



The UNIVERSITY of OKLAHOMA
Anne and Henry Zarrow School of Social Work

2017-2018



Anne and Henry Zarrow Hall- Norman, Oklahoma

FIELD EDUCATION MANUAL

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FIELD PRACTICUM PROGRAM OVERVIEW

Mission Statement

The Anne and Henry Zarrow School of Social Work advances relevant and high-quality knowledge and values of social work practice useful in preparing competent social workers who can elevate the status of people, populations, or communities that experience considerable vulnerability and injustice within Oklahoma and the broader society.

The University of Oklahoma and the School of Social Work

The University of Oklahoma Anne and Henry Zarrow School of Social Work has been continuously accredited since accreditation of social work programs in higher education became possible, first by the American Association of Schools of Social Work and later by the Council on Social Work Education (CSWE). The MSW program at the Anne and Henry Zarrow School of Social Work, offered both in Norman and Tulsa, is the only MSW program in the state and includes full, part time, and advanced standing enrollment options. The baccalaureate program is offered in Norman and is one of five accredited baccalaureate programs in Oklahoma. The Anne and Henry Zarrow School of Social Work is a program of the University of Oklahoma College of Arts and Sciences.

The Role of the Field Practicum in Social Work Education

Field education or Practicum is the cornerstone of social work education and allows social work students to integrate classroom learning with social work practice. Located on campuses in Norman and Tulsa, the Anne and Henry Zarrow School of Social Work works with well over 300 affiliated agencies and facilities across Oklahoma to offer social work students direct learning experiences with individuals, families, groups, and communities. On-site social work field education is provided by field instructors who are employees of practicum sites and serve in both an instructional and a mentoring role for students. Regular and adjunct faculty assigned to the Field Education Program serve as liaison faculty and work with sites and instructors to ensure high quality experiences for both undergraduate and graduate students.

In all accredited programs in social work, field education is a major part of the curriculum. At the University of Oklahoma, students in social work earn more of their credit hours in field education than in any other curricular area.

The Council on Social Work Education refers to field education as the ‘signature pedagogy’ of social work. As the Council notes, *“The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.”*

This manual highlights the relevant policies that guide the field education program. Please take the time to carefully review these policies as you begin the social work program. There is a Field Education Coordinator on both the Norman and Tulsa campus. For more information, see the website at <http://socialwork.ou.edu>

FIELD EDUCATION CURRICULUM

Practicum Courses

Each practicum is divided into two linked courses. Because of the cumulative and developmental nature of the practicum learning experience, and assessments of student performance involved in a practicum, in order to complete Undergraduate, Foundation Year or Concentration Year practicum requirements, students complete both courses during a practicum placement that is, depending upon the practicum format, one or two consecutive semesters in length.

Undergraduate - SWK 4315 and SWK 4325

Undergraduate students must accumulate a minimum total of 480 in their practicum, earning a total of 10 credit hours.

Graduate Foundation Year - SWK 5413 and SWK 5423

Foundation year students must accumulate a minimum total of 460 hours in their practicum, earning a total of 6 credit hours.

Graduate Concentration Year Direct Practice - SWK 5816 and SWK 5826

Concentration year students must accumulate a minimum total of 550 hours in their practicum, earning a total of 12 credit hours.

Graduate Concentration Year Administration and Community Practice - SWK 5836 and SWK 5846

Concentration year students must accumulate a minimum total of 550 hours in their practicum, earning a total of 12 credit hours.

PRACTICUM OPTIONS: HOURS & ENROLLMENT - NORMAN CAMPUS

Undergraduate Practicum

Undergraduate students accumulate a minimum total of **480 hours in practicum**, earn 10 credit hours total (5 credit hours in SWK 4315 & 5 credit hours in SWK 4325) concurrently with their co-requisite courses, and conduct practicum during senior year. Field practicum courses are only open to senior social work majors. The senior practicum experience is conducted in one format only with a required seminar course:

- A) **Concurrent – Fall & Spring:** Enroll in 5 credit hours each semester (SWK 4315 fall & SWK 4325 spring) along with senior coursework and complete **16-18 hours** each week in practicum. Undergraduate students must accumulate a minimum of **240 practicum hours each semester** for the total 480 hours of practicum that are required.

NORMAN: Undergraduate Year Practicum: Fall/Spring CONCURRENT - SWK 4315/4325

Number of Hours:	480 Total Practicum Hours - Minimum 240 Hours in Fall and 240 Hours in Spring
Hours per Week:	16-18 hours/week minimum requirement
Credit Hours:	3 Credit Hours in Fall and 3 Credit Hours in Spring
# of Weeks	32 Weeks (16 + 16)
Enroll In:	SWK 4315 (3 hours) Fall and SWK 4325 (3 hours) Spring

B) **Seminar course – Fall & Spring:** Enroll in 1 credit hour each semester (SWK 4311 fall & SWK 4331 spring) to process practicum experiences and discuss social work professionalization. The spring semester course is the undergraduate capstone course required for the social work major.

Graduate Practicum: Foundation Year

Foundation year students accumulate a minimum total of **460 hours in practicum**, earn 6 credit hours total (3 credit hours in SWK 5413 & 3 credit hours in SWK 5423) and enroll in practicum courses according to their **choice of three format options** as aligned with course co-requisites.

Practicum options for both full-time and part-time students in the foundation year is **placement within a Field Unit**. Field Units provide students the opportunity for multiple exposure within an area of practice, such as: *Children and Families, Community-Based (homelessness and youth), Corrections/Forensics, Healthcare, Mental Health, and School Social Work*, as these are developed and made available through the Field Education office. Specific information on the available field units are provided at the mandatory Foundation Year Practicum Orientations. Students preference their interest in field units on the practicum application. Allowable exceptions to a field unit placement involve either an approved employment-based practicum and/or a student requiring a placement beyond the 50 mile radius of OKC/Norman metro area.

Foundation year students have three format options; however, **Full-Time** Foundation year students are allowed to begin practicum during their first year of coursework; whereas, **Part-Time** Foundation year students begin practicum during their second year of coursework. All students are assigned to field units and must secure placement with a successful interview to their referred agency/agencies, unless they have an approved employment-based practicum.

1) **Concurrent – Fall & Spring:** Enroll in 3 credit hours each semester (SWK 5413 fall & SWK 5423 spring) along with foundation coursework and complete **14-16 hours** each week in practicum. Foundation year students must accumulate a minimum of **230 practicum hours each semester** for the total 460 hours of practicum that are required. (Full-time may start their first year//Part-time in second year of coursework.)

NORMAN: Foundation Year Practicum: Fall/Spring CONCURRENT - SWK 5413/5423

Number of Hours:	460 Total Practicum Hours - Minimum 230 Hours in Fall and 230 Hours in Spring
Hours per Week:	14-16 hours/week minimum requirement
Credit Hours:	3 Credit Hours in Fall and 3 Credit Hours in Spring
# of Weeks	32 Weeks (16 + 16)
Enroll In:	SWK 5413 (3 hours) Fall and SWK 5423 (3 hours) Spring

- 2) **Block – Summer:** Enroll in 6 credit hours (SWK 5413 & SWK 5423) and complete a minimum of **38-40 hours** each week in practicum aligned with a field unit. Foundation year students must accumulate a minimum of **230 practicum hours each course** for the total 460 hours of practicum that are required.

NORMAN: Foundation Year Practicum: Summer BLOCK Placement - SWK 5413/5423

Number of Hours:	460 Total Practicum Hours Minimum
Hours per Week:	38-40 hours/week minimum requirement
Credit Hours:	6 Credit Hours in Summer
# of Weeks:	12 Weeks
Enroll In:	SWK 5413 (3 hours) Summer and SWK 5423 (3 hours) Summer

- 3) **Delayed Concurrent – Fall & Spring: *Permission required.*** Foundation year students may choose to defer practicum and extend their program an additional year following the completion of foundation coursework. Enroll in 3 credit hours each semester (SWK 5413 fall & SWK 5423 spring) and complete **14-16 hours** each week in practicum within an assigned field unit. Foundation year students must accumulate a minimum of **230 practicum hours each semester** for the total 460 hours of practicum that are required. (See advisor regarding credit hours that are required.)

Graduate Practicum: Concentration Year

Concentration year students accumulate a minimum of **550 hours in practicum** and earn 12 credit hours total. Students preparing for the concentration year may select either Direct Practice (DP) or Administration and Community Practice (ACP) as their focus of study. Students choose their concentration during the last semester of their foundation year in the program. Advanced Standing students specify their concentration preference in their application to the program. Practicum assignments for the concentration year are specific to the area of concentration and provide students an opportunity to develop these advanced skills.

Direct Practice (DP) students accumulate a minimum total of **550 hours in practicum**, earn 12 credit hours total, and conduct practicum their graduating year through the following options:

- 1) **Block - Spring:** Enroll in 12 credit hours (both SWK 5816 & SWK 5826) and complete a minimum of **34-36 hours** each week in practicum;

NORMAN: DP Concentration Year Practicum: Spring BLOCK - SWK 5816/5826

Number of Hours:	550 Total Practicum Hours Minimum
Hours per Week:	34-36 hours/week minimum requirement
Credit Hours:	12 Credit Hours in Spring
# of Weeks:	16 Weeks (No Spring Break)
Enroll In:	SWK 5816 (6 hours) Spring and SWK 5826 (6 hours) Spring

- 2) **Extended - Spring & Summer:** Enroll in 6 credit hours each semester (SWK 5816 spring & SWK 5826 summer) and complete **18-20 hours** each week in practicum.

NORMAN: DP Concentration Year Practicum: Spring-Summer EXTENDED - SWK 5816/5826

Number of Hours:	550 Total Practicum Hours Minimum
Hours per Week:	18-20 hours/week minimum requirement
Credit Hours:	6 Credit Hours in Spring and 6 Credit Hours in Summer
# of Weeks:	28 Weeks (No Spring Break) (16 Spring + 12 Summer)
Enroll In:	SWK 5816 (6 hours) Spring and SWK 5826 (6 hours) Summer

- 3) **Delayed Concurrent – Fall & Spring: *Permission required.*** Direct Practice students may choose to take concentration coursework over two part-time years and extend their program an additional year. Enroll in 6 credit hours each semester (SWK 5816 fall & SWK 5826 spring) and complete **18-20 hours** each week in practicum. (See chart above.) Two of the three advanced concentration year practice courses must be complete for this option.

Administration & Community Practice (ACP) students accumulate a minimum total of **550 hours in practicum**, earn 12 credit hours total, and conduct practicum their graduating year. ACP coursework assignments are designed to integrate with practicum for authentic learning. Therefore, **the primary format for ACP is concurrent**, and other formats require permission:

- 1) **Concurrent - Fall & Spring: *Primary format.*** Enroll in 6 credit hours each semester (SWK 5836 fall & SWK 5846 spring) along with coursework and complete a minimum of **18-20 hours** each week in practicum. Note: ACP students at Oklahoma Department of Human Services may need to obtain special permission from the practicum site County Director and CWPEP Coordinator to do a two-semester field placement.

NORMAN: ACP Concentration Year Practicum: Fall-Spring EXTENDED - SWK 5836/5846

Number of Hours:	550 Total Practicum Hours Minimum
Hours per Week:	18-20 hours/week minimum requirement
Credit Hours:	6 Credit Hours in Fall and 6 Credit Hours in Spring
# of Weeks:	32 Weeks (No Spring Break)
Enroll In:	SWK 5836 (6 hours) Fall and SWK 5846 (6 hours) Spring

- 2) **Block - Summer: *Permission required.*** Only for extenuating and unusual student or agency circumstances would this variation on the concurrent practicum format be approved by the Field Education Coordinator and ACP Professor. Enroll in 12 credit hours (both SWK 5836 & SWK 5846) and complete a minimum of **38-40 hours** each week in practicum.

NORMAN: ACP Concentration Year Practicum: Summer BLOCK - SWK 5836/5846

Number of Hours:	550 Total Practicum Hours Minimum
Hours per Week:	39-46 hours/week minimum requirement
Credit Hours:	12 Credit Hours in Summer
# of Weeks:	12-14 Weeks
Enroll In:	SWK 5836 (6 hours) Summer and SWK 5846 (6 hours) Summer

PRACTICUM OPTIONS: HOURS & ENROLLMENT - TULSA CAMPUS

Foundation Year Practicum

Foundation Year students must accumulate a minimum of 460 practicum hours in the field during practicum. The standard practicum option for both full-time and part-time students in the foundation year is placement **within a field unit, and concurrent** enrollment in the fall and spring semesters for 3 credit hours each semester (SWK 5413 & SWK 5423) completing a minimum of 15 practicum hours per week.

Full-time foundation year students are enrolled in the practicum during their **first fall and spring semesters in the program**. Full time students are assigned to field units shortly after admission to the school.

Part-time foundation year students complete their practicum concurrently with classroom coursework during the **fall and spring semesters of their second year in the program**.

Deferring the foundation year practicum until the summer after completion of all foundation year classroom coursework requires petition and the approval of the Field Education Coordinator. Only part time students may petition for this option, and only the most extenuating and unusual student/agency circumstances will be considered for approval of this practicum arrangement. To complete a summer block foundation year practicum, students enroll in both SWK 5413 & SWK 5423 during the summer semester, and spend a minimum of 38-40 hours each week in practicum.

See Practicum Planning and Placement Procedures on the Tulsa Campus for more information about practicum enrollment options.

