

INTRODUCTION

Practicum is the learning by doing part of social work education--the heart of social work education. There are three partners in making the field practicum a success. The first is the student who brings eagerness and excitement to practicum--the culmination of her/his social work education. The second partner is the agency field instructor who guides the student in the process of day to day learning. The faculty field liaison is the third partner who has the dual role of serving as a link between the agency field instructor and the University and that of assisting the student to convert the knowledge, skills, and values gained in the classroom into practical experience.

The field practicum program at Northeastern State University consists of a sequence of two courses: Social Work Practicum I and Seminar and Social Work Practicum II and Seminar. These courses represent the culmination of the baccalaureate student's social work education.

We, the faculty of NSU's Social Work Department, would like to express our sincere thanks and appreciation to all of our agency field instructors. The time and attention you give to our students and your willingness to share your skills and expertise are vital to social work education and to our program. Again, thank you for your continuing professional commitment to the social work profession. We welcome your participation in the on-going development of our program and the profession of social work.

To our students, best wishes for a successful field practicum experience. We, the faculty, look forward to this partnership and hope that our mutual goals will be achieved.

PURPOSE OF MANUAL

The purpose of this manual is to provide a guide to the philosophy, organization, expectations, procedures and policies of the Social Work practicum program of Northeastern State University. It is designed to serve the needs of students, agency field instructors, and social work faculty as a common reference point. The manual is reviewed and updated annually based on suggestions and experiences of the students, faculty, agencies, **advisory board** and external professional sources. The manual is supplemented by field instructor training sessions, workshops, and the distribution of year-specific materials such as the University calendar and syllabi.

MISSION STATEMENT

The Northeastern State University (NSU) Social Work Department offers an upper-division professional social work curriculum built upon a liberal arts foundation which leads to a Bachelor of Social Work degree (BSW) accredited by the Council on Social Work Education. Its primary mission is to academically prepare competent and effective professionals with an emphasis on first generation college students who desire to enter generalist social work practice in a wide range of social agencies and allied settings with diverse client systems of various sizes and types. The program is designed to integrate and apply the CSWE core competencies and the NASW Code of Ethics into generalist social work practice with populations at risk in urban and rural areas. Northeastern Oklahoma possesses a high

concentration of Native Americans and economically disadvantaged individuals, families, and communities. The Social Work Program prepares students to serve these populations as a unique focus.

The mission statement of NSU addresses the foundation of empowering individuals to become socially responsible global citizens by creating and sustaining a culture of learning and discovery which compliments the development of social work knowledge and social justice.

The College of Liberal Arts curriculum includes attention to racial, ethnic, gender and class issues as well as to multicultural and global perspectives. This parallels the social work program's mission of serving unique populations such as, Native Americans and economically disadvantaged populations in rural and urban settings.

SOCIAL WORK GOALS

To fulfill the above mission, the goals of the social work program are:

1. To prepare a diverse student population for beginning professional generalist social work practice.
2. To provide an accessible social work educational program.

SOCIAL WORK OBJECTIVES

Utilizing the CSWE Competencies as program objectives, graduates of the Northeastern State University Social Work Program will be able to:

1. Identify as a professional social work and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:

- a. Advocate for client access to the services of social work;
- b. Practice personal reflection and self-correction to assure continual professional development;
- c. Attend to professional roles and boundaries;
- d. Demonstrate professional demeanor in behavior, appearance, and communication;
- e. Engage in career-long learning; and
- f. Use supervision and consultation.

2. Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession,

its ethical standards, and relevant law. Social Workers:

- a. Recognize and manage personal values in a way that allows professional values to guide practice;
- b. Make ethical decisions by applying standards of the NASW Code of Ethics and as applicable the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- c. Tolerate ambiguity in resolving ethical conflicts; and
- d. Apply strategies of ethical reasoning to arrive at principled decisions.

3. Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social workers:

- a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- b. Analyze models of assessment, prevention, and evaluation; and
- c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

4. Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sex orientation. Social workers appreciate that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

- a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- c. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- d. View themselves as learners and engage those with whom they work as informants.

5. Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living in health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitable and without prejudice. Social

workers:

- a. Understand the forms of mechanisms of oppression and discrimination;
- b. Advocate for human rights and social and economic justice; and
- c. Engage in practices that advance social and economic justice.

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

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

- a. Use practice to inform scientific inquiry and
- b. Use research evidence to inform practice.

7. Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

- a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- b. Critique and apply knowledge to understand person and environment.

8. Engage in policy and practice to advance social justice and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

- a. Analyze, formulate, and advocate for policies that advance social well-being; and
- b. Collaborate with colleagues and clients for effective policy action.

9. Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

- a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services, and promoting social and economic justice.

10(a) Engagement Social workers:

- a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- b. Use empathy and other interpersonal skills; and
- c. Develop a mutually agreed-on focus of work for desired outcomes.

10(b) Assessment Social workers:

- a. Collect, organize, and interpret client data;
- b. Assess client strengths and limitations;
- c. Develop mutually agreed-on intervention goals and objectives; and
- d. Select appropriate intervention strategies.

10(c) Intervention Social workers:

- a. Initiate actions to achieve organizational goals;
- b. Implement prevention interventions that enhance client capacities;
- c. Help clients resolve problems;
- d. Negotiate, mediate, and advocate for clients; and
- e. Facilitate transitions and endings.

10(d) Evaluation Social workers:

Social workers critically analyze, monitor, and evaluate interventions

11. Demonstrate a competent level of cultural awareness in the provision of services to in the provision of services to diverse population, including Native Americans.

- a. Acquire and apply knowledge of the historical oppression and tribal diversity of Native American populations to social work practice.
- b. Identify the social issues that colonization has had upon Native American tribal populations.
- c. Analyze social work practice models to determine their compatibility in working with Native Americans.

SOCIAL WORK VALUES

The Social Work Department of Northeastern State University subscribes to the social work values as outlined in the Council on Social Work Education=s (CSWE) Educational Policy and Accreditation Standards (EPAS) effective 2008 (www.cswe.org). These values are a part of the document which sets forth the official curriculum policy for the accreditation of programs by CSWE.

SOCIAL WORK CODE OF ETHICS

The NSU Social Work Department subscribes to the ethical guidelines for social work practice as set forth by the National Association of Social Workers (NASW). The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. The Code includes four sections. The first is the *Preamble* which summarizes the social work profession=s mission and core values. The second section, *The Purpose of the NASW Code of Ethics*, provides an overview of the Code=s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, *Ethical Principles*, presents broad ethical principles, based upon social work=s core values, that inform social work practice. The final section, *Ethical Standards*, includes specific ethical standards to guide social worker=s conduct and provides a basis for adjudication.

The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Students and field instructors are referred to **Appendix A** of this manual for a current and complete copy of the Social Work Code of Ethics as adopted by NASW 1996, revised 1999.

CONFIDENTIALITY

Students entering practicum must sign a Memorandum of Agreement, which includes a statement of confidentiality. By signing the student agrees to uphold the ethical guidelines of the social work profession as set forth in the NASW Code of Ethics, to respect the privacy of clients, and hold in confidence information obtained in the course of providing services. However, students must also recognize that there are times that information obtained from or about a client should be shared with others (ie. Field instructor or other employees of the agency with a need to know, child maltreatment, threats of violence, threats of suicide, criminal acts, etc.). When in doubt about sharing client information the student should seek guidance from their field instructor and/or faculty liaison.

Personal identifying information of a client should never be used in class assignments or discussions. General information regarding a client=s situation may be used for academic purposes but must be de-identified of all personal information and used only with the permission of the agency and client, if possible. All faculty and students in integrative seminar are bound by the same principle of confidentiality as the student assigned to the case and sharing the information in the academic setting.

Students are never required to discuss their own personal issues in integrative seminar or at the practicum agency. Additionally, students should never disclose or discuss personal information or issues with an agency client.

ACCREDITATION STANDARDS

The Social Work Program of Northeastern State University subscribes and adheres to the EPAS of the Council of Social Work Education (CSWE). CSWE is the national accrediting body for social work education programs. The standards enunciated by CSWE constitute the major guidelines for undergraduate field education. The Council on Social Work Education's 2008 EPAS may be found at www.cswe.org.

FIELD EDUCATION POLICIES AND PROCEDURES

THE FIELD PRACTICUM IN THE CURRICULUM

The field practicum component is a distinctive, integral part of the curriculum and is required of all social work majors. It is complementary to classroom education in that it provides the student with directed learning experiences within service settings which allow opportunities to apply and test content dealing with social work values, ethics, human diversity and populations at risk.

The shared task of field practicum and the rest of the curriculum is assisting students to find the connections between the classroom and the field and the connections between theory and practice. The objective of field practicum is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker.

