EVALUATION

FIELD INSTRUMENT

- Field Experience I Evaluation (210 hours)**
 Field Experience II Evaluation (420 hours)

Student: _____

Field Instructor: _____

Semester: **Spring** **Summer**

Instructions for rating practicum students on the 9 Competencies and 20 behaviors:

The standard by which a practicum student is to be evaluated is that of a new, beginning-level generalist social worker. Under each competency statement are the behaviors. Please rate each behavior (20) 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 National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-	5	4	3	2	1
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	making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.					
1.2	Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	5	4	3	2	1
1.3	Uses technology ethically and appropriately to facilitate practice outcomes.	5	4	3	2	1
1.4	Use supervision and consultation to guide professional judgment and behavior.	5	4	3	2	1

Competence #2: Practicum student advances human rights and Social, racial, economic, and environmental justice.

2.5	Advocate for human rights at the individual, family, group, organizational, and community system levels.	5	4	3	2	1
2.6	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	5	4	3	2	1

Competence #3: Practicum student engages anti-racism, diversity, equity, and inclusion (A DEI) in practice.

3.7	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	5	4	3	2	1
3.8	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	5	4	3	2	1

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

4.9	Apply research findings to inform and improve practice, policy, and programs.	5	4	3	2	1
4.10	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	5	4	3	2	1

Competence #5: Practicum student engages in policy practice.

5.11	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	5	4	3	2	1
5.12	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	5	4	3	2	1

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

6.13	Apply knowledge of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, to engage with clients and constituencies.	5	4	3	2	1
6.14	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	5	4	3	2	1

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

7.15	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and inter-professional conceptual frameworks, when assessing clients and constituencies.	5	4	3	2	1
7.16	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	5	4	3	2	1

Competence #8: Practicum student intervenes with individuals, families, groups, organizations, and communities.

8.17	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	5	4	3	2	1
8.18	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	5	4	3	2	1

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

9.19	Select and use culturally responsive methods for evaluation of outcomes.	5	4	3	2	1
9.20	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	5	4	3	2	1

Field Experience I Evaluation (210 hours)

Field Experience II Evaluation (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



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



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.