TULSA: Foundation Year Practicum: Fall/Spring CONCURRENT Placement - SWK 5413/5423

Number of Hours:	460 Total Practicum Hours Minimum 230 Hours in Fall 230 Hours in Spring
Hours per Week:	15 hours/week minimum requirement
Credit Hours:	3 Credit Hours in Fall 3 Credit Hours in Spring
# of Weeks	32 Weeks (16 weeks Fall)(16 weeks Spring)
Enroll In:	SWK 5413 (3 hours) Fall SWK 5423 (3 hours) Spring

TULSA: Foundation Year Practicum: Summer BLOCK Placement - SWK 5413/5423

Number of Hours:	460 Total Practicum Hours Minimum
Hours per Week:	38-40 hours/week minimum requirement
Credit Hours:	6 Credit Hours in Summer
# of Weeks:	12 Weeks
Enroll In:	SWK 5413 (3 hours) Summer SWK 5423 (3 hours) Summer

Concentration Year Practicum

Students preparing for the concentration year may elect either **Direct Practice** or **Administration and Community Practice** concentrations of study. Current students choose their concentration during the last semester of foundation year graduate study. Advanced Standing students specify their concentration preference in their application to the program. Practicum assignments for the concentration year are specific to the area of concentration and provide students the opportunity to develop concentration specific skills.

Administration and Community Practice - SWK 5836 and SWK 5846

Administration & Community Practice students are expected to do their field placements concurrently with advanced practice coursework over the fall and spring semesters of their graduating year, enrolling in 6 credit hours each semester (SWK 5836 & SWK 5846) and completing a minimum of 18 hours per week in practicum. ACP students must accumulate a minimum total of 550 hours in their practicum, earning a total of 12 credit hours. Due to the integration of ACP curricular assignments with field practicum, only the most extenuating and unusual student/agency circumstances would be required for approval for any variation on this practicum placement format. Note: ACP students who will be placed at the Oklahoma Department of Human Services must obtain special permission from the practicum site county director in order to do a two-semester field placement.

Direct Practice - SWK 5816 and SWK 5826

Direct Practice may complete the practicum in one of three ways:

1) Block (fulltime) placement during the spring semester, spending a minimum of 35 hours each week in practicum, accumulating a minimum of 550 practicum hours, earning all 12 credit hours required

2) Extended - spring and summer semesters (part time) enrolling in 6 credit hours each semester; accumulating a minimum of 550 practicum hours, completing a minimum of 18 hours per week in practicum during the spring semester (SWK 5816) and a minimum of 22hours per week during the summer semester (SWK 5826.)

3) Direct Practice students who are spreading their concentration coursework over two part-time years have a third option. They may complete the practicum over the fall and spring semesters of their graduating year, enrolling in 6 credit hours each semester, accumulating a minimum of 550 practicum hours, completing 18 hours per week in the practicum. Two of the three advanced practice concentration year courses must be completed in order for a student to take this option.

TULSA: DP and ACP Concentration Year Practicum: Fall/Spring CONCURRENT Placement

DP: SWK 5816/5826; ACP: SWK 5836/5846

Number of Hours:	550 Total Practicum Hours Minimum 275 Hours in Fall 275 Hours in Spring	
Hours per Week:	18-20 hours/week minimum requirement	
Credit Hours:	6 Credit Hours in Fall 6 Credit Hours in Spring	
# of Weeks:	32 Weeks (16 weeks Fall)(16 weeks Spring)	
Enroll In:	<u>DP</u> SWK 5816 (6 hours) Fall SWK 5826 (6 hours) Spring	<u>ACP</u> SWK 5836 (6 hours) Fall SWK 5846 (6 hours) Spring

TULSA: DP Concentration Year Practicum: Spring BLOCK Placement - SWK 5816/5826

Number of Hours:	550 Total Practicum Hours Minimum
Hours per Week:	36-38 hours/week minimum requirement
Credit Hours:	12 Credit Hours in Spring
# of Weeks:	16 Weeks (No Spring Break)
Enroll In:	SWK 5816 (6 hours) Spring SWK 5826 (6 hours) Spring

TULSA: DP Concentration Year Practicum: Spring-Summer EXTENDED Placement- SWK 5816/5826

Number of Hours:	550 Total Practicum Hours Minimum
Hours per Week:	Spring: 18-20 hours/week minimum requirement Summer: 22 hours/week minimum requirement
Credit Hours:	6 Credit Hours in Spring 6 Credit Hours in Summer
# of Weeks:	30 Weeks (16 weeks Spring)(13 weeks Summer)
Enroll In:	SWK 5816 (6 hours) Spring SWK 5826 (6 hours) Summer

PRACTICUM READINESS STANDARDS

Practicum Readiness Assessment Process

Practicum Readiness for learning expectations are based on the *Student Performance Policy* and a Practicum Readiness Self-Assessment Checklist has been developed as a tool for student self-reflection and field assessment. There are student situations could potentially pose concerns about a student’s ability to perform in the practicum setting and appropriately engage with agency and/or vulnerable clients. School Coordinators and faculty consult regularly about students who, for example, were admitted conditionally (with a GPA below 2.5 or a D in a social work course); or who participated in the Level Review process but are not making progress in their remediation plan; and/or who have exhibited behaviors while in the program that are not in keeping with the expectations specified within the *Student Performance Policy*. Assessment of practicum readiness is based on the student’s observed attitude, maturity, professional demeanor, demonstrated judgment, interpersonal behavior, and skill. In addition, students must demonstrate a commitment to social work ethics and possess the personal characteristics necessary to address social issues that impact persons who are poor, disadvantaged, at risk or oppressed. Any student of concern, who is brought to the attention of the Field Education Coordinator, will be assessed for practicum readiness and/or individual needs for professional development through an Individual Planning Session/or other student meeting to review their Practicum Application/Practicum Proposal in conjunction with appropriate faculty consultation (Undergraduate Coordinator, Graduate Coordinator, Academic Advisor, Faculty Liaison and/or Instructors). The Field Education Coordinator will then recommend either: 1) a placement that seems best suited to support the professional development needs of the individual student; or 2) that practicum be delayed through a Level Review with appropriate committee members for student support planning purposes. (See: *Academic and Professional Behavior Standards in Student Performance Policy*) and (See: *The Student Performance Policy and Practicum Readiness*.)

Co-requisites, Pre-requisites, and Academic Standing: Undergraduate Students

Undergraduate field practicum coursework is only open to senior social work majors, and students secure their plans for practicum during the spring semester prior to beginning their senior year. Undergraduates preparing to enroll in the practicum must have maintained a minimum overall GPA of 2.5, completed all pre-requisite social work courses, and earned a

grade of at least a “C” in all required social work courses plus a minimum 2.5 GPA in all required social work courses.

Co-requisites, Pre-requisites, and Academic Standing: Foundation Year

Students must meet all designated course requirements in order to enroll and/or remain in practicum courses. Foundation Year students must have completed their first year of coursework or be concurrently enrolled in required foundation year courses in order to be enrolled in practicum. Foundation Year students may proceed with practicum planning while they are re-taking a failed required course. Foundation Year students may not move into advanced level concentration year courses until their foundation year coursework, including the foundation year practicum, has been successfully completed.

Foundation Year students in the fulltime program must be concurrently enrolled in all co-requisite courses during the fall and spring semesters in order to remain in the full-time program. When full time foundation year students drop fall semester courses, they are automatically moved to the part time program, and are required to drop a total of two courses as well as practicum. When a full-time foundation year student drops spring semester courses, decisions about continuation in practicum and in the fulltime program are made on a case by case basis through consultation between the Graduate Coordinator and the Field Education Coordinator.

Foundation Year students on academic probation (below a 3.0 GPA) may proceed or continue with practicum; however, students are advised that a practicum grade will not affect, i.e. raise, their GPA, since practicum courses are graded as Satisfactory/Unsatisfactory. Students are also advised to consider the cost of practicum courses in making decisions about whether or not to proceed with practicum while attempting to raise their GPA.

Co-requisites, Pre-requisites, and Academic Standing: Concentration Year

Concentration Year students must have completed or be concurrently enrolled in required concentration year courses in order to be enrolled in practicum. Concentration Year students may proceed with practicum planning while they are re-taking a failed required course. The Graduate College requires Concentration Year students to have a 3.0 GPA in order to enroll in the second half of practicum. Concentration year practicum courses, SWK 5826 (Direct Practice) and SWK 5846 (Administration & Community Practice), are the designated comprehensive exam courses and students must have a 3.0 GPA to be enrolled in the comprehensive exam.

Academic and Professional Behavior Standards in Student Performance Policy

Because of the nature of professional social work practice, schools of social work have different expectations of students than do non-professional programs. The goals of the School are to provide the best professional preparation for our students, to assure that both our students and our graduates provide professional services of the highest quality, and to assure that our educational programs do not place clients or other members of the public at risk. Academic standards for the Anne & Henry Zarrow School of Social Work are set forth in the *Student Performance Policy*. All social work students are introduced to this policy during the admissions process. The ultimate goals of the standards in this policy are to monitor and assist students in their pursuit of a successful academic experience. The standards are linked to students’ abilities to become effective social work professionals and are provided so that students and faculty can

be clear about expectations and procedures to address academic difficulties. Through the practicum, student performance standards are subsequently linked to the well-being of clients served by students both during the course of their educational experience and after they graduate from the school.

The Student Performance Policy and Practicum Readiness

The practicum is an academic experience that seeks to develop, but also depends upon the student's ability to interact in a competent and professional manner with clients, supervisors, work colleagues and community professionals. The Anne & Henry Zarrow School of Social Work is bound by the NASW Code of Ethics in its responsibility to protect the best interests of people with and for whom social work students have professional responsibility.

If, in the academic judgment of school faculty, a student does not demonstrate basic skills and abilities which are set forth in the *Student Performance Policy*, skills which are necessary to acquire and perform professional practice skills, the student will not be allowed to go forward with a practicum experience until those skills or abilities have been developed and those basic requirements are met. (See: *Student Performance Policy*.) Depending upon the circumstances involved, in accordance with the *Student Performance Policy*, a Level I, II or III Review may be set, and the student may be allowed to develop a plan to address the skills and abilities in question. That plan must demonstrate to the satisfaction of the academic and professional judgment of the social work faculty that:

- 1) The student has identified and is committed to the necessary corrections they must make in order to meet basic requirements, and
- 2) The student has reasonable prospects of both successful performance, and the safeguarding of the best interests of the people for whom the student will have responsibility in the practicum.

In a Level III Review, the student must demonstrate the following:

- Reflection upon and acknowledgement of the problems which have been identified
- Description of the cause or nature of the difficulties involved
- Identification of the student's contribution to the problems
- Evidence that the difficulties are no longer a problem in the classroom or in other environments
- Development of a realistic strategy to prevent the identified difficulties from interfering with performance in a practicum placement
- A plan for using practicum supervision to monitor and support this strategy

If, in the judgment of faculty, the student has not been successful in developing a workable plan to meet basic requirements, the faculty may recommend disenrollment from the program in accordance with applicable policy.

If the student is allowed to proceed with planning for a practicum, in order to lend support to the student's prospects for a successful practicum, prospective practicum sites may receive information from the school relevant to the faculty decision to allow the student to go forward,

along with any identified special placement considerations. For the same reason, the school may reserve the right to select the practicum site for the student.

Although it is the school's responsibility to make every reasonable effort to help the student secure a placement, the school cannot require a site to accept a student. All practicum students must successfully interview and be accepted by a school-approved site that fulfills the educational requirements of the practicum, within the timeframe noted on the practicum calendar for that semester, or the student will not be allowed to go forward with a practicum placement and will be required to postpone continuation in the social work program until an upcoming semester.

A student who cannot fulfill the field education requirement in social work cannot continue in the social work program. If the student is not successful in his/her efforts to either begin or successfully complete a practicum, he/she will be dismissed from the social work program in accordance with University policy.

Physical and Mental Health

When students indicate, or their behavior demonstrates, that personal difficulties or challenges are not sufficiently resolved to allow them to work effectively with others, in accordance with the *Student Performance Policy*, the school may conduct a Level III Review and students may be delayed in enrollment in the Practicum or withdrawn from enrollment in the Practicum. See Level III Review, above.

Field practicum courses offer applied experiential learning in actual practice settings. These learning contexts are very different from classroom settings. Social work practicum courses offer students an opportunity to work with distressed people from diverse backgrounds who are experiencing a wide range of difficulties. Practicum students work with real clients.

Social work is a demanding profession. It can be physically demanding, mentally confusing, intellectually challenging, personally and interpersonally conflictual, socially uncomfortable and emotionally upsetting. The practicum can present a challenge for students experiencing limitations in the emotional and physical resources needed to meet these challenges, while maintaining the highest level of academic and professional performance, and providing appropriate and effective assistance to clients.

The School of Social Work makes every effort to ensure that the physical and emotional challenges of students do not interfere with meeting the challenges of the profession and the protection of clients' best interests. It is critical that social work students not allow personal problems, medical conditions, psychosocial distress, substance abuse, cognitive impairment or mental health difficulties to jeopardize their work with clients. Students who have personal problems or challenges that may affect their ability to assume the professional roles, demeanor, boundaries and responsibilities involved in practicum should discuss these concerns with the Field Education Coordinator as soon as possible before or during the practicum planning process. Students already placed in practicum settings should discuss these concerns with their faculty liaison as soon as problems emerge.

When students indicate, or their behavior demonstrates, that personal difficulties or challenges are not sufficiently resolved to allow them to work effectively with others, in accordance with the *Student Performance Policy*, the school may conduct a Level III Review and students may be delayed in enrolling in the Practicum or withdrawn from enrollment in the Practicum. (See Level III Review.)

Student Impairment

911 will be called if at any point during the practicum, or during the planning process leading up to the practicum, a student appears to be an immediate threat to themselves, or someone else, or is incapable of caring for themselves.