ADMISSION TO PRACTICUM

- A. 88 semester hours
- B. 2.5 GPA overall
- C. 2.5 GPA in All Social Work Courses
- D. Proof of Field Practicum Liability Insurance
- E. Submission of Practicum Application Materials and Approval of Faculty
- F. Refer to University Catalog for Practicum Courses Prerequisites

PRACTICUM PLACEMENT PROCEDURES

Students who have met curriculum eligibility requirements for Practicum I attend a meeting with the Field Director the semester prior to entering the field. The initial contact is a group meeting where information concerning the field placement process is explained, expectations are outlined and a general time-frame is set. Students have an opportunity to clarify any questions about field practicum.

Placement is based on the individual student's interest, learning goals, needs, agency availability and resources. The student schedules interview appointments with at least three

appropriate agencies. Placement is finalized upon mutual agreement between the Student, the Agency and the Field Director.

At the general meeting, the students will cover information found in the practicum manual. The application material is to be completed within three (3) weeks. The application material will cover: 1) a brief autobiographical statement; 2) a current resume which should outline the student's employment and volunteer experience and highlight courses pertinent to possible practicum site (i.e., workshops, child development courses, etc.); 3) student's statement of expectations of field practicum and educational and professional goals.

Upon receipt of the application, the Field Director schedules an interview with the student to review the application and for further exploration of the student's interests and expectations for practicum.

Based on the interview, the Field Director assists the student in selecting at least three appropriate agencies to visit and interview. Following the student's agency visit and interview, the Field Director, the agency field instructor and/or agency administrator will discuss the visit/interview to finalize student placement for the next semester. A confirmation letter, via email, will be sent to both the Agency and the Student when placement is finalized.

Students new to field practicum will attend an orientation meeting scheduled by the Field Director prior to beginning placement to review reporting responsibilities to the Program and the Agency, to answer questions and to share expectations for practicum, and to discuss a general timetable for the semester.

PRACTICUM ATTENDANCE

1. Minimum Clock Hours: Students are required to complete a minimum of 220 clock hours in their Agency for each of two practicum courses. Students may not accumulate practicum hours before the official beginning of the semester or carry over hours from first practicum to the second, without permission from the Practicum Coordinator. Time spent by students in required, school sponsored meetings (ie. seminar) does not count toward the minimum of 220 hours to be completed in the agency setting. Prior work experiences or other life experiences do no count toward the required hours. Students may not stop practicum work at the agency more than two weeks prior to the official end of the semester, including finals week, regardless of the number of hours accrued.
2. Practicum Schedule: The student=s practicum work schedule is to be set at the beginning of the semester and should be placed on page one of the student=s Educational Contract. The student=s schedule of their practicum hours should be during Aclient hours@ and during time the field instructor is normally scheduled to be at the agency.

It is recommended that students attend practicum two full, eight hour days (Tuesday and Thursday) a week during each of the two semesters. Other schedules are

permitted, with concurrence of the student and field instructor, as long as the student is scheduled for a minimum of four hours on any given day. Therefore, practicum students cannot be scheduled for more than four one-half days a week in the agency.

3. Practicum Absences: Regular attendance is expected. Attendance and punctuality are a reflection of the student's level professionalism and are included in the student's performance evaluations.

Absences due to illness or emergencies are to be made up in a manner prescribed by the agency field instructor. Such makeup work should be completed within the general framework of the Field Educational Contract.

Excessive or unexcused absences are grounds for terminating the placement, or for assigning a failing grade.

4. Social Work Conferences and Meetings: Attendance at social work conferences and meetings falling on field time may be counted as field time at the discretion of the agency field instructor's judgment of the program's learning opportunities for the student. As a professional learning experience, the agency field instructor may expect documentation and discussion of that experience.

5. University Calendar: The practicum schedule follows the University calendar. The students are allowed University holidays falling on field days, e.g., Thanksgiving break, Fall break and Spring break. Students are responsible for preparing the agency field instructor and clients for these absences. The minimum number of 220 on-site clock hours must be satisfied during the semester (holidays do not count towards the required 220 on-site hours).

6. Inclement Weather: Practicum students should become aware of and follow their agency's inclement weather policies and procedures. If on-campus classes at the university are cancelled and the agency is open the student would be expected to attend practicum. If the agency is closed and the university is open for classes the student would not attend practicum that day and no hours would be accrued toward the required minimum number of hours. Students should always use good judgment when evaluating their own situation relative to inclement weather and natural disasters.

COURSE CREDIT

Upon successful completion of SOWK 4984 Practicum I and Seminar and SOWK 4994 Practicum II and Seminar, the student earns eight (8) credit hours. No credit is given for partial completion. No credit is given for life experiences, including prior work experience.

INSURANCE

All students enrolled in field practicum are required to carry a minimum of \$1,000,000.00 of professional liability insurance during the entire period of the practicum. Such insurance is available at favorable rates to student members of NASW. (Applications for NASW insurance may be obtained from the Department of Social Work offices on both the Broken Arrow and Tahlequah campus). However, students may select any insurer of their choosing.

The student is responsible for providing the Field Director evidence of liability insurance at the prescribed level prior to beginning practicum. **No student will be permitted to begin practicum without proof of liability insurance coverage.**

GRADING POLICY

The final grade for practicum and seminar is determined by the faculty liaison. The grade will be based on the student's performance in practicum, as evaluated and recommended by the agency field instructor, and the student's performance in relation to course requirements for integrative seminar. Specific requirements for each course are to be found in the current course syllabus. Grades for Practicum I and Seminar (SOWK 4984) and Practicum II and Seminar (SOWK 4994) will be entered by the faculty liaison with the following grades possible:

(P) PASS - Students receiving a Pass@ (P) grade must meet or exceed the minimum requirements found in the syllabi for the course. The Pass grade indicates hours earned but does not contribute to the GPA.

(F) FAIL - Students who do not meet the minimum requirements for the course found in the syllabus will receive a Fail@ grade. The fail grade is an F@ and is calculated into the GPA.

(U) - In individual situations of students who have not failed the course, but also do not meet the requirements for a Pass@ grade, a U@ grade may be used. The U@ grade is GPA neutral.

(I) INCOMPLETE - A grade of Incomplete may be given when a student has made satisfactory progress and is near completion of the required 220 hours but is unable to complete the hours during the semester because of extended illness or other factors beyond the student's control. The faculty liaison must be given a written plan developed by the student and field instructor for the timely completion of the hours/requirements.

NOTE: Due to the importance of field education and the criticality of practicum and seminar a failing grade (F) or a grade of (U) are taken very seriously by the Social Work Department. Students who receive a fail (F) grade or a (U) grade, and wish to continue in the program, must re-enroll in the practicum and seminar in which the grade was received. Prior to re-enrollment the student must meet with his/her faculty liaison and the field director concerning the issues/problems which resulted in the grade. Based upon the outcome of that conference and a written plan, continuation in the program and re-enrollment in practicum will be approved or disapproved by the Social Work faculty.

GRADE APPEALS

Grades for the field practicum are recommended by the assigned agency field instructor to the faculty field liaison. **The faculty field liaison assigns a grade for the complete field practicum/seminar course.**

The grade assigned by the faculty field liaison is made as the formal grade report to the registrar. In the event that the student does not agree with the final grade assignment, the student should contact the faculty liaison. The student will then be put in contact with the Social Work Program Chairperson. If consultation with the Social Work Chair does not produce a satisfactory outcome, the University Grade Appeals Process is called into effect. This policy reads: "A student may petition a grade change by using the Grade Appeals Process if satisfactory resolution cannot be achieved after consultation with the instructor and/or the Division Chairperson/Dean. The Grade Appeals Process must be formally initiated with a written appeal to the Division Chairperson/Dean within four months following awarding of the original grade."

STUDENT EVALUATIONS

The agency field instructor will conduct a mid-term assessment and a final evaluation at the end of the semester of the student's performance in the field practicum using the Education Contract/Evaluation form in the Form Section of this manual.

Mid-Term Evaluation: The Mid-Term Evaluation, found in the Education Contract/Evaluation (Appendix B), is considered as a progress report and is to be reviewed with the student in order to identify learning deficiencies early enough to allow the student to formulate a plan for improvement. The assessment form can thereby provide a means of identifying areas of professional development made during the semester as well as increasing the student's awareness of areas for development. Any deficiency which is indicative of a serious problem must be reported in writing to the field director through the faculty liaison. When such a report is received, the faculty liaison meets with the agency field instructor and the student.

Final Evaluation: Found in Appendix C, the Final Evaluation is completed by the agency field instructor and student at the end of the semester and is the basis for the recommended final grade in practicum. The student's final grade for the course can not be entered until the faculty liaison receives the completed final evaluation.

If the student disagrees with the final evaluation completed by the agency-based field instructor, the faculty field liaison should be consulted to mediate (see Grade Appeals).

CO-REGISTRATION (BLOCK) PRACTICUM

In very unusual situations and when the nature of an agency's services permits a more intensive schedule, it is possible for a student to co-register in Practicum I and Seminar concurrent with Practicum II and Seminar. This requires the prior approval of the practicum coordinator, the social work faculty and the agency. This arrangement requires that the

Research and Practice II courses be completed before a block practicum can be approved (ie. The student is required to repeat Practicum I and Seminar due to an A-F@ or A-P@ grade).

Students who co-register will be expected to spend at least four (4) days a week in the practicum agency and attend both seminars and complete related assignments. The student must take the initiative by making a written request for approval to co-register. Requests should include the reasons for request and practicum plans.

SUMMER PRACTICUM

Due to limitations of the social work program resources, students will be allowed to enroll for the Practicum II course in the summer only if they will complete graduation requirements the end of the summer term. A request for summer practicum II must be made in writing to the Field Director by April 1, preceding the summer term. The letter should include the reasons why the student needs a summer practicum. Students enrolled in summer practicum spend four (4) days (32 hours) a week in the practicum agency and meet weekly with the faculty field liaison for integrative seminar for a total of 16 hours of seminar. This is the same course time, course content, and supervision students receive during the Fall and Spring semesters.

Students enrolled in summer practicum may, with the consent of the agency and the practicum coordinator, complete some practicum hours during the interim before and after the summer term when the university is not formally in session. Such arrangements are intended to assist in maintaining continuity of service to clients and the agency. Approval is contingent upon the availability of administrative support from the social work department during breaks in the University schedule.

All plans for practicum work which is to be completed outside the university calendar is to be detailed in the Field Education Contract/Evaluation, and reviewed by the Field Director.

PRACTICUM PLACEMENT IN EMPLOYING (WORK-SITE) AGENCY

As a general policy students are not placed in agencies in which they are employed. However, in unusual situations consideration will be given to a work-site placement. In order to protect the educational integrity of the practicum, it is necessary that strict conditions be met and that requests be decided on a case by case basis by the field director and faculty.

Placements which may be approved under this exception to normal procedures will be monitored closely by the assigned faculty liaison and field director. Failure to follow the written agreement will result in a change of the field placement. Only written requests will be considered and all the following criteria must be completely met:

1. The practicum work-site must be physically removed from the student's regular location of employment duties.
2. The agency must provide a qualified field instructor who does not supervise the student in their employment responsibility.

3. The duties and responsibilities of the practicum must be significantly different from the routine duties done in the student's employment with the agency.
4. The volume of responsibilities must be reduced to reflect the placement as a field-learning experience rather than ordinary work load.
5. The schedule of hours designed for the field experience must be clearly delineated and separate from the work hours. Please state if the student will receive a salary for the period of time the student is doing field practicum.
6. The student has a career commitment which could be jeopardized by interruption in service with the current employer.
7. The agency must meet social work program standards for field placement agencies and support its educational mission.
8. The written request must be signed by student's work-site supervisor, field instructor, and student.

FIELD PROBLEM RESOLUTION PROCEDURES

Field problems rarely occur as single events, but are manifested over a period of time sufficient to provide evidence that attention is warranted. Most problems, if identified and acted upon early, can be resolved in a professional manner between the parties involved. Field problems include, but are not limited to:

- Failure to meet standards established in the NSU Social Work Program Student Contract, which includes professional conduct and personal integrity, such as behavior not consistent with the NASW *Code of Ethics*.
- Unsatisfactory practice performance, such as consistent failure to demonstrate effective interpersonal skills or the emotional stability necessary for forming professional helping relationships. Any violation of practicum agency policy that compromises the integrity of the working/learning environment.
- Disagreements and/or personality conflicts in the field setting; inappropriate or disruptive behavior toward clients, colleagues, staff or field faculty.
- Agency problems having a negative impact on the field experience, such as agency personnel going on strike, or agency staff reduction.

Note: Field Instructors and Faculty Liaisons are responsible for documenting any problematic behaviors by a Student, and keeping the Field Director and Faculty Liaison informed of significant concerns.

Thanks to the University of Akron for the use of this information.

Following are the sequential steps of the field problems resolution process:

1. As soon as the problem is identified, the Student will bring it to the attention of the Field Instructor (FI), or the FI will bring it to the attention of the student. Together the FI and the Student will attempt to solve the problem.
2. If the Student and FI are not able to resolve the problem to their mutual satisfaction, both parties will contact the Liaison for consultation, a three-way meeting if needed, and for developing a plan for follow-up. Following notification of the problem, the Liaison should be in direct communication with both the Student and FI within 7 working days and notify the Field Director of the problem.
3. If the problem is still not resolved, the FI, student and Liaison will delineate in writing:
 - A clear definition of the problem
 - The tasks to be performed to resolve the problem
 - The behavioral indicators of resolution
 - A specified time line for task completion
 - A plan for outcome evaluation

Each of the above parties will keep a copy of this plan for their reference. The Liaison will provide a copy of the written problem resolution plan to the Field Director and Student's Academic Advisor.

4. The Student, FI and Liaison will evaluate problem resolution outcomes and provide a written outcome evaluation to the Student, FI, Liaison, Field Director and Academic Advisor.
5. If the problem cannot be resolved satisfactorily for all parties, the Liaison will immediately notify the Field Director and Academic Advisor in writing. The Field Director will respond to the Liaison within 7 working days.
6. The Field Director will determine, in consultation with the Field Education Committee as needed, whether or not other means, such as field reassignment, are available for problem resolution and put this in writing to the Student, FI, Liaison and Academic Advisor.
7. If the problem cannot be resolved by the above means, the Field Director will notify the Program Chair in writing.

8. When the problem involves dispute over the field grade assigned by the Liaison, normal University procedures will be followed as outlined in Grade Appeals (page 11).
9. When the problem involves a question of the Faculty Liaison's performance, the Field Director will immediately refer the matter to the Program Chair.
10. When the field problem involves the Student's unsatisfactory performance, unethical behavior, or any other situation where the Student's continuation in the Field Experience course is in question, the Field Director will refer the matter to the Field Education Committee.
11. When a problem is referred to the Field Education Committee, the Committee will, within 7 working days, review the situation and make a written recommendation to the Program Chair. All parties involved will be given written notification of the Committee's recommendation.
 - The Field Education Committee consists of 3-5 members. It includes the Academic Advisor, Field Director, and a program faculty member(s). At least one faculty member assigned on a campus the student does not attend will be required to be on the committee.
12. If the student disagrees with the Committee's recommendation, the student may submit a written appeal of the recommendation to the School Program Chair within 5 workdays. The Program Chair will make a decision within 7 workdays following receipt of the Committee's recommendation.
13. If the student disagrees with the Program Chair's decision, the student may submit a written appeal to the College of Liberal Arts Dean within 5 workdays. The Dean will review the recommendation by the Field Education Committee and Program Chair and make a decision within 7 workdays following receipt of the appeal. The decision by the Dean is final. Additional appeals are prohibited.
14. A time extension may be requested by all parties involved. The extension must not exceed 7 workdays unless illness or other extraordinary circumstances occur.

CHANGE OF PRACTICUM SITE

Students are expected to remain in the same practicum site for both Practicum I and Practicum II. A change in practicum site will be considered by the faculty when the following have occurred:

1. The student makes a written request to the Field Director to change practicum sites;
 - a) the student outlines specific reasons for making a change in practicum sites;

- b) the Field Director presents the request to the social work faculty for consideration;
 - c) the student is notified by letter of the faculty's decision, or
2. At the Field Instructor/Agency's request.

TERMINATION OF A FIELD PRACTICUM

Due to Illness or Emergency: If students are unable to complete the requirements of the field practicum due to illness or other emergency, they are allowed to withdraw from the course under University policies. Students withdrawing from practicum for any reason are to inform the field instructor, field director and the faculty liaison. The practicum course must be completed in its entirety. No credit is given for partial completion of practicum activities.

Due to Poor Performance or Misconduct: In the event that the field problems resolution process has determined a student's performance so poor that it is judged to endanger the safety and welfare of clients, or if it threatens the integrity of the agency programs, the placement may be terminated prior to the end of the academic term.

Termination of a placement for reason of student deficiency requires the concurrence of the FI and the Field Education Committee.

Students withdrawn from the placement due to poor performance will be graded in accordance with University policy on withdrawal and assigned a grade of "W" or "F" depending on the timing of the decision.

Petition for Re-Enrollment: Students withdrawn due to poor performance may be allowed to re-enroll in a future semester after a formal review of student performance by the social work faculty, with the participation of the agency field instructor. A letter of petition for re-enrollment by the student will be due 30 days prior to the specific semester.

In matters of poor performance, the faculty may recommend to the student a course of study or remediation which, upon completion, will permit the student to petition for re-enrollment. If re-enrollment is denied, the student will be counseled out of the Social Work Program.