Disabilities

Challenges related to a disability that would require accommodation in order to meet practicum standards must be identified before or during the practicum planning process. The University of Oklahoma is committed to providing reasonable accommodations for all students with disabilities. Students may register with the Disability Resource Center in Norman, or the Office of Disability Resources in Tulsa. These offices will consult with the student to determine appropriate accommodations for a practicum setting. The instructor of record for the practicum courses (the Field Education Coordinator) must receive notification of the accommodation(s) from the DRC/ODR office in order to facilitate the accommodations in the practicum planning process.

Norman	Tulsa
Disability Resource Center 620 Elm Avenue – Suite 166 Goddard Health Center Norman, OK 73019-2093 405- 325-3852 (voice) 405-325-4173 (voice) Email: drc@ou.edu	Office of Disability Resources Schusterman Center 4502 East 41st Street Tulsa, OK 74135-2512 (918) 660-3100

Ethical Standards

The National Association of Social Workers is a professional membership organization that works to enhance the professional growth and development of its members; to create and maintain professional standards; and to advance sound social policies. Among the academic standards set forth in the *Student Performance Policy* are the ethical standards embodied in the *NASW Code of Ethics*.

Practicum students must exhibit a strong commitment to the goals of social work and to the ethical standards of the profession as specified in the NASW Code of Ethics. Students must demonstrate commitment to the essential values of social work, including respect for the strengths, dignity and worth of every individual and his/her rights to self-determination and a just share of society’s resources (social and economic justice).

Students must demonstrate active engagement with the learning process. Behavior, classroom and practicum performance must demonstrate adherence to the ethical expectations and obligations of professional practice outlined in the NASW Code of Ethics, or students may not be allowed to participate in practicum.

Behavior and statements contrary to ethical standards as prescribed in the NASW Code of Ethics may be cause for denial of admission to or continuance in programs of the School of Social Work. See www.socialworkers.org for a copy of the NASW Code of Ethics.

Spoken and Written Language Requirements

Written communication: Students must demonstrate sufficient skills in written English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.

Oral communication: Students must demonstrate sufficient skills in spoken English to understand content presented in the program, complete all oral assignments, and meet the objectives of practicum experiences, as specified by faculty. (See the Student Performance Policy and Practicum Readiness).

Practicum Readiness and Academic Information Sharing

Readiness for practicum is a vital aspect of supporting a student's success in field placements for professional social work development and is essential to the school's responsibility to the profession as identified in the NASW Code of Ethics. As a professional practice field, social work students will interact with vulnerable populations and therefore must possess the potential for appropriate skill development. Practicum readiness standards mirror those within the school's Student Performance Policy and are used both as a self-assessment tool for students and as a measure for field office staff and faculty to determine and recommend placement needs. If a student is found deficient in terms of the practicum readiness standards, a delay in practicum may be recommended in conjunction with the development of a Level Review remedial plan that is specific to the student's needs. (See: Student Performance Policy and Practicum Readiness.)

All faculty members are involved in students' academic performance and the formation of students' professionalism and are responsible for reporting concerns to the Director /Assistant Director of the school, and other faculty as appropriate to assure professional behavior, ethical practice and academic achievement. Information disclosed during student meetings or correspondence with faculty, faculty advisors, field coordinators, faculty liaisons, field instructors or school administrators will NOT be kept confidential if the information raises concerns about the student's professional and/or academic performance. Faculty, field office coordinators, school administrators and field instructors will share pertinent information with each other and the student for the professional purpose of identifying student issues and enhancing problem solving about the concerns.

The practicum agency serves as the academic setting for the field internship course. The field instructor, along with the overall academic program and faculty liaison, collaborate to support and guide the student's development as a professional social worker. To work together

effectively, it is essential that relevant information be shared between involved parties. This information will be shared to protect clients as well as students, and to facilitate placement and learning in all aspects of field education.

Information is relevant when it affects the student's work relationships, the learning process, or has potentially negative impact on clients, field instructors, agency staff, faculty, and/or student colleagues. Relevant information can originate as student disclosures and/or faculty and field instructor/preceptor observations. Relevant information can include student records maintained by the School, including both written communication and documentation of verbal interactions. Relevant information can also include that which may arise in the course of resolving concerns and issues, as well as problem solving in the field or the classroom.

When formally considering a particular field placement, the School of Social Work has a responsibility to share relevant information about previous internship experiences with prospective field instructor(s). This will be accomplished by providing prospective field instructors with relevant field education documentation, which may include completed evaluations of the student's practicum performance, Field Practicum Contract work plans, Performance Improvement Plans, and Supervisory Conference Report forms.

In determining the types of information that warrant sharing among involved parties, faculty and field affiliates will subscribe to the existing policies of the School and the larger University, as well as adhere to the guidelines stipulated in the NASW Code of Ethics, and they will follow University procedures related to student performance issues.

ESTABLISHING THE PRACTICUM PLACEMENT

Email Notifications

Students in practicum, or preparing for practicum coursework, will be held responsible for checking their OU email account regularly for vital information. The University of Oklahoma has established email as an acceptable means of official communication. All OU students, faculty, and staff have assigned OU email accounts. All communication from the Field Education Program will be sent to students at their OU email account. Email sent to this account is expected to be read in a timely manner. Students are advised to use their OU email accounts exclusively when sending email correspondence to OU faculty. On occasion, messages and/or attachments sent from personal addresses are filtered out by the OU system. Students who choose to have email forwarded to another email address do so at their own risk.

Students must be aware that if they do receive an email message from a faculty member at a personal non-OU email address, it may be a result of the faculty member using the "reply" function, or the writer's email program "remembering" the student's personal address.

In keeping with University policy, a student's failure to receive or read communication from the Field Education Program in a timely manner does not absolve the student from knowing about or complying with the content of the official communication.

Adherence to Deadlines

Students who do not comply with established deadlines in practicum planning may be required to defer their practicum to a future semester. Once placed in practicum, students who do not comply with established deadlines may be suspended from practicum.

Practicum Planning Considerations

Students' individual interests, career goals, educational needs, previous experience, and current life situation are all considered when making practicum placement assignments. Students provide information about past work, internship and volunteer experiences, and include pertinent personal information, learning needs, concerns and desires through the practicum application process. In making student assignments, the Field Education Coordinator considers the learning and personal needs and interests of the student, the learning opportunities available at practicum sites, and the experience and expectations of site field instructors. When applicable, consideration is also given to traineeships, stipends, and scholarships. The Field Education Coordinator makes the final determination concerning each student's practicum placement.

Practicum placements are also dependent on the availability of sites. The School cannot guarantee placements that meet the specific interests or time constraints of individual students. For example, placements with weekend or evening hours are rare as most sites do not provide active program activities and degreed social work supervision after 5:00 PM and on weekends.

By School policy, students may be placed within a 50-mile radius of their campus. When established sites are not available, for example in a rural area, students are expected to explore and network in their own or nearby communities with health and social service providers to identify site and field instructor possibilities. In these situations, the Field Education Coordinator is responsible for ensuring that the identified placement possibility is developed to: 1) meet the needs of the individual student; and 2) meet all structural and academic requirements of the Field Education Program. If these criteria cannot be met, a student cannot be placed at that site.

Practicum Stipends

Occasionally practicum sites offer students either stipends or financial compensation (paid practicum) for work as a practicum student. These placements are short-term internship positions that typically do not continue after the completion of the practicum. In some cases, the site provides the funding for the student placement and in others the funding comes from an outside source, such as AmeriCorps, City Year, or other grant-type programs. Sites and organizations that provide payment of any kind for students determine which students will be awarded the stipend, the amount of the compensation, the requirements for receipt of payment, and the payment schedule.

Sites and organizations that routinely have resources available to provide stipends or paid practicum for students are required to work with the School of Social Work in order to inform all students of the application and award process.

Stipends funds that have been given to the School of Social Work for practicum placements are administered by the School. Notices are sent to all qualifying students announcing applicable School and donor requirements, course and practicum placement requirements, and the application process and interviewing schedule for these stipends.

Practicum stipends are not considered employment-based and therefore, students do not need to submit an EBPP application. It is important that educational considerations not be compromised whenever financial compensation becomes part of the practicum. Both students and practicum sites must cooperate to protect the educational nature of the practicum. The focus should always be on an ongoing process of increasing range and depth of practice knowledge and developing related skills. There must be time allowed to reflect upon and analyze practicum experiences; obtain systematic and regular feedback related to performance; and receive structured formal weekly supervision.

Norman Campus: OU Work Study as Undergraduate Practicum

On the Norman campus, undergraduate students who qualify for work study may be able to have a paid student employee/practicum experience if placement is secured with one of the OU-contracted agencies that are also approved by the Field Education Program office. In accordance with their reported need-based income criteria, a student who qualifies for a Pell Grant may receive a work study stipend (see individual offer for further details) as part of their scholarship package from the OU Financial Aid office. Although not guaranteed, the student's work study assignment could coincide with a paid practicum opportunity if the agency is one that is coordinated by the Federal Work Study and State Grants office at Financial Aid Services. Community outreach grants are for non-profit agencies serving low-income populations in the Norman area. While the Field Education office will attempt to facilitate appropriate placement referrals for qualifying students, the student is responsible for securing the practicum placement from the agency; and, it is the agency's choice whether or not to offer the work study position as a paid practicum position.

Student Safety During Practicum

Maintaining the safety of students in practicum placements is a primary concern of the School of Social Work. In required training, field instructors are advised to provide for practicum students written policies, guidelines, procedures and training that is pertinent to staff and client safety at the practicum site. In Pre-Practicum Orientations or seminars, students are advised to secure their personal safety through adherence to reasonable precautions; and adherence to practicum site policies, training, procedures and guidelines. Students are instructed to consult with their field instructors and practicum sites about all safety and liability concerns. They are further instructed to notify their faculty liaison should their safety concerns not be addressed in this process.

Home Visits During Practicum

If home visitation is customary to the role of the social worker at the practicum site, practicum students are permitted to make home visits. Students who are expected to make home visits must receive site training pertaining to high-risk or potentially volatile home visits prior to

making the first home visit. Students may make home visits in the company of agency staff, or unaccompanied, provided they have received thorough training and have immediate access to support from their Field Instructor or a designated preceptor at the practicum site. No student is permitted to make home visits unless the student has been adequately trained and fully informed of safety procedures.

Hotline Coverage During Practicum

If hotline coverage is a customary social work role at the practicum site, or an expected part of a social work practicum, or it is considered to be an essential learning activity for students, this should be discussed at the time of the pre-placement interview. When hotline coverage is an expected part of a social work practicum, it should be a very limited part of the practicum experience. When it is an expected part of a practicum, students who do not want to provide hotline coverage during their practicum should seek a different placement.

Practicum students may provide hotline coverage only after they have completed site-appropriate training during the practicum, and only if they have access to immediate support from their Field Instructor or a designated preceptor at the practicum site. No student is permitted to provide hotline coverage unless the student has been adequately trained and fully informed of safety procedures.

Requests for Out of State Practicum

Due to the lack of sufficient resources to assure that placements outside of the state of Oklahoma can meet the expectations of the Field Education program, out of state placements will not be allowed unless a student can demonstrate an extreme situation in which degree completion will not be possible without such a placement. Even then, approval by the Field Education Coordinator is contingent upon the student securing a course appropriate practicum placement; a social work degreed Field Instructor; and satisfaction/completion of all practicum requirements. In addition, faculty liaison monitoring must be feasible.

PRACTICUM PLANNING AND PLACEMENT PROCEDURES: NORMAN CAMPUS

All Norman students, Undergraduate and Graduate (Foundation & Concentration Year), who have met the pre-requisites for practicum, first prepare for the practicum planning process by attending a cohort-specific mandatory Practicum Orientation (see Practicum Announcement). In addition, Individual Planning Sessions are available to maximize student involvement in the process. Although student location preferences are considered in placement recommendations, sites may be within a fifty (50) mile radius of the School. The Norman campus Field program reserves the right to recommend sites for all students to conduct their placements interviews.

Only with approval of the Field Education Coordinator should students seek out placements on their own. An example warranting possible exception would be students in locations further than a 50-mile radius of the Norman campus. Although students cannot be guaranteed their first choice of placement, their preferences are considered along with the other considerations involved in placing each cohort of students. Be aware that students must negotiate their specific practicum schedule (in conjunction with courses and personal commitments) by

prioritizing the needs of the agency and its clients; which heightens the student's learning opportunities.

The Practicum Announcement – Norman

Practicum orientation dates and times are listed for all cohorts in the *Practicum Announcement* that is emailed to all students as these are updated, and are also posted on the school's website. For student convenience, these are typically offered at two different times (a day and an evening) and/or on two possible dates. For graduate students, notification of this information is also in the packet they receive from the school upon admissions.

Undergraduate Practicum – Norman

Undergraduate student practicum planning begins early in the spring semester of junior year prior to their concurrent placements; conducted the following academic year during fall/spring semesters. The Field Education Program office will: 1) notify students of the mandatory Practicum Orientation early February and the Practicum Application due date; 2) conduct required Individual Planning Sessions in March; and 3) provide students with site referrals to conduct their placement interviews in April. All placement forms for Undergraduate practicum are due the final day of classes in May.

Foundation Year Practicum (Part-Time) – Norman

Foundation Year for Part-Time student practicum planning begins early in the spring semester during their first year of foundation coursework prior to either a block placement (summer) or a concurrent placement (next fall/spring). The Field Education Program office will: 1) notify students of the mandatory Practicum Orientation in March and the Practicum Application due date; 2) allow students to preference their interests in the available Field Units; and 3) conduct a cohort placement review process and provide students with site referrals to conduct their placement interviews in April. All placement forms for PT Foundation practicum are due the final day of classes in May.

Foundation Year Practicum (Full-Time) – Norman

Foundation Year for Full-Time student practicum planning begins just prior to the start of the first semester of year one of the MSW program for a concurrent placement during fall/spring semesters. The Field Education Program office will: 1) notify students of the mandatory Practicum Orientation in August and the Practicum Application due date; 2) allow students to preference their interests in the available Field Units; and 3) conduct a cohort placement review process and provide students with site referrals to conduct their placement interviews in August-September. All placement forms for FT Foundation practicum are due the first month after classes begin per Practicum Calendar.

Direct Practice (DP) Concentration Practicum – Norman

[Students may not advance to their concentration year without completion of all foundation year coursework, including the practicum, which will cause delays in completing the MSW program.] DP Concentration student practicum planning begins mid-fall semester prior to either a block (spring) or extended (spring/summer) placement. The Field Education Program office will: 1) notify students of the mandatory Practicum Orientation in October and the Practicum Application due date; 2) conduct optional Individual Planning Sessions with students in October; and 3) provide students with site referrals to conduct their placement interviews in

November-December. All placement forms for DP Concentration practicum are due the final day of classes in December.

Administration & Community Practice (ACP) Concentration Practicum – Norman

[Students may not advance to their concentration year without completion of all foundation year coursework, including the practicum, which will cause delays in completing the MSW program.] ACP Concentration student practicum planning begins in summer prior to concurrent placements during the fall/spring semesters. The Field Education Program office will: 1) notify students of the mandatory Practicum Orientation in June or July and the Practicum Application due date; 2) conduct Individual Planning Sessions in July; and 3) provide students with site referrals to conduct their placement interviews in August. All placement forms for ACP Concentration practicum are due before the first day of classes in August.

Advanced Standing Concentration Year Practicum – Norman

During graduate admission, Advanced Standing students choose either ACP or DP Concentrations for completion of the MSW program. Advanced Standing students participate in either: 1) the ACP Concentration student practicum planning that begins in summer prior to a concurrent placement in fall/spring semesters (see related section above); or 2) the DP Concentration student practicum planning that begins mid-fall prior to either a block (spring) or extended (spring/summer) placement (see related section above).

Practicum Application – Norman

Students must fully complete and submit all **Practicum Application** material by the date which is indicated on the cohort-specific **Practicum Calendar**. Practicum calendars and all application forms can be found on the school website at <http://socialwork.ou.edu>. Because different groups of students are in practicum simultaneously, there are multiple calendars on the website. Students are cautioned to consult the correct Practicum Calendar for applicable deadlines. Students who do not comply with application deadlines will be required to defer their practicum until a future semester, which will cause a delay in completing their program.

Pre-placement Interviews – Norman

Although it is the school's responsibility to make reasonable efforts to help students secure a placement, ultimately students must be accepted by a school-approved site that fulfills the school's educational requirements. To accomplish this goal, students interview with prospective field instructors. Students must secure a placement within the timeframe noted on the practicum calendar for that semester, or be required to postpone continuation in the social work program until an upcoming semester.

Practicum Placement – Norman

Once the practicum planning process steps have occurred (Pre-Practicum Orientation, planning sessions, referrals from the Field Education Program, and student/site interviews) the student must secure their placement of choice by submitting the Student Placement Form, complete with all information and required signatures, to the Field Education Program office by the due date on the Practicum Calendar for their student group. As previously stated, the Field Education Coordinator and Committee will base referral sites on both student and agency preferences to the fullest extent possible; however, it will be up to the individuals involved in

pre-placement interviews to determine the 'best fit' for all parties. The site must accept the student.

PRACTICUM PLANNING AND PLACEMENT PROCEDURES: TULSA CAMPUS

Mandatory Practicum Planning Orientations – Tulsa

With the exception of newly admitted full-time foundation year students, in order to proceed with planning a practicum, students must attend mandatory orientations which launch the practicum planning process for each practicum course. Students who do not attend a planning orientation for their practicum planning group will not be allowed to go forward with planning a practicum placement. These students will be required to defer their practicum until a future semester. This will cause delays in completing the MSW program; these students should meet with their academic advisor to revise their degree plan.

Planning orientations are offered multiple times, and students are strongly advised to attend the earliest possible offering and use later times as backups only. The schedules for these planning orientations are announced in *The Practicum Newsletter*.

The Practicum Newsletter – Tulsa

The schedules for planning orientations are announced in *The Practicum Newsletter*. Updated practicum newsletters are uploaded to the school's website. An email notice is sent to all Tulsa social work students when a revised newsletter is uploaded. The Newsletter guides students in determining when mandatory orientations are required for them. In addition, Advanced Standing ACP students, who are required to attend an ACP planning orientation, are notified of this requirement upon admission to the school.

Practicum Assignment - Foundation Year Field Units - Tulsa

Foundation year students complete practicum in concurrent placements in field units. Full-time foundation year students are placed in field units during the fall and spring semesters of their first year in the MSW program. Part-time foundation year students are placed in field units during the fall and spring semesters of their second year in the MSW program. Full-time students are assigned to field units during the summer, shortly after admission to the School. Part-time students are placed during the summer, after attending a mandatory planning orientation in the spring of their first year in the program. (See: *Mandatory Practicum Planning Orientations* below.)

Foundation Year students can rank order their preference of field units. Although students cannot be guaranteed placement in their top choices, these preferences are considered along with numerous other considerations involved in placing students.

Field unit students must coordinate their concurrent fall and spring classroom schedules with their assigned field unit schedule. Each field unit has an established schedule for practicum days. These schedules include a field unit seminar which meets every other week. Participation in a desired field unit could require an adjustment of enrollment in classroom courses.

Foundation Year Students Who Are Not Assigned to Field Units – Tulsa

All full-time foundation year students are assigned to field units.

When a full-time student does not follow through with the unit assignment process, meeting associated deadlines, the student is moved to the part time program and notified by the School. Practicum is delayed until the following year for these students.

There are four possible exceptions to field unit assignment for part-time students:

- 1) Students doing employment-based placements are not assigned. However, with employer approval, these students may be placed in field units that are situated at their places of employment - provided work schedules and activities allow for full participation in the field unit.
- 2) Students who live outside of a 30-mile radius of the OU Tulsa campus are not assigned, but may request placement in field units.
- 3) Students who have attended a practicum planning orientation for fall-spring placements may petition to delay their foundation year practicum to the summer of the following calendar year. In order for this practicum arrangement to be approved by the Field Education Coordinator, students must document significant hardships that prevent them from enrolling in and successfully completing a concurrent fall-spring placement. When approved, these students must attend a summer block practicum planning orientation in order to proceed with practicum planning. Students in a summer block practicum must have completed all foundation year coursework before the practicum begins. Students enroll in 6 credit hours and complete a minimum of 33 hours per week in the practicum.
- 4) Students who will be placed at the Oklahoma Department of Human Services must obtain special permission from the practicum site County Director in order to do a two-semester field placement.

Part-time students who are not assigned to field units after attending a mandatory Practicum Planning Orientation must continue following the practicum planning procedures which are outlined below.

Part-time students who are placed in schools or medical sites outside of Tulsa for their practicum are required to attend the respective field unit seminar (i.e. school or health & medical.) This includes employment-based placements.

Practicum Application – Tulsa

The *Application for Field Instruction* is issued to students via IPT after they have attended a planning orientation. Students must fully complete and submit all practicum application material by the date which is indicated on the Practicum Calendar. Students who do not comply with the application deadline will be required to defer their practicum until a future semester. This will cause delays in completing the MSW program; these students should meet with their academic advisor to revise their degree plan.

The Practicum Calendar – Tulsa

The practicum calendar is an appendix to the syllabus for all practicum courses. Practicum calendars can be found on the school website at <http://socialwork.ou.edu>. Because different groups of students are in practicum simultaneously, there are always multiple calendars on the

website. Students are cautioned to consult the correct Practicum Calendar for all information and practicum requirement deadlines which apply to them.

Placement Exploration – Tulsa

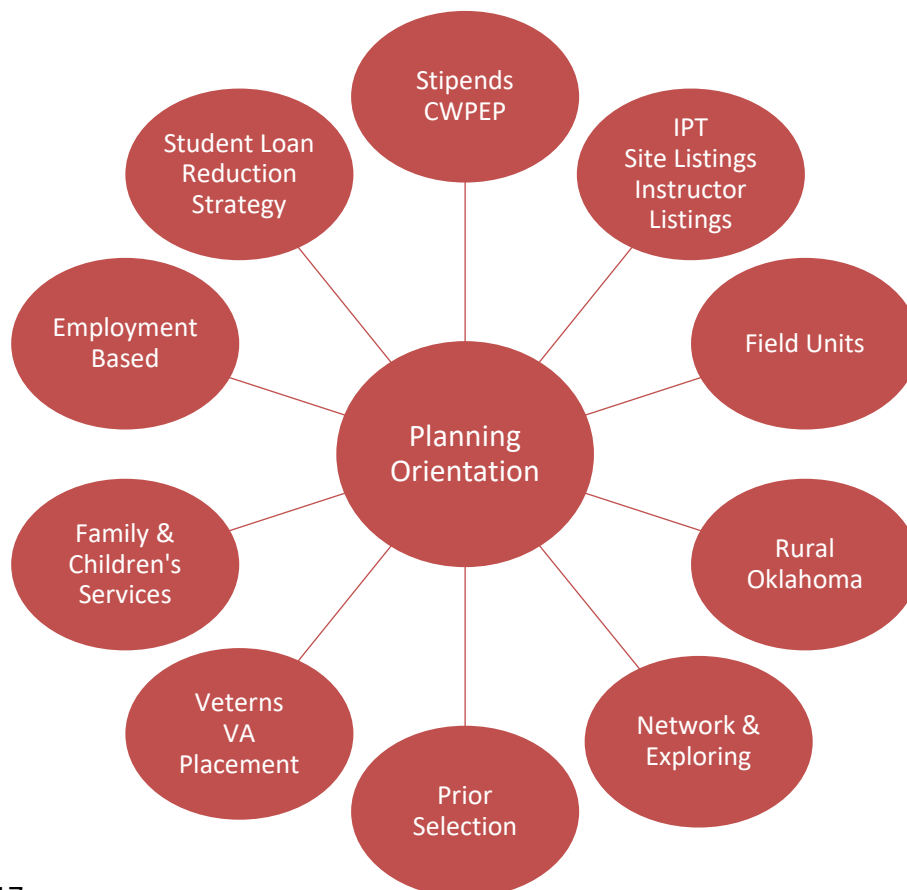
Following the Practicum Planning Orientation, many students set forth to explore placement options. Students may explore practicum possibilities by:

- Attending Area of Practice Information Meetings
- Meeting with the field Education Coordinator during office hours
- Visiting with past practicum students
- Talking with classroom faculty
- Meeting with faculty liaisons that are dedicated to specific areas of social work practice
- Reviewing available practicum sites in the IPT practicum database

Field Education Office Hours – Tulsa

Students can make use of field education office hours as needed to keep the planning process moving - for ongoing questions, referrals to sites for placement interviews, verification of site appropriateness, and consultation about practicum proposal development. Office hours for the Field Education Coordinator are posted on the student’s IPT Bulletin page. Students may also contact the Field Education Support specialist, or the Practicum Graduate Assistant for information.

Placement Pathways – Tulsa



Other Required Practicum Planning Meetings – Tulsa

Depending upon the type of placement a student is pursuing, other meetings may be required in order for practicum planning to go forward. These meetings are announced by email.

Some examples:

- All students who will pursue a placement with the Department of Human Services must meet with the Tulsa campus OKDHS liaison. A schedule for the first meeting is announced in the Practicum Newsletter.
- All Administration & Community Practice students must meet the ACP faculty members who are involved with ACP placements. This will include the ACP faculty liaison and the Program Monitoring & Evaluation course professor.
- ACP students who will be placed at an OKDHS site must attend all meetings above.
- All students who will pursue placement in a school setting must meet with the School Social Work faculty liaison.
- All students who will pursue placements in health or medical settings must meet with the Health & Medical faculty liaison.

Pre-placement Interviews and Placement Acceptance – Tulsa

Regardless of the planning pathway involved, most students will be involved in pre-placement interviews at practicum sites. Although it is the School's responsibility to make reasonable efforts to help students secure a placement, the School cannot require a site to accept a student. Ultimately students must successfully interview and be accepted by a school-approved site that fulfills the school's educational requirements in order to do a practicum. To accomplish this goal, students interview with prospective field instructors. Students may explore practicum possibilities with site instructors on their own, or be referred to practicum sites for pre-placement interviews. Students must secure a placement within the timeframe noted on the practicum calendar for that semester. Students who do not successfully interview and become accepted by a practicum site are required to postpone continuation in the social work program until an upcoming semester.

The Practicum Proposal –Tulsa

Once students know where they will be placed for their practicum, they begin the process of developing a practicum proposal. The *Practicum Proposal & Approval* form is issued to students in IPT and asks the student to outline how the structural and academic requirements of the practicum will be met. For many students, several people will be involved in this process. Most important, all students will require the direct assistance of their prospective field instructors in completing the proposal requirement. Students with a designated primary preceptor will need the assistance of this person as well.

Students may obtain general guidance from the Field Education Coordinator during office hours at all stages of proposal development. Guidance and assistance may also be provided, and is sometimes required, by faculty liaisons representing specific areas of social work practice.

When a placement needs to be significantly changed while a practicum is in progress, for example, the site wants to hire the student in a different program, the student may be required to submit a new proposal.

Practicum Proposal Approval – Tulsa

During development, depending upon the type of placement involved, the proposal may require review by a series of designated faculty. The Practicum Proposal must be completed and submitted by the date indicated on the Practicum Calendar. The Field Education Coordinator gives final approval of the practicum being proposed.

Practicum Proposals are not approved until they meet all basic academic and structural requirements of the Field Education Program. In addition to meeting these basic requirements, students who are pursuing the possibility of an employment based practicum must observe all guidelines which are outlined in *Employment Based Practicum Placements* in the Field Practicum Manual.