The Counseling-out process (refer to student handbook) may be invoked without reference to the student's prior academic performance. It is based wholly upon the student's demonstration of the knowledge, values, skills and ethics deemed fundamental to ethical generalist social work practice.

For matters of misconduct, including ethical violations, any future re-enrollment in the Social Work Program would be contingent upon the student providing evidence to the Social Work Program faculty of substantial change or rehabilitation pertinent to the circumstances

which prompted the counseling out decision. The NSU Social Work Program reserves the right to request outside documentation, including but not limited to diagnostic examinations, police reports, etc.

PRACTICUM EXTENSION DUE TO UNSATISFACTORY PERFORMANCE

No extensions will be considered.

MENTAL HEALTH CASES REQUIRING ADMINISTRATIVE ACTION

Whenever a question arises concerning the physical, emotional or mental fitness of a person to enroll or remain enrolled at Northeastern, the University may require that person, as a condition for admission or retention, to submit whatever diagnostic examinations the University may specify. These examinations must be paid for by the individual examined or by any agency other than Northeastern State University. The University may, at its discretion, temporarily suspend the student pending the outcome of the specified examination. Refusal by the student to submit to the examination or an unfavorable report from the examiner may be cause for denial for admission or retention. In all cases covered by this policy, the University reserves the right to exercise the final judgment with respect to the admission or retention of the person whose fitness has been questioned.

An outline of steps to be taken by administrative staff at the University when confronted by a situation involving students with serious emotional problems is on file in the Office of Student Affairs.

GRIEVANCE PROCEDURES

This institution, in compliance with Title VI of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendment Act of 1972, section 504 of the Rehabilitation Act of 1973, and other Federal Laws and Regulations, does not discriminate on the basis of race, color, or national origin, sex, age, religion, handicap or status as a veteran in any of its policies, practices or procedures. This includes, but is not limited to admissions, employment, financial and educational services. In addition, the University will not tolerate any behavior, verbal or physical conduct by any administrator, supervisor, faculty or staff member which constitutes sexual harassment of a student.

A committee, consisting of faculty members and students, has been created to consider any complaints by students concerning these regulations. An outline of the grievance procedure is on file in the Personnel Office of the University at the Office of Student Affairs. (NSU Student Handbook)

FIELD SAFETY POLICY

Most students entering practicum experience some level of anxiety regarding their skills, abilities and roles. This concern is normal and expected. Students may also have concerns for their personal safety as social work can be a dangerous profession when hostile and violent clients direct their feelings towards a worker or student. Due to the complex nature of client=s problems and the occasional need for students to work evenings and/or visit clients= homes a certain amount of anxiety is to be expected and is considered healthy.

While research indicates that students are rarely a victim of violence while performing practicum duties, it has happened. Violent acts may be in the form of verbal abuse (threats and intimidation), physical assaults, sexual harassment and sexual assault. **Students are therefore advised to exercise caution in the conduct of their roles as practicum students.** If a student feels uncomfortable with an assignment, his/her concerns should be discussed with the field instructor. If not provided by the student's placement agency, the student should request information and training regarding personal safety techniques. Issues regarding risk and personal safety will be discussed during the orientation session for Practicum I students prior to entry into internship. Integrative seminar is also an appropriate forum for the discussion of concerns and methods for reducing risk. While risk cannot be totally eliminated, it can be reduced by awareness, knowledge and safety techniques.

The field education program is concerned about risk to practicum students and wishes to ensure safety of all students while in placement or engaged in internship related activities. To this end the Department engages in the following prevention efforts:

1. Acknowledges that risks to personal safety exist in delivery of social work services.
2. Encourages students to discuss their concerns about the hazards of field education.
3. Supports students when assigned duties or otherwise placed in positions which they feel places them at risk or makes them vulnerable to harm.
4. Provides training and information to students regarding risk and personal safety issues during orientation.
5. Works with agencies to recognize potential risk to students and requires that field placements provide ongoing supervision and instruction to students.
6. Provides faculty liaison support and seminar sessions as a forum for discussion of concerns, provision of information, and mutual support.
7. Provides a structure for the reporting of breaches of safety involving practicum students in the field.

The following procedures should be followed when a breach of safety has occurred:

1. The field instructor and assigned faculty liaison and/or the field director should be advised by the student at any point in time of all concerns regarding personal safety.
2. Any and all incidents of violence or harm experienced by a student while in field education, regardless of the source or perpetrator, should be reported immediately to the appropriate authorities, including but not limited to, field instructor or agency administrator and faculty liaison or Field Director.

2. If medical attention is needed or the involvement of law enforcement is required, the field instructor or agency administrator will immediately arrange for the needed services and contact the Social Work Department as soon as possible.
4. The student will complete any incident reports required by the agency, according to their policies and procedures, and any required by the university.

SEXUAL HARASSMENT

It is the policy of Northeastern State University and the field education component of the Social Work Department that sexual harassment of students in any form will not be tolerated nor condoned in field placement or practicum related activities.

Sexual harassment includes, but is not limited to rape (including >date or acquaintance= rape), sexual assault or sexual harassment. In instances where University policy prohibiting sexual misconduct has been violated, the University will pursue disciplinary action. Students may elect to pursue the concern through the state criminal justice system as well as the University's student conduct system. If the University has reason to believe that sexual misconduct has occurred, the University's sanctions may include warnings, probation, restrictions, suspension or expulsion. Sexual assault is defined as having sexual contact or sexual intercourse with another person without the consent of that person.

Consent is defined as positive cooperation due to an exercise of free will. Persons consenting must act freely, voluntarily and have knowledge of the act or transaction involved. Consent will not be implied from silence, passivity nor from a state of intoxication or unconsciousness. Lack of consent is implied if the victim is incapable of giving consent because of mental, developmental, or physical ability, or lack of legal age in giving consent. Lack of consent is implied if the threat of violence is used or due to an imbalance of power held by the perpetrator over the victim.

Any student who believes she/he is being or has been sexually harassed while in the conduct of practicum related activities by a client or by any person outside the practicum agency should immediately notify the field instructor or agency administrator and the faculty liaison or Field Director.

Any student who believes she/he is being or has been sexually harassed by a field instructor or any other staff member or agency employee should notify the faculty liaison and/or the Field Director immediately. The Social Work Department will initiate appropriate action to protect the student and assist the student to deal with any negative repercussions. For further information regarding their rights and responsibilities students are referred to the Sexual Assault Policy and Sexual Harassment and Assault Grievance Procedures in the Northeastern State University Catalog.

DRUG AND ALCOHOL POLICY

Practicum students are to be familiar with the Drug and Alcohol Abuse Prevention

Policy of Northeastern State University and the health risks associated with the use of drugs and the abuse of alcohol, found in the NSU Catalog. Further, it is the responsibility of the practicum student to familiarize themselves with the policies of their practicum agency related to the possession or use (or being under the influence) of drugs and/or alcohol while at the agency or functioning in any role related to the practicum agency.

The use of alcohol and other drugs represents a serious threat to health, safety, and to the quality of life. It has also many ethical and practice ramifications for the practicum student and may impact the quality of services to the client and the integrity of the social work profession.

Therefore, the possession or use of alcohol of illicit drugs during practicum or being under the influence of any substance while on duty as a practicum student is strictly forbidden. A field instructor suspecting a violation of this policy should send or take the student home immediately and notify the Social Work Department Field Director or the student's faculty liaison at once. Field instructors may also choose to report the incident to law enforcement and/or agency administration. Social work faculty will follow university policies and procedures when responding to a report by a field instructor or agency representative. Possible sanctions against a practicum student who violates this policy will include those outlined in the NSU Catalog. Other appropriate corrective actions and referrals may be made by the Social Work Department.

AFFIRMATIVE ACTION/EEO POLICY STATEMENT

The Administration of Northeastern State University strongly supports the fundamental belief and commitment to the principles of equality and opportunity for all people.

This institution, in compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, Section 402 of the Readjustment Assistance Act of 1974, Americans with Disabilities Act of 1990 and other Federal Laws and Regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, or status as a veteran in any of its policies, practices, or procedures. This includes but is not limited to admissions, employment, financial aid, and educational services.

To stimulate efforts toward increasing involvement of persons whose minority status might have denied them previous opportunity in this academic community, the university has developed and revises periodically an Affirmative Action Plan. Northeastern's Affirmative Action Plan governs efforts related to selection, placement, training, and promotion of all employees with respect to personnel actions, such as compensation, reassignments, in-service training, tuition, or other professional growth subsidies and termination. The continual thrust of the university's plan is to employ and retain individuals who are members of a minority groups which may be or become under-utilized in the total employment force. However, the primary criterion for employment shall be the ability of the employees to perform the work. Every member of management is responsible for insuring his/her department's compliance

with the university's commitments and policies. Overall monitoring responsibility for Northeastern's Affirmative Action Program and 504 Compliance has been assigned to the Affirmative Action Officer.