Practicum Placement – Tulsa

Students must fully complete and submit all Practicum Placement Material by the date which is indicated on the Practicum Calendar. These requirements include: securing an active Practicum Site Affiliation Agreement; securing a successful Practicum Site Application if needed; securing, verifying and maintaining student Professional Liability Insurance; completing and verifying current OUHSC HIPAA Training; and, completing a Request for Modified Practicum, if needed. Students must also begin/continue the process of completing all Site Specific Requirements, i.e. requirements which have been imposed by the practicum site, and which must be met before the practicum may begin.

EMPLOYMENT-BASED PRACTICUM PLACEMENTS (EBPP)

EBPP Considerations

Many students enter the Anne and Henry Zarrow School of Social Work with considerable experience in social, health and human services employment and volunteer organizations. These experiences can be invaluable in creating a base of understanding that will serve a student's development as a social worker, and may have inspired the student to pursue a degree in social work.

The practicum requires that experienced students devote themselves to expanding and advancing their scope of social work practice. Prior employment and volunteer or other life experiences are not allowed to be credited toward practicum requirements. Recognizing the importance of field in the educational experience of social work students, the practicum stands as a substantial part of the curriculum. The practicum must offer students ample social work opportunities for expanding and integrating their experiences with new knowledge, and for developing the competencies they need in order to practice and advance in the social work profession.

It is important that these educational considerations not be compromised whenever financial compensation becomes part of the practicum. Both students and practicum sites must cooperate to protect the educational nature of the practicum. The focus should always be on an ongoing process of increasing range and depth of practice knowledge and developing related

skills. There must be time allowed to reflect upon and analyze practicum experiences; obtain systematic and regular feedback related to performance; and receive structured formal weekly supervision.

In keeping with these objectives, an important requirement of the field education program is to secure for students who have worked, or who are currently working, a practicum experience that is different from the social service experiences they have acquired in their past or current jobs and organizational settings. However, when special circumstances exist; the School's requirements are met; and required policy and procedures are followed, viable **Employment-Based Practicum Placements (EBPP) proposals** may be considered. Since employment-based practicum placements are naturally vulnerable to compromising forces and conflicts of interest that can cloud the learning objectives of the practicum, EBPP proposals will not be considered unless the employer, work supervisor, field instructor and student can ensure that the student will benefit from educational experiences in the place of employment in the following ways:

- The student is offered relevant and challenging social work educational experiences that are different and separate from job responsibilities
- The planned practicum experiences represent new learning
- The student can achieve and demonstrate the learning requirements of the field education component of the School
- The site offers field instruction/supervision that is separate and distinct from the supervision the student receives as an employee
- The job responsibilities of the student will not compromise the amount of time invested in the practicum and the fulfillment of the Field Practicum Contract; nor will the job responsibilities create a weekly schedule that compromises the student's chance of successful performance in the practicum
- The student's performance will be evaluated in terms of Field Practicum Contract criteria and practicum learning, as opposed to employee evaluation criteria.

Guidelines for EBPP

Student Requirements and Responsibilities

- All EBPP proposals must meet the criteria outlined above.
- On the Tulsa campus, only the following students will be considered for an EBPP:
 - 1) MSW foundation year students who have completed the first year of part-time coursework (SWK 5233; SWK 5333; SWK 5243; and SWK 5103.)
 - 2) MSW students in their final or concentration year of study
- An EBPP proposal must be submitted if the student intends to complete any portion of the practicum in his or her current place of employment or contract work, even if the student's practicum responsibilities will be significantly different from the work for

which the student is paid, and even if the student will not be paid for time spent in the practicum.

- An EBPP proposal must be submitted if the student will be doing a paid practicum at a site where s/he is not an employee.
- In order to ensure the investment of the employer in the student's educational experience, students must document at least six months employment at the practicum site. If the agency or facility has a known history or otherwise demonstrates a commitment to field education for social work students; and, the student, site and Field Instructor meet all other criteria, in exceptional cases the six-month requirement may be waived.
- The school reserves the right to request job performance evaluations during the practicum from students who have been allowed to waive the six-month employment requirement, and from students who have been hired by the practicum site during the practicum.
- The student must submit a current job description.
- The student's job performance evaluations must be satisfactory and must be confirmed in writing by the student's employment supervisor. Approval of a placement for a student in a position of authority (e.g. CEO, director, site administrator) will be granted only if the site has sufficient resources and structure to assure unbiased practicum supervision.
- If the EBPP proposal involves adding hours to the student's work week in order to engage in practicum activities, the plan must be realistic in terms of the total number of hours per week the student will be engaged in both job, practicum activities, and enrolled courses.
- Students applying for EBPP must submit a practicum application and EBPP proposal by the established deadline or the proposal for an EBPP will be automatically denied.
- If a student's EBPP proposal is denied for any reason, including failure to comply with established deadlines, the student will be offered the option of delaying the practicum until a future semester, or accepting an alternative placement that is not employment-based.
- If a student is fired from a job during an employment-based practicum, the student will be assigned a grade of 'Unsatisfactory' for the practicum. Should the student be allowed to pursue the possibility of repeating the practicum, this information will be shared with prospective practicum sites, along with information about the efforts the student has taken to correct the problems that lead to their termination.

EBPP Site Requirements and Responsibilities

- The site must demonstrate knowledge and approval of the student's EBPP through the provision of required signatures on the student's EBPP proposal.
- The practicum site at which a student proposes an EBPP must have an active formal affiliation agreement with the Anne and Henry Zarrow School of Social Work.
- The site must offer diverse learning opportunities that meet the educational requirements of the student's practicum course. Practicum assignments must be significantly and qualitatively different from the student's current and past employment duties, represent new learning for the student, and offer the opportunity to advance the student's knowledge and practice skills. Sites may find it useful to assign a student to a different department, unit, division, or program within the site.
- The workload of the student in practicum must be significantly less than that of regular employees of the site in order to provide time for application and integration of classroom knowledge, further development of social work skills, supervision and reflection.
- EBPP practicum activities may include some billable services. **However, EBPP's may not incorporate a minimum billable service hours' requirement, or job pay based upon the amount of reimbursable activities performed.**
- The site must identify and appoint an appropriately degreed social worker to serve as field instructor. This social worker must meet the criteria set by the School for all Field Instructors. The site must permit the Field Instructor to meet with the student a minimum of one hour per week throughout the practicum for an integrative supervisory conference
- If the site does not have an employee who qualifies, or who is available to function in the field instructor role, the site may elect to use a Field Instructor from outside the site. The off-site instructor must be well-grounded in the work of the site and in social work education. The site must authorize the off-site Field Instructor to come onsite to perform the necessary on-site duties of a field instructor, e.g. shadowing the student, reviewing client records, communicating with the on-site preceptor, etc.
- If the site arranges to have an off-site Field Instructor, the site must designate an on-site Primary Preceptor who will be responsible for the student's day-to-day practicum activities and learning experiences.
- If financial compensation is necessary in order to provide field instruction, the site, not the student, is responsible for the payment. Students may not pay for field education instruction and supervision.
- The student's current employment supervisor may not serve as the student's Field Instructor or Preceptor; and, the assigned Field Instructor or Preceptor may not be assigned the role of employment supervisor during the practicum.

- A work supervisee of the student may not serve as the student's Field Instructor or Preceptor.

EBPP Field Instructor Requirements and Responsibilities

- The Field Instructor must meet the criteria set by the Anne and Henry Zarrow School of Social Work for all field instructors.
- The Field Instructor must assume the roles and responsibilities required of all School field instructors.
- The practicum site must agree to the use of the social worker who has been identified in the role of Field Instructor.
- The identified Field Instructor must demonstrate knowledge of, and agreement to the student's EBPP through the provision of required signatures on the student's proposal.
- The identified Field Instructor must be able to distinguish the student's job responsibilities from the student's practicum activities.
- The identified Field Instructor must not be the person who is currently providing employment supervision for the student, nor may the Field Instructor be assigned the role of employment supervisor during the practicum.
- The identified Field Instructor may not be the student's work supervisee.
- The Field Instructor must agree to meet with the student a minimum of one hour per week throughout the practicum semester for a formal integrative supervisory conference.
- Off-site Field Instructors must secure site authorization to perform the necessary on-site duties of a field instructor, e.g. shadowing the student, reviewing client records, communicating with the on-site preceptor, etc. In addition, off-site Field Instructors must ensure that the on-site Preceptor is taking responsibility for the student's day-to-day practicum activities and learning experiences.

EBPP School Responsibilities

- The Field Education Coordinator will approve a site prior to use as a practicum site for an EBPP. Emphasis will be placed on determining the designated Field Instructor's ability to assist with the development of a Field Practicum Contract which meets practicum course requirements and which clearly distinguishes employment tasks from educational practicum assignments.
- Faculty Liaisons will directly assist the student and Field Instructor with developing a Field Practicum Contract which incorporates the practice competencies required by the School.
- Faculty Liaisons will monitor the placement through visits to the site, and communication with the student, field instructor, and site administration. If through the course of the practicum semester it becomes apparent that the student is not fulfilling

the School's expectations of the EBPP as outlined in the approved proposal and in the Field Practicum Contract, the placement may be terminated immediately.

- The School has no obligation to find, pre-authorize, or assure EBPP's or paid placements for practicum students.

DHS Child Welfare EBPP Practicum, Including CWPEP

- Prior to the practicum semester, CWPEP participants and other students who are employees of DHS are expected to give careful thought and inquiry regarding possible practicum placements and instructors within the agency.
- All DHS Child Welfare practicum placements and instructors must be approved by CWPEP staff prior to the EBPP application being submitted to the Anne and Henry Zarrow School of Social Work Field Education Coordinator.
- CWPEP staff in Norman and Tulsa will consult with all DHS CW employee students, including those not in CWPEP but who are planning an employment based practicum at DHS prior to completion of the EBPP application to assure that all OU School of Social Work and Title IV-E practicum requirements have been met.
- As necessary, CWPEP staff will contact potential DHS staff to locate placements and/or qualified Field Instructors and will refer CWPEP students as appropriate. Efforts will be made to honor students' preferences regarding practicum sites and instructors.
- CWPEP staff provides training and assistance to both students and Field Instructors on practicum requirements, deadlines and forms, including the Field Practicum Contract. CWPEP staff members or contractors serve as Faculty Liaisons for all DHS Child Welfare practicum placements and are available at all times for consultation with students and instructors regarding all practicum issues.
- Child Welfare practica may be possible for non CWPEP students based on approval by DHS and CWPEP as well as the availability of social work degreed field instruction. CWPEP staff, in both Norman and Tulsa, are available to consult and assist non-CWPEP students who are interested in Child Welfare practicum at DHS.

Procedure for Student Request of an EBPP

- 1) The process of requesting and obtaining approval of an EBPP can take several months; students are encouraged to complete and submit proposals and applications early.
- 2) Before beginning, read in its entirety *Employment-based Practicum Placements* in the Field Education Manual.
- 3) Begin negotiating the possibility of an employment based practicum; share all relevant information regarding EBPP requirements
- 4) Identify a person at the practicum site who has the experience and the authority necessary to assist you in developing an EBPP and in securing employer approval
- 5) Work with the practicum site to prepare the written EBPP proposal. The written proposal must outline how the site will meet the conditions of the proposed agreement;

how the activities of the student will meet the requirements of the practicum course and differ from regular employment duties; and how the student's current job duties will be covered while the student is in the practicum.

- 6) Regard the initial EBPP proposal as a "starting point" that will initiate the placement development and approval process. This process could entail the incorporation of school-required modifications to the original proposal in order to fulfill field education requirements.
- 7) Complete and submit all requirements of the Practicum Application, including the EBPP proposal, by the established deadline.
- 8) Include the student's current job description, the proposed practicum position or activities and a copy of the most recent job performance evaluation with the EBPP proposal. If the site does not use a formal performance evaluation form, a letter from the employment supervisor will be accepted.
- 9) Obtain written agreement from the student's current work supervisor, the identified Field Instructor, and the most relevant Agency Administrator through their signatures on the EBPP proposal. Such agreements may involve the administrator or department, unit, division, or program director. Signatures indicate that all parties have read and understand all stated requirements and activities indicated in the proposal. No application will be accepted without all required signatures.
- 10) Assure that the Field Instructor has been approved by the Anne and Henry Zarrow School of Social Work to serve as a field instructor. To apply for field instructor status, the identified degreed social worker must complete and submit a Field Instructor Application and submit a copy of his or her resume.
- 11) Assure that the site has an active formal Affiliation Agreement with the School. The student may make inquiry with the Field Education Office regarding site status and may assist in the process of securing such an agreement if none exists.

EBPP Approval Process

EBPP proposals are reviewed and approved by the Field Education Coordinator. Any deviation from standard guidelines is at the discretion of the Field Education Coordinator.

While there **is no guarantee that requests for EBPP will be approved**, when students are approved for such a practicum, the site, not the School or the Field Education Program, is responsible for the individual's compensation and benefits while the student fulfills the requirements of the practicum.

If during the course of the practicum it becomes apparent that an approved EBPP does not meet the School's expectations, or if the student does not comply with the expectations of the course or placement, approval of the EBPP may be withdrawn.

SITE SPECIFIC REQUIREMENTS

Student Responsibility

Site specific requirements are requirements of the practicum site, not the School of Social

Work. Students must comply with all additional requirements of the practicum site in order to begin and complete a placement at that site. These additional requirements may include, at the student's own expense, providing immunizations records, obtaining medical tests and shots, obtaining a criminal background check, drug testing, etc. In addition, students are required to comply with all dress and appearance requirements of their assigned placement. Placement sites may have specific regulations about dress, body and facial piercings, facial hair, hair length, jewelry, tattoos, etc. It is the student's responsibility to learn the expectations and requirements of a site at the pre-placement interview and to consider this information when committing to a placement site.