Employees should contact the Compliance Office immediately if they feel that any of these policies have been violated.

AMERICAN DISABILITIES ACT - NSU POLICY

Northeastern State University is committed to providing access to the university for all individuals with disabilities. Student Affairs works to ensure a climate of understanding, access and awareness of students with disabilities, rights and interests of students with disabilities. All efforts are directed toward the full integration of each student into all aspects of university life.

Under university policy, federal and state laws, qualified students with disabilities are entitled to reasonable accommodation that will allow them access to programs, jobs, services and activities unless the accommodation would pose an undue hardship on the institution.

It is the students' responsibility to request assistance under the Americans with Disabilities Act (1990) through the office of Student Affairs prior to enrollment or at the start of a new semester. Students must meet the federal requirements under the Americans with Disabilities Act (1990) to have a qualified disability which are as follows: A cognitive, physical, or emotional impairment that substantially limits one or more major life activities such as working or learning.

Students must also be able to provide valid documentation from an appropriate professional or agency that (1) states the disability(ies) and methods used to arrive at diagnosis, (2) describes the diagnostic criteria and/or instruments used, (3) and in the case of a learning disability ADD, or ADHS, is reasonably current and describes the current functional limitations. Finally, any student requesting accommodation must submit a written request to the Office of Student Affairs. This procedure can be found in its entirety in that office.

Faculty are expected to make reasonable accommodations for students with qualified disabilities and shall notify students of this policy through their course syllabi with the following statement: If any member of the class feels that he/she has a disability and needs special accommodations, please advise the instructor of such disability at the first class attended.

It is the responsibility of each student with a disability to notify the University of such disability and to make a request for an accommodation prior to enrollment. Requests should be filed through the Office of Student Affairs. If a student informs the faculty member at the beginning of the semester of a disability and a mutually acceptable arrangement can be made at that point no further action is required. If desirable the faculty member can refer the student to the Office of Student Affairs which will verify the need for an accommodation and will communicate its recommendations to the course instructor.

ORGANIZATIONAL STRUCTURE AND GENERAL RESPONSIBILITIES

Collaboration among the students, social work program, faculty and placement agencies must take place for competent completion of practicum course requirements. This section describes a system of mutual accountability for the field practicum. The roles and responsibilities of each participant are defined in order to accomplish the overall objectives of the field practicum process.

SOCIAL WORK DEPARTMENT

The Social Work Department has the primary responsibility for the organization, implementation, and evaluation of the Field Practicum as stated by the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards. The baccalaureate practicum has historically provided the student with the opportunity for:

1. The development of an awareness of self in the process of intervention.
2. Supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely.
3. Use of oral and written professional communications that are consistent with the language of the practicum setting and of the profession.
4. Use of professional supervision to enhance learning.
5. Critical assessment, implementation, and evaluation of agency policy within ethical guidelines.

SOCIAL WORK DEPARTMENT CHAIR

The Chair of the Social Work Program can be expected to:

1. coordinate the educational activities of the Social Work Department including Field Practicum;
2. maintain liaison with the **Social Work Advisory Board** as it affects the procedures and direction of the Field Practicum;

3. maintain administrative linkage with the College of Social and Behavioral Sciences and the University in securing the commitments and resources needed for effective field education in social work.

FIELD DIRECTOR

The Field Director is the direct administrator of the Field Practicum and responsible for the compliance with CSWE. The Field Director can be expected to:

1. develop policies and procedures for the field practicum and make recommendations to the social work faculty for approval;
2. recruit field practicum agencies and field instructors;
3. assign a faculty member to serve as liaison between the Social Work Department and each field agency;
4. maintain a file of current information about agencies, field instructors, students in the field practicum, and student eligibility for field practicum;
5. assure that students, agencies and field instructors have current copies of the field practicum manual, course syllabi, and other relevant materials;
6. provide training for field instructors each semester as well as specialized training for non-B.S.W and M.S.W. instructors;
7. provide opportunities to participants for evaluation of the field practicum;
8. plan and coordinate a Fall semester Practicum education seminar for the field instructors;
9. assist the Social Work Chairperson with student orientation in respect to practicum requirements;
10. establish and maintain a continuing avenue for exchange of information with practicum participants.

FACULTY LIAISON

The faculty liaison represents the Social Work Department to the agency. The liaison's basic responsibility is to monitor the student's progress in practicum by assisting the agency field instructor and student in meeting field educational objectives. The faculty liaison is expected to:

1. initiate early contact with agency field instructor and student in order to clearly

- communicate availability and role as educational resource;
2. consult with agency field instructor and student in developing and implementing the Field Educational Contract/Evaluation;
 3. conduct liaison visits to practicum setting twice each semester (one visit may be a phone contact and one must be on-site) (two visits per semester for students in block practicum) in order to:
 - a. communicate the goals, objectives and policies of the practicum program to field agencies;
 - b. provide feedback to the Field Director;
 - c. assess the ongoing educational needs of the student through practicum seminars;
 - d. become aware of the educational opportunities within the practicum setting;
 - e. provide consultation to the agency field instructors regarding field instruction techniques and the educational background of the student;
 4. schedule, coordinate and implement the content of integrative seminars;
 5. confer with agency field instructors as needed to monitor and evaluate student progress in the field;
 6. assume primary responsibility for problem-solving and conflict resolution as needs arise in placements;
 7. assign final grade for field practicum/integrative seminar requirements in collaboration with the agency field instructor;
 8. respond to requests from agency field instructors for information and assistance;
 9. make recommendations to Field Director regarding continuing participation of agencies and agency field instructors in the practicum.
 10. are responsible for documenting any problematic behaviors by a Student, and keeping the Field Director informed of significant concerns.

THE AGENCY

The agency's basic responsibility is to provide conditions in the agency that are conducive to the achievement of field educational objectives. The agency is expected to carry

out the following responsibilities:

1. demonstrate a commitment to social work practice and social work education;
2. accept students without regard to age, race, gender, sexual orientation, ethnicity or religion;
3. provide a qualified agency field instructor to serve for the duration of student placement;
4. provide sufficient time and resources to the agency field instructor so the field instruction responsibilities with the student and the Social Work Department can be carried out;
5. provide the student with resources necessary to achieve learning assignments such as adequate work space, clerical support, access to relevant agency records and documents, and travel reimbursement (if possible) on authorized activity;
6. provide the relevant learning experiences necessary for the achievement of field educational objectives;
7. adopt an educational stance toward the student, viewing the student as a learner and a developing professional, rather than an apprentice and not assign inappropriate tasks;
8. provide important and timely information to the Social Work Department such as a written description of agency services and learning opportunities for students and updates on policy and departmental changes affecting field practicum.

CRITERIA FOR SELECTION OF FIELD PRACTICUM AGENCIES

The Field Director will have primary responsibility for assuring that field agencies utilized by the NSU Social Work Department have met and can maintain the necessary standards.

Recommendations for adding or deleting field agencies may come from students, agency staff, Advisory Board members, or Social Work faculty. A recommendation for additional agencies begins with the completion of the Field Practicum Agency Description Form which is submitted to the Field Director.

The selection of the field placement agencies will include an assessment of the following:

1. adherence to standards of professional social work practice;
2. adherence to nondiscrimination and affirmative action policies regarding minorities and women;

3. the agency's capacity to provide learning experiences in direct services and to support the beginning level of generalist social work;
4. availability of regularly scheduled supervision with a qualified field instructor;
5. availability of adequate physical facilities for the student;
6. the agency's commitment to the educational function of social work practicum and acceptance of education as the primary goal of practicum;
7. the agency's ability to provide experiences for the student which increase his/her awareness of cultural diversity.

THE AGENCY FIELD INSTRUCTOR

The agency field instructor is the agency's representative to the social work department. The Field Director, in conjunction with the agency, selects the agency field instructor. The agency field instructor assumes the responsibility of serving as the student's primary field learning resource.

A preceptor may be assigned in rare situations where the field instructor is not in the practicum agency full time (Example: works out of a regional office and student is placed in a county office and is supervised by a local person, in the field instructor's absence.) Preceptors must meet the same standards and training requirements that are expected of field instructors.

The field instructor and preceptor (if any) are expected to:

1. orient the student to the agency, its policies and procedures, staff and field instruction staff;
2. develop and implement the Field Educational Contract/Evaluation in close collaboration with the student for ongoing use;
3. assume overall responsibility for the student's educational experience in the agency and coordinate any experience delegated to other staff members;
4. schedule weekly supervisory conferences with the student to assess progress and address issues relevant to social work education within the agency;
5. provide the student with ongoing feedback about his/her performance and if unsatisfactory performance occurs, the agency field instructor is to inform the faculty field liaison as soon as possible and document;
6. support the student's initiative, when needed, in gaining access to other learning experiences and resources in the agency and professional community;

7. assure that the student meets minimum time requirements (220 hours/practicum) in the agency;
8. maintain an ongoing evaluation of the student's progress and complete written Mid-term Assessment and a Final Evaluation of the student;
9. confer with faculty liaison for mutual planning, review, and evaluation of the field experience;
10. participate in the ongoing evaluation of the Social Work program;
11. remain in written and verbal contact with the Social Work Department regarding student progress or problems, attend meetings and conferences related to practicum implementation as appropriate, including field education/training meetings, and agency fairs;
12. provide information to the school to assist in the future use of the placement, including the field instructor's interest in continuing services as a field instructor.
13. are responsible for documenting any problematic behaviors by a Student, and keeping the Field Director and Liaison informed of significant concerns.

CRITERIA FOR SELECTION OF FIELD INSTRUCTORS

Field Instructors are the agency professionals who have on-site responsibility for the design and supervision of student activities in the practicum. The selection of agency-based Field Instructors is of crucial importance to the success of the practicum program. The following criteria have been developed for appointment as an NSU Social Work Field Instructor:

1. Education: preference is given to prospective field instructors who hold a CSWE accredited baccalaureate (BSW) or a masters of social work degree (MSW). In some cases, agency field instructors without social work degrees may be appointed if they possess applicable social work knowledge, values, skills, and ethics and when there are no academically trained social workers available in comparable settings. In such cases, preference is given to field instructors with graduate education in a related human services discipline. In these instances, the social work faculty will provide additional involvement to reinforce a social work perspective.
2. Experience: Generally agency field instructors will be required to have two years of post MSW or BSW experience or two years of supervised practice in human services as a condition of appointment. The prospective agency field instructor must give evidence of continued professional growth and development via professional reading, workshops, classes and related programs of on-going professional development

(including DHS/DMH workshops, NASW, etc.) by providing an updated resume.

3. **Personal Qualities:** The prospective agency Field Instructors must have a demonstrated capacity for professional supervision, an understanding of the educational mission of the Social Work Department, and an expressed interest and willingness to accept the Field Instructor's role and responsibilities. Agency field instructors should have the capacity for analytical thought, the ability to develop creative and individualized learning experiences for students, and a solid understanding of the agency and community in which they practice.
4. **Appointment Procedures:** Formal appointment as Adjunct Instructors in Social Work is made each semester by the Dean of the College of Social and Behavioral Sciences. The names of field instructors supervising students are then forwarded each semester to the Dean for a letter of appointment. Students and faculty liaisons submit written evaluation on the placement agency and field instructor at the end of the students' placement (see evaluation forms in the Forms section of this manual).

REQUIREMENTS FOR PRACTICUM PLACEMENTS LACKING M.S.W. OR B.S.W. SUPERVISION

1. At the beginning of each semester an orientation meeting will be held for all students entering Practicum I. Agenda items include a review of basic social work concepts and methods, important dates for the semester, what to expect at the practicum agency, course expectations, personal safety, etc. Additionally, part of the orientation session will also be devoted to students placed in agencies where there is no MSW or BSW supervision. Students will receive information specific to being supervised by an individual who does not hold a social work degree and values and ethics as they relate to professional social work supervision.
2. Agency field instructors in those agencies supervising students without a social work degree are expected to attend a meeting prior to the beginning of each semester to learn more about the social work program and how to work with beginning level generalist social work students. In addition all practicum instructors who do not hold social work degrees will be asked to attend a field instructors meeting each year to receive training for working with and supervising B.S.W. students. Each practicum instructor will be visited once during a semester by the faculty liaison. In this way, practicum instructors receive ongoing training and support, especially those who do not hold social work degrees.

THE STUDENT

The student's basic responsibility is for his/her own learning in the field agency and for the ongoing development of his/her social work practice. The student's responsibilities are:

1. to become familiar with and complete in a timely fashion the practicum process (the policies and procedures as stated in this practicum manual);

2. to become familiar with the field agency, its structure, functions, policies, procedures and resources;
3. to responsibly participate in the development of the Field Educational /Evaluation (see Forms section);
4. to fulfill competencies and practice behaviors delineated in the Field Educational Contract/Evaluation;
5. to participate in a supervisory relationship with the agency field instructor in which self-assessment and openness to evaluation are an integral ongoing process;
6. to participate in all relevant and appropriate training activities offered by the agency (attend meetings as requested);
7. to maintain communication with agency field instructor, faculty field liaison and/or Field Director regarding issues which may arise in the practicum;
8. to participate in the integrative seminars and scheduled meetings which support the practicum experience, to be prepared to discuss practice issues with the agency's field instructor and at integrative seminars, to complete all practicum assignments and to conduct her/himself in a professional manner;
9. to notify the faculty field liaison of any difficulties encountered which may interfere with meeting practicum objectives;
10. to actively participate in the formal mid-term assessment process and in the evaluation process at the end of the semester;
11. to comply with agency policies regarding dress code, attendance, conduct, etc.;
12. to complete all required evaluation forms, including evaluations of the overall practicum experiences, the agency Field Instructor and the Faculty Liaison activities;
13. to conduct her/himself in a professional manner consistent with the NASW Code of Ethics, the NSU Social Work Program Student Contract and in the best interests of the clients.

SUMMARY OF STUDENT TASKS SECURING ADMISSION TO PRACTICUM (Refer to Practicum Admission Checklist in the forms section of this manual)

Securing Admission to Practicum:

1. Attend informational meeting conducted by the Field Director for Practice I students.

2. Download a Field Practicum Manual from department website.
3. Complete Application Form (see Forms section) and resume.
4. Apply for NASW membership.
5. Participate in individual conference with the Field Director.
6. Provide proof of liability insurance.

After admission to field education:

1. Schedule and conduct three agency interviews.
2. Send "thank you" letters.
3. Select two agencies (see Practicum Selection form).
4. Notify Field Director of interview results.
5. Receive formal notice of placement via email.

Pre-placement Tasks:

1. Secure copy of Field Practicum Textbook.
2. Complete pre-placement assignment from textbook (if required).
3. Attend mandatory practicum orientation
4. Attend meeting of students who do not have B.S.W and M.S.W. field instructors.

Required tasks for 1st week of placement:

1. Complete Memorandum of Agreement (See Forms section).
2. Complete Educational Contract/Evaluation (See Forms section).

GOAL FOR PRACTICUM

The field practicum affords the student the opportunity to integrate and apply the knowledge, values, skills and ethics of the ten core competencies integrated throughout the curriculum. The student completes a minimum of 220 hours at a human services agency while being supervised by the agency field instructor who guides the students learning experiences and provides beginning level generalist social work practice experiences that will enable personal and professional growth. The practicum along with the integrative seminar allows for the application of classroom learning in the field setting. The student will complete assignments that will encourage professional use of self, use of critical thinking skills to assess, implement and evaluate agency policy within ethical guidelines. Students will be provided the opportunity to experience diversity, including **Native American** populations.

Revised 8/10

**NORTHEASTERN STATE UNIVERSITY
College of Social and Behavioral Sciences**

**BACHELOR OF SOCIAL WORK (BSW) DEGREE
Checklist of Practicum Admission Requirements
for
Practicum I Students**

During the final two consecutive semesters students will enroll in Practicum I and Seminar and Practicum II and Seminar. Each semester students will be in their field placement a minimum of 220 hours. Field education is a significant component of the Social Work curriculum and must be taken by all Social Work majors.

The following checklist is a method to be used by all students entering Practicum I to monitor the time frames and steps in the practicum application process. The checklist is updated continually and is to be brought to all conferences with the Field Director. This is an important, as failure to follow the proper procedures, within the required time frames, MAY RESULT IN INABILITY TO ENROLL IN PRACTICUM AND TO GRADUATE AS PLANNED. When completed, this form will be filed in the student’s portfolio. If you are not able to check all of the following requirements and prerequisites, you are not able to move on with the practicum application process.

- REQUIREMENTS: _____ Minimum of 88 semester hours
 _____ Admission into the BSW major
 _____ 2.5 Graduate/Retention GPA
 _____ 2.5 GPA in Social Work courses.
- PREREQUISITE: _____ Practice I-SOWK 3953

- | | | |
|----|---|-----------------------|
| I. | Securing Admission to Practicum | <u>Date Completed</u> |
| 1. | ATTEND THE INFORMATIONAL MEETING CONDUCTED BY THE FIELD DIRECTOR early in the semester prior to beginning practicum. This meeting is usually scheduled during Practice I class time. Application procedures, expectations and time frames will be discussed | |
| 2. | DOWNLOAD A FIELD PRACTICUM MANUAL from the Program website..... | |
| 3. | By the deadline of _____ APPLY FOR ADMISSION INTO FIELD PRACTICUM. Submit a typed:
_____Application Form
_____Resume | |

DATE COMPLETED

4. APPLY FOR NASW STUDENT MEMBERSHIP
(Application may be found at www.socialworkers.org)
5. SCHEDULE INTERVIEW WITH FIELD
DIRECTOR by deadline of _____
6. PURCHASE LIABILITY INSURANCE FROM NASW.
Minimum of \$1,000,000.00. DO THIS AS SOON AS
POSSIBLE (See step #7).....
7. PROVIDE PROOF OF LIABILITY INSURANCE
TO THE FIELD DIRECTOR by the start of the semester. Students who have
not provided proof of Insurance by the due date
WILL NOT BE ALLOWED TO BEGIN FIELD
PRACTICUM, NO EXCEPTIONS!