Criminal Background Checks

The School of Social Work requires that students comply with all additional requirements of the practicum site in order to be placed in practicum. Most agencies affiliated with the School of Social Work require that students obtain a criminal background check in order to be placed at their site. Most of these sites require the student to obtain and pay for the background check themselves.

During a student's tenure at the University of Oklahoma and School of Social Work, students are required to self-report their personal criminal history at three specific points: 1) admission to the University; 2) admission to the School of Social Work; and 3) in their practicum application with the Field Education Program. Further, the University requires students report additional criminal history that should occur.

Students may access information about whether or not sites included in the IPT database will consider accepting students with misdemeanor and/or felony offenses. There are sites that will not permit a student with criminal background to be placed for an internship. There are many sites that will consider placement, and they vary greatly in their approach to handling the criminal background of prospective interns.

A criminal record may present difficulties for students in both practicum placement and in employment and professional licensing upon graduation. Although the School does not conduct or review criminal background checks, in order to assist students with practicum planning and future career considerations, the School does require that students indicate criminal history on the *Application for Field Instruction* in IPT.

Travel, Transporting Clients, and Automobile Insurance

Students must have a dependable means of transportation and are responsible for their transportation to and from the practicum site, as well as for travel connected with the placement.

Many sites require that staff and students travel to field appointments. Some also expect students to transport clients. Student expectations for travel or transport of clients should be clarified during the pre-placement interview, as should explanations for reimbursement for travel, access to agency vehicles, and insurance coverage for students who are required to transport clients. While time spent commuting to the practicum site may NOT count as practicum time, time spent in travel while carrying out official practicum duties, such as

transporting clients, travel to site visits, and travel to meetings, may be counted toward total practicum hour accumulations.

Students are not insured by the University of Oklahoma for accidents that might occur while traveling as a part of practicum responsibilities; this includes transporting clients. The School does not require auto liability coverage for students in practicum placement, and the School accepts no liability for injury to students or their placement site clients or staff pursuant to transporting them. Students who are engaged in transporting clients and staff do so at the discretion of the assigned site. The site may require the student to provide evidence of sufficient liability coverage. Expectations of the student regarding field activities and insurance coverage should be stated in the Field Practicum Contract.

MODIFIED PRACTICUM

The Practicum Semester

The practicum is an educational experience which is designed to unfold over an extended period of time and is so structured to protect the educational integrity of the practicum learning experience. The official practicum semester always includes a set number of weeks and starts on a date corresponding with the first day of the University's academic calendar for that semester. These dates can also be found on the Practicum Calendar for each student group.

No student may start a practicum early or accumulate excessive hours during any practicum week in order to end the practicum early, decrease the total number of weeks, take a break during the practicum, or stockpile hours in case of a future shortage.

A Modified Practicum is a practicum that is approved to begin before or end after the official practicum semester. In order to complete a practicum course in a modified format, students must submit a *Request for Modified Practicum* and receive approval. Also, students who have begun a placement in a block format and are wishing to change to a two-semester format must submit a Request for Modified Practicum. In order to modify a practicum, students must present circumstances that legitimately require modification i.e., they must be significant and compelling. Qualifying circumstances include health issues, such as maternity/pregnancy or medical accommodations; public school placements that require early starts; placements that require students to remain in practicum over Winter Break; extreme School related travel during the practicum (for example, to attend field or integrative seminars); grants or pilot projects that start ahead of the practicum; extensive early site orientations or trainings that are a required part of the practicum.

Modifying a practicum to allow for an early start can create serious problems for the student, the field instructor and the faculty liaison. Because of the significance of the information and practicum training provided to both students and instructors before the start of a practicum, some requests to begin a practicum early will not be approved.

Beginning the practicum early, or extending the practicum beyond the close of the practicum semester, will not be approved unless:

- A faculty liaison is available for the duration of the practicum

- There is appropriate field instruction and supervision for the duration of the practicum being requested
- There are suitable practicum activities which span the duration of the practicum being requested
- The field instructor has already attended a current competency-based instructor training
- The student attends all Practicum Orientations and Field Trainings required

* If a student is allowed to begin the practicum early, the student will be required to attend the scheduled Practicum Orientation in order to continue in the practicum.

Guidelines for Modified Practicum

- The modified practicum cannot compromise agency services or the needs of clients in any way.
- The designated field instructor must be fully informed and in total agreement with the proposed practicum modification and all of its implications.
- Proposals for modified practicum must include at least as many weeks as the official practicum semester. The fall and spring semesters are 16 weeks in length and the summer semester is 14 weeks in length.
- Placement modifications must protect the educational integrity of the practicum by insuring that the learning experience does not devolve into a collection of hours; modified placements must structure a weekly schedule of no less than 15 hours/week.
- Modified requests involving an instructor who has not attended a competency-based orientation/training will not be approved to begin before the start of the official practicum semester.
- If the modified placement is beginning early, the student will be required to develop the *Field Practicum Contract* within the number of weeks allowed in the Practicum Calendar.
- To ensure liaison approval of early practicum activities, the Field Education Coordinator may require that the student and instructor develop the FPC in advance of approving the modified request.
- Regardless of when the practicum begins, the student must attend the Pre-Practicum orientation and all required contract development sessions with the faculty liaison, or the modified placement will be terminated.

Procedure for Requesting a Modified Practicum

To request a Modified Practicum, students must request and submit a Request for Modified Practicum by the date specified by the Field Education Office. All Modified Practicum requests are reviewed by relevant faculty and all must be approved by the Field Education Coordinator.

Modified Practicum, Grades and Graduation

Students who are approved for a Modified Practicum and do not complete the practicum course by the end of the practicum semester are assigned a grade of Incomplete. This grade assignment is changed once all practicum requirements have been met. See: Performance in Practicum, for full Practicum Grade of Incomplete policy

Concentration year students who are assured of receiving a grade of Satisfactory for the practicum will be allowed to participate in graduation exercises before they complete the practicum. However, Concentration year students who are allowed to extend their practicum beyond the end of the final practicum semester must communicate immediately upon approval with the Graduate Coordinator. If the student's enrollment cannot be arranged to accommodate prior authorization for the comprehensive exam, the student's comprehensive exam will need to be delayed and the student will be required to enroll in two additional credit hours during the semester the concentration year practicum is completed.

DEFERRAL OF PRACTICUM

Election to Defer

Students may decide for a variety of reasons to defer the practicum course to a later semester. Students who do this must be mindful of the implications of this decision in terms of the next available time to enroll in the needed practicum course, and in terms of delaying graduation. Students making this decision should immediately consult with their academic advisor and work with the Graduate Coordinator to develop a revised Degree Plan.

Deferral by Default

Students who do not attend required practicum planning orientations and meetings; successfully interview and be accepted by a practicum site; complete all School and practicum site requirements; and submit all practicum planning documentation by the due dates which appear on the Practicum Calendar may be denied enrollment in the practicum course for the upcoming semester. These students will be required to defer the practicum to a later semester and should immediately

- Consult with their academic advisor; and
- Work with the Graduate Coordinator to develop a revised Degree Plan

PRACTICUM HOURS: REQUIREMENTS AND INFORMATION

Overview of Practicum Hours

The practicum is an educational experience designed to unfold over an extended period of time. All students must complete the hours per week expected for their specific practicum course, and be in practicum for the total number of weeks included in the practicum semester, and accumulate the total number of practicum hours required by that course. Students must submit documentation of these requirements.

The practicum semester is structured to protect the educational integrity of a learning experience that unfolds over a span of time. Students must be in their practicum placements on

the days and at the times designated in their approved practicum plan. No student may start practicum early or accumulate excessive hours during any practicum week in order to take a break or end the practicum early, decrease the total number of weeks, or stockpile hours in case of future shortage. All students must complete all time and documentation requirements for the practicum in which they are enrolled. Practicum hours not adequately and accurately documented will not be counted towards accumulated practicum hours.

The Practicum Calendar

The Practicum Calendar is an Appendix to the syllabus for every practicum course. Practicum Calendars specific to Norman and Tulsa are posted on the Field Education webpage of the School website. Practicum calendars contain all relevant practicum dates beginning with the completion of practicum planning requirements, and extending through the practicum to the final evaluation of the student. Holidays, and the rules for accumulation of practicum hours for each one, are included in each calendar. Students are expected to follow the correct practicum calendar as published unless specific alternative arrangements have been made in advance and approved by the Field Education Coordinator.

Minimum Hours of Field Experience Required

PRACTICUM	HOURS
Undergraduate	480 hours
Foundation Year	460 hours
Concentration Year: Direct Practice (DP)	550 hours
Concentration Year: Administration and Community Practice (ACP)	550 hours

The Student’s Practicum Schedule

Students must set a weekly practicum schedule with their field instructors before the practicum begins. This may need to occur at the time of the pre-placement interview in order to secure that the scheduling needs of both student and instructor can be met in the prospective placement. Students must find out where and when to arrive the first day of the practicum, as well as establish arrival and departure times for the remainder of the practicum. The practicum schedule must secure for the student the accumulation of the minimum hours required for each practicum course.

All practicum activities and the student’s practicum schedule must be approved by the Field Instructor. The School expects students to be in their practicum placements on the days and at the times that have been agreed upon by the student and the field instructor. During the practicum, any scheduling changes or needs that arise should be worked out between the student and the field instructor. Students are expected to notify the field instructor

immediately of any absences or departures from the agreed upon schedule. Students who fail to demonstrate punctuality and professional behavior around practicum schedules may risk termination from the practicum placement.

Students required by their sites to begin practicum ahead of the practicum semester, or after the semester has begun, or to remain in practicum during Winter Break, are required to submit a *Request for Modified Practicum*. See: Modified Practicum

The Practicum Site's Core Activities

Practicum schedules must provide for the inclusion of **core site activities**, i.e. the scheduling of activities without which the educational integrity of the practicum experience at that site would be compromised. These activities typically involve orientations, trainings and group meeting venues in which important professional conversations are taking place regarding the site, the work of the site, clients, the community, etc. Besides helping the student to more fully enter into the life of the practicum site, attendance at these events is critical to the student's integration of the learning that is taking place at the practicum site. All students are required to arrange practicum schedules that incorporate critical site core activities. This requirement pertains to day time core activities at sites where students are in placement during non-traditional hours.

Non-Traditional Practicum Hours

Students should ask about practicum activities and expectations for scheduling practicum time in the pre-placement interview. Although some placements involve practicum activities during non-traditional hours, no student should expect to be able to fulfill all of the requirements of the practicum during non-traditional hours. Most placements require practicum students to be at the site during traditional hours.

Students may not be in placements during non-traditional hours unless there is

- Program activity which is taking place during those hours
- On-site supervision and field instruction that is available during those hours
- Practicum attendance at site core activities during day time hours (See: The Practicum Site's Core Activities)

Students are advised that although most sites are in operation between 8:00 am and 5:00 pm, Monday through Friday, many settings have found it essential to conduct some activities during evenings or on weekends in order to meet client needs. Practicum students may be expected to be in their placements during such hours as a condition of placement. Site expectations for evening or weekend practicum hours should be included in the Field Practicum Contract.

The use of students to cover after-regular working hours, over weekends, or during holiday periods in order to permit time off for regular site staff is considered an inappropriate use of students, unless such coverage can be demonstrated to have educational value and can therefore be included in the Field Practicum Contract.

Practicum Hours Guidelines

- Students must complete the minimum number of hours required for the practicum in which they are enrolled, 480 in the undergraduate senior year, 460 in the MSW foundation year and 550 in the MSW concentration year.
- Most students will complete more than the minimum required number of practicum hours.
- Students may not **stockpile** hours and finish early in any placement. This includes modified placements.
- Students may not miss field practicum in order to do classroom homework.
- Students who have enrolled in a two-semester placement will be expected to complete two full semesters. This includes Fall-Spring and Spring-Summer placements.
- Students must observe the guidelines set forth in the official Practicum Calendar which establish the rules for inclusion of practicum hours accumulated during specific National and University holidays.
- Students are allowed **two sick days per semester** and may count the number of hours which would have been accumulated if they had been in attendance on those days.
- For guidance on absences which result from inclement weather, car and travel trouble, or child care, see the respective sections below on *Inclement Weather* and *Car Trouble; Child Care*.
- The use of students to cover for regular staff after regular working hours, over weekends, or during holiday periods in order to permit time off for regular site staff is considered an inappropriate use of student time, unless such coverage can be demonstrated to have educational value and be included in the Field Practicum Contract.
- No more than 15% of the required number of practicum hours may be spent in non-practice-related learning activities. Such activities must be referenced in the contract and would include formalized classrooms, specialized training, attending conferences and workshops, etc. Students must document attendance at these events by submitting verifications of attendance, for example **CEU verification of attendance** forms. Students may not count travel time as accumulated practicum hours for these activities.
- Students who serve on Anne & Henry Zarrow School of Social Work, University, or professional committees with recognized stature are granted eight (8) hours of excused absence during the practicum semester for such activities and may count this time toward accumulated practicum time.
- OKDHS students who are involved in CORE training during the practicum may count 114 of these training hours as practicum hours. These hours are in addition to the CORE on-the-job training week, which is included in site-based practicum activities. Students may

also count preparation and completion of Hands on Testing (HOT), which is an interview with simulated clients.

- Students must submit the Weekly Practicum Report for each week of the practicum. All supervision meetings, days and hours must be appropriately accounted for, including sick days and holidays.
- Missed supervisory conferences must be made up. Students must document missed supervision in the Weekly Practicum Report, within the supervision section in IPT, documenting when the supervision conference did not happen and also when it was made up.
- A grade of *Incomplete* will be awarded to students who have achieved a grade of *Satisfactory* for the practicum, but who have not completed and submitted the required number of practicum hours, or the required number of practicum weeks, or the required number of supervisory conferences.
- Only under rare and exceptional circumstances will any hours accumulated in a placement that has been terminated be counted toward total practicum hours. (See: Unsatisfactory Academic Performance.)