II. Procedures After Being Admitted

1. SCHEDULE AND CONDUCT THREE AGENCY VISITS.
Give the agency representative a copy of your resume,
including three references. Have agency instructor sign the
practicum selection form
2. SEND "THANK YOU" LETTER or acknowledgment
to agencies with which you interviewed
3. SELECT TWO AGENCIES in which you would like
to do your placement and complete the Practicum
Selection Form
4. COMMUNICATE THE RESULTS OF THE INTERVIEWS
and your placement preference to the Field Director
5. RECEIVE FORMAL NOTICE OF YOUR PLACEMENT
from the Field Director
6. After receiving the notice of placement contact the field
instructor to thank him/her and to discuss the date you will
report and any required pre-placement activities you need
to complete

III. REQUIRED PREPLACEMENT ASSIGNMENTS AND ACTIVITIES

- 1. SECURE A COPY OF THE REQUIRED PRACTICUM TEXT BOOK: Field Instruction, A Guide for Social Work Students, 6th edition, by Royse, Dhooper and Rompf, c.2007.....
- 2. COMPLETE ASSIGNMENT OVER THE MATERIAL IN THE TEXT BOOK. (See handout that details the assignment).....
- 3. ATTEND MANDATORY PRACTICUM ORIENTATION ON _____ (Hours may vary from semester to semester).....
- 4. ATTEND THE MEETING OF STUDENTS WHO DO NOT HAVE AN MSW or BSW field instructor, the last unit of the orientation session.....

IV. REQUIRED ACTIVITIES DURING THE FIRST WEEK OF PRACTICUM.

The following tasks are to be completed during the first week of practicum and turned in to the Field Director or your faculty liaison at the second week Seminar.

FAILURE TO COMPLETE THESE ACTIVITIES IN A TIMELY MANNER COULD EFFECT YOUR FINAL GRADE IN PRACTICUM I.

- 1. COMPLETE THE MEMORANDUM OF AGREEMENT AND CONFIDENTIALITY STATEMENT, secure necessary signatures and provide a copy to the Field Director by week two
- 2. In collaboration with your field instructor COMPLETE THE EDUCATIONAL CONTRACT and distribute copies according to the instructions on the form by week three

You are ready to focus more specifically on the learning objectives, activities, and outcomes found in the course syllabus and your individualized Educational Contract. Refer regularly to these documents to assure maximum benefit from practicum. Utilize the supervision available from your field instructor and the consultation of your faculty liaison. BEST WISHES FOR A SUCCESSFUL PRACTICUM EXPERIENCE.

Contact the Social Work Field Director at office SH 322 or telephone (918)444-3531 with additional questions.

PRACTICUM APPLICATION

STUDENT NAME: _____

ADDRESS: _____

EMAIL: _____ PHONE: _____

SSN: _____ ADVISOR: _____

INFORMATION NEEDED FOR APPLICATION TO PRACTICUM INVOLVES THE FOLLOWING MATERIAL. IT MUST BE TYPED AND PROFESSIONAL IN APPEARANCE. LENGTH IS DISCRETIONARY BUT MUST BE COMPLETE, AS WELL AS COMPREHENSIVE.

WRITE AN AUTOBIOGRAPHICAL STATEMENT:

WHAT DO YOU EXPECT OF YOUR PRACTICUM PLACEMENT?

DISCUSS BOTH YOUR SHORT AND LONG RANGE EDUCATIONAL AND PROFESSIONAL GOALS:

ATTACH A CURRENT RESUME

PRACTICUM SELECTION FORM

Student Name: _____ **Contact #:** _____

PROCEDURES

The following procedures are required of all students preparing to enter the Social Work Practicum at Northeastern State University.

1. You are to contact prospective agencies in which you are interested for an appointment for an interview regarding a potential practicum. You are to conduct three (3) interviews with three (3) different agencies. Have a copy of your resume and three references with you. *Take this sheet to each interview for signatures!*
3. Complete the preference section below and return to the field director on or before the due date: _____.
4. Confirmation of acceptance will be made by the field director, with the agency field instructor. The student will receive a confirmation letter.
5. Send "thank you" letters to all agencies with which you interview. *****

The school maintains a list of current practicum agencies. If you request an agency not on this list, you will be responsible for completing the Agency Information Form & Field Instructor Form during your interview with the prospective agency. The agency will be reviewed for suitable criteria. After review by the field director, you will be notified, via letter, of approval or denial.

AGENCY INTERVIEWS

1. AGENCY _____ PHONE _____

PRINT NAME & CREDENTIALS: _____

2. AGENCY _____ PHONE _____

PRINT NAME & CREDENTIALS: _____

3. AGENCY _____ PHONE _____

PRINT NAME & CREDENTIALS: _____

STUDENT PREFERENCES

1ST _____

2ND _____

NOTE: Many agencies require pre-placement activities to be completed (i.e. back-ground checks, orientation, personnel forms, drug test, etc.). Students should inquire about the agencies expectations at the time of interview.

**NORTHEASTERN STATE UNIVERSITY
SOCIAL WORK PROGRAM
FIELD PRACTICUM AGENCY DESCRIPTION**

AGENCY NAME _____

CITY _____ COUNTY _____

STREET ADDRESS _____

MAILING ADDRESS _____

AGENCY WEBSITE _____

TELEPHONE () _____

AGENCY DIRECTOR _____

FIELD INSTRUCTOR _____

SOCIAL WORKER ____ YES ____ NO HIGHEST DEGREE _____ YEAR _____

YEARS EXPERIENCE _____ YEARS THIS POSITION _____

OTHER CREDENTIALS _____

SERVICES PROVIDED AND CLIENT DESCRIPTION _____

HANDICAPPED ACCESSIBLE ____ YES ____ NO ON CALL ____ YES ____ NO ____

REQUIRED WORK DAYS _____ REQUIRED HOURS _____

IS STUDENT REQUIRED TO PROVIDE TRANSPORTATION ____ YES ____ NO

MILEAGE PAID BY AGENCY ____ YES ____ NO ____

STUDENT CHARACTERISTICS DESIRED _____

Date Completed: _____

NSU SOCIAL WORK PROGRAM
FIELD INSTRUCTOR AND FIELD PRECEPTOR PROFILE

NAME _____

AGENCY _____

EMAIL _____

ADDRESS _____

TELEPHONE _____

JOB DESCRIPTION _____

EDUCATION:

<u>SCHOOL</u>	<u>DEGREE</u>	<u>DATE</u>	<u>MAJOR</u>
_____	_____	_____	_____
_____	_____	_____	_____

Social Work Licensure (level and number): _____ Date _____

Other: _____

PROFESSIONAL EXPERIENCE:

<u>PLACE</u>	<u>DATES</u>	<u>POSITION</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Years of field instructor experience at present agency _____

If at other agencies, please list: _____

Other supervisory experience, please list: _____

Date Completed: _____

Please attach a current resume with this form and return to the field director. Fax number for Tahlequah campus, 918-458-2346.

**NORTHEASTERN STATE UNIVERSITY
SOCIAL WORK DEPARTMENT
TAHLEQUAH, OKLAHOMA**

MEMORANDUM OF AGREEMENT

The Social Work Department at Northeastern State University and (Agency name) _____ jointly agree to the following conditions for the purpose of providing a Social Work field practicum course for (Student name) _____. This agreement will be in effect for the student's enrollment in the Social Work field practicum course, 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 NSU Social Work Field Practicum 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.

Date _____

AGENCY APPROVALS

Signatures: _____ Agency Administrator
_____ Field Instructor

DEPARTMENT APPROVALS

Signatures: _____ Faculty Liaison
_____ Field Director

STUDENT'S CONFIDENTIALITY STATEMENT

I have read the Confidentiality Section of the Field Practicum Manual and am familiar with the NASW Code of Ethics found in the Appendix of the manual. I agree to uphold the ethical guidelines for social work practice as set forth in the NASW Code of Ethics and on behalf of the agency providing my field placement, and professional practice, I will respect the privacy of clients and hold in confidence information obtained in the course of professional service.

Signature _____ Date _____

FIELD PRACTICUM ASSESSMENT

STUDENT: _____

AGENCY NAME: _____

FIELD INSTRUCTOR: _____

FACULTY FIELD LIAISON: _____

INSTRUCTIONS: This Field Practicum Assessment form is completed by the student at the end of Practicum II, after their Performance Evaluation has been completed and grade assigned. The form is given to the faculty liaison who will review and give to the Practicum coordinator. Students are encouraged to share their evaluation of the practicum with the field instructor, however, this is optional. If a student does not want their evaluation shared with the agency or field instructor (upon request) by the university please explain in the space provided.

Using the following scale, please rate each of the items below:

5= Excellent 4= Good 3= Fair 2= Poor 1= Unacceptable N/A= Not Acceptable

SETTING

1. Exposure to professional social work practice: _____
2. Orientation to agency policy and procedures: _____
3. Opportunities to meet educational goals: _____
4. Agency commitment to social work education: _____
5. Agency willingness to involve students in many aspects of agency functioning : _____
6. Provision of space needed for assigned tasks: _____
7. Suitability of physical environment to learning: _____

SUPERVISION

8. Availability of supervisor on scheduled basis: _____
9. Availability of supervisor "as needed": _____
10. Appropriateness of assigned tasks to student level: _____
11. Assignments appropriate to educational goals: _____
12. Supervisor involvement in setting educational goals: _____
13. Supervisor ability to evaluate strengths and weaknesses: _____
14. Supervisor willingness to mediate between student and agency as needed: _____
15. Supervisor ability to encourage self directed practice: _____
16. Supervisor assistance in teaching self evaluation: _____
17. Supervisor commitment to social work education: _____
18. Supervisor knowledge and practice skills: _____
19. Supervisor ability to assist in integrating theory and practice: _____
20. OVERALL EVALUATION OF PRACTICUM EXPERIENCE: _____

STRENGTHS OF THIS SETTING

WEAKNESS OF THIS SETTING

STUDENT SIGNATURE _____ DATE: _____

Do you wish to give permission for this assessment to be shared with the field instructor or agency if requested/needed?

___ Yes
___ No Explain:

NORTHEASTERN STATE UNIVERSITY
Social Work Department

LIAISON FEEDBACK REGARDING PRACTICUM PLACEMENT

Agency: _____

Field Instructor: _____

Semester: _____ Fall _____ Spring _____ Summer Year: _____

No. of Students in Placement: _____ Practicum I _____ Practicum II _____ Block _____

1. Number of site visits during the semester:

None _____ One _____ Two _____ More than two _____

2. Other contacts made with the field instructor or other agency personnel (including telephone)?

Who initiated the contacts? You _____ Agency _____ Students _____

3. Did the agency provide the following?

Orientation to agency and expectations	YES	NO
In-service training _____	YES	NO
Other types of training _____	YES	NO
Staff meetings _____	YES	NO
Proper physical environment/resources _____	YES	NO
Adequate security _____	YES	NO
Relevant learning experience _____	YES	NO
Communication/teamwork with Department	<u>YES</u>	NO

Identify any specific strengths and/or problems:

4. Did the field instructor provide the following?

Participation in the development of the Student's Educational Contract _____	YES	NO
Weekly scheduled individual supervisory conference and others as needed _____	YES	NO
On-going feedback to student _____	YES	NO
Positive social work role model _____	YES	NO
Sufficient caseload and variety of assignments	YES	NO

Identify any specific strengths and/or problems:

5. Did the student(s) identify specific problems with the agency or field instructor?
Yes _____ No _____

If yes, please comment:

6. Would you recommend use of this agency and/or field instructor next semester?

Yes _____ No _____

If no, please explain:

7. Specific feedback for the agency and/or field instructor:

Liaison Signature: _____

Date: _____

**STUDENT AND FIELD INSTRUCTOR EVALUATION OF
SOCIAL WORK DEPARTMENT FIELD LIAISON**

STUDENT _____ FACULTY LIAISON _____

AGENCY NAME _____ AGENCY FI _____

DATE _____

Using the following scale, please rate each of the items below:

5= Excellent 4= Good 3= Fair 2= Poor 1= Unacceptable N/A= Not Acceptable

Field Instructor completes the following:

1. The faculty field liaison made regular visits to the agency
(1 per semester/2 per BLOCK): _____
2. The faculty field liaison was knowledgeable about the agency: _____
3. The faculty field liaison was effective in working
with the agency-based field instructor: _____
4. The faculty field liaison was knowledgeable about
current practice and issues relevant to this agency: _____
5. The faculty field liaison was effective in assisting
with goal setting, tasks, and problems: _____
6. Overall evaluation of faculty field liaison in
regard to work with the agency: _____

Student completes the following regarding Integrative Seminar:

7. Seminar sessions held regularly as scheduled: _____
8. The instructor clearly presented goals and processes of the seminar: _____
9. The seminar sessions were useful in relating course-
work to the field setting: _____
10. The seminar sessions provided an opportunity to learn
from the experiences of other students in their placements: _____
11. Overall evaluation of the Integrative Seminar: _____
(RETURN TO FIELD DIRECTOR)

DAILY STUDENT LOG

NAME: _____ DATE: _____

AGENCY/ADDRESS: _____

PRACTICUM HOURS ON THIS DATE: _____

FIELD INSTRUCTOR

Check activities in which you participated during the day/time in practicum:

- | | |
|--------------------------------|--------------------------------------|
| _____ Observations | _____ Visit with clients |
| _____ Reading general material | _____ Other visits |
| _____ Reading cases | _____ Office contacts w/clients |
| _____ Conference w/supervisor | _____ Other office contacts |
| _____ Other conferences | _____ Letters |
| _____ Telephone calls | _____ Recording |
| _____ Transported | _____ Other activities (please list) |

SUMMARIZE ACTIVITIES that aided in the development of your skills and knowledge as a developing social work practitioner. Discuss FEELINGS or personal reactions to situations you encountered during the day and VALUES, both personal and professional, that were taken into consideration during the day. INTEGRATE THEORY AND PRACTICE by relating the days experiences to what you have been learning in class. Use the back of the page if necessary.

**FACULTY LIAISON
AGENCY VISIT CHECKLIST**

Student Name

Agency/Field Instructor

Semester

INITIAL AGENCY VISIT: Date/Time of visit _____

	YES	NO
Was the student present for the visit?	_____	_____
Student Portfolio up to date?	_____	_____
Educational Contract completed and being utilized?	_____	_____
Mid-semester evaluation completed?	_____	_____
Appropriate number hours completed (Cumulative Hours Form)	_____	_____
FI/Student conference time scheduled and regularly kept?	_____	_____
Field Instructor/Agency fulfilling responsibility? Liaison's evaluation and comments: (explain any NO's listed above)	_____	_____

FINAL AGENCY VISIT: Date/time of visit: _____

Was the student present for the visit?	_____	_____
Student Portfolio complete?	_____	_____
Educational Contract utilized and objectives substantially met?	_____	_____
Field Instructor/Agency fulfilling responsibility?	_____	_____
Student completed (or plans to complete) practicum hours?	_____	_____
Final Student Evaluation completed Liaison's evaluation and comments:	_____	_____

Faculty Liaison

PRACTICUM HOURS

_____ Practicum I _____
Student _____ Practicum II Semester

PURPOSE: This form is to be used by practicum students to maintain a running total of hours in the practicum agency. The number of hours listed for each date should correspond with the number of hours listed on the Daily Practicum Logs. The Field Instructor should periodically review the hours and initial the form. The form should be available to the Faculty Liaison at seminar and during agency visits. The form is signed at the end of each semester and attached to the final evaluation.

Date	# Hours in Practicum	Running Total	F.I. Int.	Date	# Hours in Practicum	Running Total	F.I. Int.

Field Instructor Signature: _____ Student: _____

WEEKLY FIELD INSTRUCTOR/STUDENT CONFERENCE

(Check List)

STUDENT: _____ DATE: _____

Instructions: This form is to be used by field instructors to provide structure to the weekly supervisory conferences with students. Additional purposes of this form are to document the session with the student and to provide continuity between sessions. The field instructor completes the form and retains the original for future use. The student is given a copy for their use and appropriate follow-up.

{ } DISCUSSION OF COURSE WORK

{ } REVIEWED STUDENT'S PRACTICUM HOURS FORM

_____ Excess time to be taken

_____ Time to be made up by student

{ } DISCUSSION OF ASSIGNED CLIENTS AND/OR CASE FILES REVIEWED

{ } STUDENT PREPARED FOR CONFERENCE/USE OF SUPERVISION

{ } STUDENT ISSUES DISCUSSED

{ } OTHER

Conference Notes:

Education Contract Objective Discussed and/or Objective completed:

Issues for next conference:

Field Instructor Signature