Hours that Count/Hours that Don't

HOURS THAT COUNT	HOURS THAT DON'T
Approved <i>Field Practicum Contract</i> activities, on and off site. All practicum activities must be approved by the field instructor and faculty liaison.	Practicum activities done at home without field instructor & liaison approval. Just as with any university course, students do not get credit for completing their homework.
Brief trainings/orientations that have been required may be included in the activity log for the first week of the practicum.	Lengthy training/site orientations that occur in advance of the practicum are cause for requesting a modified practicum. See: Modified Practicum
OKDHS Core training which takes place during the practicum: see above.	Covering for regular staff after regular working hours, over weekends, or during holiday periods unless such coverage can be demonstrated to have educational value and can therefore be included in the Field Practicum Contract.
Travel time from practicum site to another site for required practicum activities, field unit or field seminar meetings or trainings, etc. Transporting clients.	Travel from home to practicum site and return to home are considered "commute" time. Also, travel to field unit meetings to or from home. Extreme travel to practicum site might be negotiated.

Holidays: all holidays appear on the practicum calendar, along with the rule for accumulation of practicum hours for each one. (See Inclement Weather/Holiday guidelines.)	Absences due to inclement weather may need to be made up; student should reference the Inclement Weather/Holiday guidelines in this manual.
Workshops & conferences: only if approved by field instructor; only the time spent in venues; students must submit verifications of attendance for each session.	Travel to and from workshops or conferences that have not been pre-approved.
Illness: two sick days are allowed for each practicum semester and students may count the number of hours regularly accumulated had they been in attendance on those days.	Illness: more than two sick days, whether or not the student has a physician's note to validate the illness these hours still must be made up.
Attendance at mandatory Pre-Practicum Labs & Field Seminars that are approved as documented practicum hours.	Mandatory practicum orientations that are prior the practicum semester or conducting interviews for the purpose of securing the practicum placement.
ACP classroom assignments that are linked to practicum: the liaison approved number of hours may be counted.	The Advanced Integrative Seminar and the Program Monitoring & Evaluation courses are <u>not</u> part of the practicum.
Committee work: serving on Anne & Henry Zarrow School of Social Work, University, or professional committees with recognized stature and that are included in the Field Practicum Contract. Students are allowed eight (8) hours of excused absence during the semester for such activities and may count this time toward their practicum hours.	Classroom homework: unless the homework is directly tied to the practicum and approved by the field instructor and faculty liaison. Students may not miss field practicum in order to do classroom homework.
Readings assigned by field instructor.	Unassigned readings or completion of "homework."
Research assignments initiated by the field instructor.	Unassigned research or completion of "homework."
Lunches that are considered "working lunches," i.e. meetings, conferences, staffing while eating, etc.	Meeting colleagues or practicum agency staff for a lunch that is social, not work oriented.
On-call, or extended-care hours, when the student serves patients outside of their regular practicum schedule. Starts when the call or request begins and service concludes.	On-call hours that are in-active even though the student is responsible and ready for the event of a call or request, including travel to or from home.

Inclement Weather and Holiday Guidelines

When inclement weather or holidays impact practicum attendance, the following guidelines should be observed when determining whether missed practicum hours must be made up. Holidays occurring during the practicum semester are designated on all Practicum Calendars, along with the appropriate guidance for practicum observance. For conflicts between agency & University policy that prohibit a student from attending practicum (see below), **16 hours maximum, or two days of practicum, may be counted for absences beyond student control:**

- 1) If the **University is closed** and the **agency is closed**, students may count any regularly scheduled hours they would have acquired had they been in attendance on that day.
- 2) If the **University is open** but the **agency is closed**, students may count any regularly scheduled hours they would have acquired had they been in attendance on that day.
- 3) If the **University is closed** but the **agency is open**, students may opt not to attend, but must make up the regularly scheduled hours they would have acquired if they had been in attendance on that day.
- 4) If the **University is open** and the **agency is open**, students may opt not to attend, but must make up any regularly scheduled hours they would have acquired if they had been in attendance on that day.

The School expects students to be in their practicum placements on the days and at the times agreed upon by the student and field instructor, and designated and outlined in the student's Field Practicum Contract. Students who will be absent due to holidays, semester break or inclement weather are responsible for communicating these absences to the field instructor in a timely manner and, when possible, preparing clients for the absence. **Students must make up any supervision conferences they have missed due to any absence.** Students are responsible for and expected to do whatever is necessary to successfully complete all tasks within the Field Practicum Contract, regardless of missed hours due to holidays or weather.

Some sites may require that students be present during part or all of the University recognized holidays as a condition of placement at that site. Such requirements and arrangements must be stated in the Field Practicum Contract. Students who are required by sites to be at placements over Winter Break must submit a *Request for Modified Practicum*. See: Modified Practicum.

All Undergraduate students are allowed to take Spring Break. Graduate students in two semester placements may approach their field instructors about the possibility of taking Spring Break. This decision is completely up to the field instructor and is based on instructor and site needs. Students may not appeal the field instructor's decision to the School.

Students who celebrate religious holidays not observed by the site may be granted leave time by the field instructor, but time granted for such observances may have to be made up. Plans for such leave time must be negotiated with the field instructor.

Illness and Emergencies

The School expects students to be in their practicum placements on the days and at the times agreed upon by the student and field instructor. If students need to be absent from their sites, the policies below apply. Students must immediately report any absences to the field

instructor. Students are allowed two days of personal leave during the practicum semester and may count the number of hours they would have accumulated had they been in attendance on those days. If a student requires **more than two (2) personal days** of leave, the faculty liaison must be contacted immediately.

Time lost because of unanticipated personal emergencies, such as the death of a member of the family, or a personal illness, must be made up. Arrangements for make-up time are made with the field instructor and may require approval by the faculty liaison. The Field Education Coordinator will be notified of the plan. Students who, due to illness or family emergencies, miss extensive amounts of practicum time may be required to withdraw from the practicum course, or may be awarded an Incomplete in the practicum course. See: Practicum Disruptions and Grade Assignment of Incomplete.

School, University, and Professional Organization Involvement

Participation in School or professional governances should be discussed and addressed in the Field Practicum Contract. Students who serve on Anne & Henry Zarrow School of Social Work, University or professional committees with recognized stature are granted eight (8) hours of excused absence during the practicum semester for such activities and may count this time toward accumulated practicum time. These activities must appear in the Field Practicum Contract and on the student's weekly practicum activity log.

Car Trouble, Child Care

Students are expected to be in their practicum placements on the days and at the times agreed upon by the student and the field instructor. Students must immediately report any absences to the field instructor. Absences as a result of car trouble, or child care must be made up.

Extreme Weather Events

In cases of extreme weather events, the Field Education Office will follow University guidelines and procedures in issuing additional policy to address prolonged practicum absences which are due to the extreme weather. Students will be informed by email of expectations for making up required practicum time.

Workshops and Conferences

Attendance at workshops and conferences is not automatically treated as an excused absence from the practicum, or as a practicum activity for which practicum hours may be accumulated. The field instructor has the authority to decide whether the nature of the outside activity is sufficiently related to the student's learning objectives and field contract in order to warrant treating it as a practicum activity. The field instructor may use Field Practicum Contract criteria to make these determinations.

The field instructor must approve workshops and conferences in advance in order for the student to:

- Be away from the practicum site; and
- Include workshop and conference activities as part of the practicum.

For workshops and conferences to count toward the accumulation of practicum hours, these events must be incorporated into the Field Practicum Contract. See: *Hours That Count/Hours That Don't* in order to determine how much time can be counted towards practicum.

Missing Class for Practicum and Counting Class as Practicum

Any absence from a regularly scheduled class should be discussed with the professor or instructor of that class. Students are not permitted to miss class for practicum activities. Students are not permitted to miss class to interview at practicum sites or to meet with the Field Education Coordinator. Students are not permitted to count classroom time as practicum hours unless the classroom time is a regularly scheduled part of the practicum course. For example, if the practicum course in which the student is enrolled includes a mandatory field lab or a mandatory field seminar, the student may be permitted to count that time toward total practicum hours.

Absences and the Accumulation of Practicum Hours

If during the practicum semester a student misses **more than two (2) days** of practicum, he or she must contact his or her faculty liaison and work with the liaison and the field instructor to develop a plan to make up the missed time. Students who miss extensive amounts of practicum time may be required to withdraw from the practicum course, or may be awarded an Incomplete in the practicum course. See: Practicum Disruptions, and Grade Assignment of Incomplete.

Suspension of Practicum and the Accumulation of Practicum Hours

Practicum placements may be suspended, i.e. temporarily stopped, when a student is not meeting practicum requirements. During the time a placement is suspended, the student shall not accumulate practicum hours. When it is determined that the placement can resume, the student may then begin again to accumulate practicum hours, but may be delayed in completing the practicum. If it is determined that the placement can resume, the student will resume accumulating practicum hours, but may be delayed in completing the practicum course. See: Suspension of Practicum in Practicum Placement Monitoring

Practicum Hours Audit

Students are responsible for submitting the **Weekly Practicum Report** on a weekly basis. Hours are audited on a regular basis by the Field Education Program. Throughout the practicum, students will be notified when there is a pattern of missing hours, so corrections can be made as soon as possible and students won't fall further behind in accumulating practicum hours. Faculty liaisons are notified when a student is falling behind. Students are responsible for working out a plan to make up and meet practicum hour requirements. Failure to submit weekly documentation may result in a suspension of the practicum placement. A final audit takes place at the time of the student's evaluation. If the student is still missing hours, both the student and the faculty liaison are notified of the missing requirements. Students are responsible for making up missing requirements and meeting all practicum deadlines. See: Grade Assignment of Incomplete.

BEGINNING THE PRACTICUM

Norman Campus - Mandatory Practicum Orientations, Field Labs, Seminars and Training

All students *must attend and comply* with requirements of their cohort-specific practicum orientation, field lab with modules, field unit seminar and hybrid field training. Each is designed to prepare students for practicum according to the cohort's professional development needs. The following required sessions and/or courses assist in the integration of practicum learning:

- Practicum Orientations are conducted that initiate the placement process for each student cohort and involve mandatory attendance plus online application processes;
- Foundation Year Field Labs prepare students for practicum early in the semester with additional online modules and simulation experiences throughout the practicum;
- Seminar opportunities occur in the curriculum to enable students to process practicum experiences and gain professional practices that are applicable to and with their cohort:
 - Undergraduate students enroll in Practicum Seminar I - II for course credit during fall/spring semesters that include practicum discussions & professionalism;
 - Foundation Year students engage in Field Unit Seminars with faculty liaisons for practicum hours that include practicum discussions on field of practice specialty;
 - Concentration Year students enroll in Advanced Seminar for course credit during final semester to include practicum discussions & decision-making case analysis;
- Field Trainings are conducted through a hybrid model with group sessions that bring students and field instructors together to review EPAS competencies with contract components plus cohort-specific training for pertinent professional development issues, with an online video resource for contract basics & weekly documentation review.

Hosted dates and times for all orientations, labs, seminars and trainings are in the Practicum Announcements that are emailed to students regularly, *and* on the cohort-specific Practicum Calendars that are available on the website within the Field Education section. Students who do not attend these mandatory sessions will not be allowed to begin or continue their practicum placements. Professional communication with the Field Education Program office is expected.

Tulsa Campus - Mandatory Practicum Orientation for All Students

All students must attend a Practicum Orientation. These orientations are scheduled during the first week of the practicum. The Practicum Orientation is focused on the educational experience of the student in the practicum. The course syllabus is reviewed and students are trained in the development of the Field Practicum Contract. Dates and times for these orientations appear on the Practicum Calendar. Students who do not attend a Practicum Orientation will not be allowed to proceed with a practicum placement. Because of this, these orientations are offered multiple times. Students are cautioned to attend the earliest possible offering and use later times as backups only.

Tulsa Campus – Mandatory Foundation Year Practicum Labs

Foundation year students who are assigned to field units are required to attend Practicum Labs scheduled during the first two weeks of the practicum semester. Foundation year students who are not assigned to field units are not required to attend, but are welcomed and encouraged to attend. The schedule for Practicum Labs can be found on the Practicum Calendar.

Tulsa Campus – Mandatory Foundation Year Field Unit Seminar

Foundation year students assigned to field units are required to attend the first field unit seminar meeting which is scheduled during the first week of the practicum semester. During this meeting, the field unit faculty liaison and students develop schedules for future seminar meetings, and for any practicum and seminar activities which do not appear on the Practicum Calendar. Field unit seminars are required and are usually scheduled for every other week during the course of the practicum

Tulsa Campus - Mandatory Concentration Year Faculty Liaison Meetings

All Direct Practice students are required to attend regularly scheduled Practicum meetings in the spring semester with Field Faculty. These meetings are counted towards practicum hours. To accommodate students, they are scheduled adjacent to the times which are scheduled for the Advanced Integrative Seminar.

REQUIRED WEEKLY DOCUMENTATION

Students are responsible for completing Weekly Practicum Reports in IPT for the duration of their practicum semester(s). These are to be submitted regularly in accordance with campus-specific requirements concerning weekly documentation. The Weekly Practicum Report form incorporates accountability for the required weekly supervision with the field instructor; the student's daily/weekly activities that correspond to their contract work plans for competency development; and the accumulated practicum hours that have been accomplished each week and throughout the practicum semester. Each weekly report is to be reviewed and signed by the field instructor to indicate approval for content and hours, and as a tool for enhancing communication with the field liaison who serves as a monitor for the student's progress. Any student who does not submit Weekly Practicum Reports in a timely manner, or neglects to convey their activities or hours accurately, may be subject to a suspension of their practicum.

DEVELOPING THE FIELD PRACTICUM CONTRACT

The Development Process

Practicum assignments are uniquely created at each practicum site through the development of the *Field Practicum Contract*. This education contract is a teaching and learning plan which outlines a developmentally graduated description of the Anne & Henry Zarrow School of Social Work program competencies which must be incorporated into the practicum experience and addressed at each site. The first major practicum assignment at all sites is the development of the contract.

The primary intent of this assignment is to create an arc of understanding which spans the duration of the practicum and helps the student bring the world of the practicum site and the

world of the School together. This confluence of the education contract and the practicum site offers the student a way to tie the theoretical and conceptual contributions of the classroom to the practicum experience through required program competencies and practice behaviors. This confluence creates a learning process in which the student can view the site through the lens of the social work perspective, and apply social work values and knowledge to the development of professional skills in actual social work practice.

At the practicum site, during the first weeks of the practicum, the student works with the field instructor to identify or create practicum activities and assignments which can be incorporated into each competency area of the contract. These activities are recorded in the *Work Plans* feature of the contract. *Work Plans* are a practicum “game plan.” In order to identify site activities, the student follows the directives of the *Practice Tasks* feature which is linked to each *Work Plan*. The student must come to understand why each set of *Practice Tasks* is bundled together under each competency area of the contract; how the tasks are relevant to the competency; and how they are related to each other. Then, through the guidance of the field instructor, the student develops *Work Plans* describing how he or she will go about acquiring and demonstrating program competencies while engaging in assignments and activities which are grounded in the mission, context, culture, and work of the practicum site.

At the school, during the early weeks of the practicum, the faculty liaison assists students with the development of *Work Plans*, with an emphasis on tying practicum activities directly to program competencies, ensuring that practicum assignments, in addition to being instructional, are designed to create opportunities for the student to acquire program competencies, and receive instructive feedback and evaluation of their competency performance. As the contract is being developed, the faculty liaison may review drafts as requested, and require revisions as needed, in order to ensure student demonstration of program competencies in the practicum.

The *Field Practicum Contract* is a working document. *Work Plans* should be continually revised throughout the course of the practicum in response to ongoing feedback about student performance, instructor suggestions, new opportunities that come along, or changes taking place at the practicum site. Students and instructors together can develop “*Strategies to Increase Competence*” throughout the practicum, i.e. ways in which competency practice behaviors can be further improved. In this way, feedback and improvement planning are structured into ongoing development of the education contract.

By the end of the practicum, contract *Work Plans* should reflect all of the learning experiences which have been incorporated into the practicum. However, initial *Work Plans* must be developed as fully as possible during the first weeks of the practicum. During this time, the student is responsible for:

- Attending any required meetings or seminars with the faculty liaison (liaisons schedule and notify their students about these meetings)
- Initiating contract development discussions with the field instructor
- Utilizing contract development aids which are posted on the school website
- Requesting liaison assistance as needed

- Completing and submitting Work Plans for each competency area of the contract by the date which appears on the Practicum Calendar for each practicum course.

Mandatory Contract Development - Conferring with the Faculty Liaison

The first major practicum assignment in any field placement is the development of the *Field Practicum Contract*. This assignment is completed with the site field instructor during the first weeks of the practicum, and with guidance from the faculty liaison who assists students in tying practicum activities directly to program competencies. To do this, faculty liaisons may confer with students on site, by phone, email or even through communication in IPT, using the Field Practicum Contract itself. Faculty liaisons may require contract development sessions, individually or in groups, with their students. Liaisons schedule these sessions and notify their students about meeting times and locations. Time spent in these sessions may be counted towards practicum hours. Students who do not respond to liaison communications, and/or who do not attend mandatory liaison meetings, may be suspended from practicum. (See: *Placement Monitoring and Suspension of Placement*.)

Field Practicum Contract Approval

The initial *Field Practicum Contract* is approved and signed by both the field instructor and the faculty liaison, and must be submitted by the due date which appears on the Practicum Calendar for each practicum course. Students may not continue in the practicum course without submission and approval of the contract. A student who fails to develop a *Field Practicum Contract* which directly ties practicum activities at the site to program competencies, and ensures that these assignments are designed to create opportunities for instructive feedback and assessment of performance, will be awarded a grade of Unsatisfactory and will not continue in the practicum course.

If a student is hired by the practicum site during the practicum - in new roles or in a different program, and allowed to continue in the practicum course, the field contract will have to be revised, or possibly a new one developed and approved, to reflect new activities and assignments which will now be incorporated into the practicum learning experience.

FIELD INSTRUCTION AND PRACTICUM SUPERVISION

Field Instructors

Students may not begin a practicum placement unless the Field Education Program has secured the identification and commitment of a designated field instructor. The field instructor is the most critical component of any field placement. The field instructor is the social worker who has responsibility for the development, implementation, and evaluation of the practicum student's educational experience at the practicum site. The field instructor provides oversight of any non-social work professional (preceptor) or task supervisor who is involved in the student's learning process. The field instructor works with the student to plan the day to day learning activities and assignments which comprise the practicum. The field instructor provides mentoring, instruction, professional guidance, practice and practicum supervision, and oversight of the student's practicum experience. The critical matrix of all practicum activities

and assignments is focused, integrative discussions between the student and the field instructor. (*See: Field Instructor and Preceptor Roles and Expectations*)

Field Instructor Training

In 2008, the Council on Social Work Education (CSWE), the School's accrediting body, joined a national movement in professional schools by embracing a competency-based model of professional education. To help new field instructors structure, or current field instructors re-structure their approaches to practice learning, the School of Social Work developed a basic competency-based training for field instructors. Field instructors are required to attend this training, and the School knows from instructor feedback that they would be lost without it. The most recent training attendance dates for all instructors are noted on their IPT page. A student may not proceed with a practicum that involves a field instructor who has not attended the most current version of this training. (The currency date is provided on the Practicum Calendar for all placements.) For this reason, instructors who have not attended a current training, and who have agreed to supervise and instruct a student, are urged to attend:

- The earliest date offered for instructor training, and reserve later dates for backup only (Tulsa).
- The cohort-specific date offered for instructor training, and reserve later dates for backup only (Norman).

Practicum Preceptors

Preceptors and mentors have enriched our students' field placements for a long time. Setting up a supervisory structure that includes the incorporation of on-site preceptors, and even off-site preceptors, to lead practicum activities that offer needed opportunities for students is a very important supervision planning responsibility for many field instructors. Preceptors may be professionally trained social workers, members of other professions, or paraprofessionals. Although preceptors may not be utilized in place of field instruction provided by someone who holds a social work degree, they may be utilized to broaden the range of learning opportunities available to students. Many preceptors provide short term, specific learning opportunities, both on and off-site, that expand the student's learning. Some preceptors work with students for longer stretches of time providing training and day-to-day instruction. Many students have multiple preceptors.

When preceptors are incorporated into the teaching and learning process in a practicum, the extent of preceptor responsibility is determined by the field instructor and approved by the Field Education Coordinator at the time of placement approval. When preceptors are incorporated after the practicum has begun, the extent and type of preceptor responsibility is determined by the field instructor and approved by the faculty liaison. This supervision structure, and any revisions in this structure, must be indicated in the Plan for Supervision in the Field Practicum Contract.

When a field instructor is incorporating other professionals into the instructional plan, or sharing instructional responsibilities with another MSW instructor or with preceptors, the affiliated field instructor must provide supervision which focuses on integrative and reflective

discussions which help the student integrate preceptor contributions to the overall learning experience. When utilizing preceptors, it is the affiliated field instructor's responsibility to develop clear lines of responsibility, authority and feedback about the student's performance in preceptor-supervised activities. It is the field instructor's responsibility to check frequently with the student and preceptor to monitor the effectiveness of the supervisory structure. Preceptors participate in the overall evaluation of the student's progress consistent with the amount and type of responsibility they have had for the student's learning. They provide feedback about the student's field performance to the field instructor, who has final responsibility for the student's evaluation and for recommending the student's final grade. See Preceptor Roles and Responsibilities

Responsibilities of the Field Instructor in Relationship to Practicum Preceptors

- Designate and monitor preceptors involved with the student's educational experience
- Orient preceptor(s) to practicum course requirements, the social work perspective, the Field Practicum Contract and the attending learning processes and procedures
- Collaborate with preceptors in the development of the learning experience; determine the extent of preceptor responsibility; designate practicum activities and assignments which will be preceptor supervised
- Assure that practicum activities and assignments follow the requirements of the Field Practicum Contract; are in keeping with the perspective and practices of the social work profession; and are based on the student's skill level, knowledge and experience
- Help students integrate the preceptor's contribution with the social work perspective and with the overall learning experience
- Check frequently with the student and preceptor to monitor the effectiveness of the preceptor plan
- Develop ways the preceptor can share ongoing feedback with the student
- Obtain feedback from the preceptor regarding the student's performance in task supervised activities
- Ensure that the student is open about any conflict arising from different perspectives, or supervision or management styles; help the student focus on the positive aspects of learning from other professions
- Obtain ongoing feedback from the preceptor regarding the student's performance in task supervised activities
- Consult with the preceptor regarding the student's final evaluation
- Assume final responsibility for the student evaluation

Student Remuneration of Field Instructor

No student will be permitted to make separate monetary payments for supervision in relation to his or her field placement. If the site does not have an employee who qualifies, or who is

available, to function in the role of field instructor, the School may allow the site to identify a field instructor from outside the site. Also, in situations where a site does not have a staff member available who qualifies as a field instructor, the site may, at its discretion and at its expense, contract with a qualified MSW outside the site to provide the necessary field instruction.

Off-Site Field Instructors

The Council on Social Work Education requires that all social work practicum students have a field instructor who holds a social work degree. Social work-degreed field instructors are typically employed by the practicum site. If the site does not have an employee who qualifies, or who is available, to function in the role of field instructor, the School may allow the site to identify a field instructor from outside the site. Although this practice is not allowed in all types of placements, there are some practicum placements that depend upon the willingness of an offsite field instructor to oversee a student's practicum. When this instructional/supervisory arrangement is allowed, the off-site instructor must be well-grounded in the work of the practicum site and in social work education. And, the site must authorize the off-site field instructor to come onsite to perform the necessary on-site duties of a field instructor, e.g. shadowing the student, reviewing client records, communicating with the on-site preceptor, etc.

When the school affiliated field instructor is NOT working at the practicum site, there MUST be a designated onsite preceptor who will assume responsibility for the day-to-day practicum activities and learning experiences of the student. This preceptor must agree to provide structure, instruction, support and ongoing supervision to the practicum student. This preceptor must agree to work with the off-site social work degreed field instructor towards the student's integration of social work practice learning. Preceptors with this level of responsibility for the practicum course are referred to by the School as 'Primary Preceptors.' A Primary Preceptor may be the sole reason a student is allowed to be placed at a desired practicum site.

In these placements, the school affiliated field instructor is responsible for maintaining the influence of the social work perspective in the supervisory arrangement. The field instructor must provide weekly supervision for the student which focuses on integrative and reflective discussions which help the student integrate the preceptor's contribution to the overall learning experience. And, the field instructor must be available to the student on a supervisory basis and to the Primary Preceptor on a consulting basis. The field instructor must incorporate feedback from the Primary Preceptor in the evaluation of the student.

Before this supervisory arrangement - off-site field instructor & on-site primary preceptor - can be approved for any placement, the student being placed must identify learning needs and conduct that align with managing this structure and navigating between the two instructors during the practicum.

Primary Preceptors

Very few students are allowed to be placed at sites that do NOT have an onsite social work degreed professional to act as Field Instructor. When this practicum arrangement is allowed, it is because another on-site human services professional, with relevant background, has stepped up to take on the role of Primary Preceptor in order to make the student's practicum a

possibility at that site. Primary Preceptors make considerable and generous contributions towards the degree requirements and professional development of our students.

Primary Preceptors are identified before placement approval. Primary Preceptors are always required in placements that involve an off-site field instructor. Students with off-site field instructors (see above) are not allowed to proceed with practicum unless there is a social-work-competency-based-trained Primary Preceptor incorporated into the supervisory structure of the placement.

Primary Preceptors are also required in placements where the field instructor does work at the practicum site, but, for whatever reason, is not positioned to provide the ongoing organization, oversight, day-to-day involvement or student access that is needed for a successful practicum. For example, the Field Instructor may have multiple students and elect to utilize Primary Preceptors for closer supervision, assigning one to each student. Or, the Field Instructor, student or the School may identify that there is not enough field instructor proximity to the student's focus of learning and a primary preceptor is designated.

The School works to secure that Primary Preceptors are both appropriate for the practicum course, and willing to take on the responsibilities involved in structuring and guiding a student's practicum. Other degreed professionals who do not have background and qualifications appropriate to the placement will not be considered in this role. Likewise, qualified professional staff that have been pressured to take on these responsibilities will not be considered.

The Primary Preceptor role carries with it a set of instructional and supervisory responsibilities that exceed the more circumscribed and enriching roles that other preceptors and mentors play during a social work practicum. New Primary Preceptors must complete a Preceptor Application so they can be entered into IPT, the practicum database. Once in IPT, Primary Preceptors are given review access to their student's field contract and weekly practicum documentation. Because of the centrality of their educational roles, Primary Preceptors are required to attend a current Field Instructor/Contract Training. A student may not proceed with a practicum that involves a Primary Preceptor who has not attended the current version of this training.

Student Responsibilities in Supervision

Students are responsible for communicating their needs for instruction and supervision at four checkpoints:

- 1) The *Application for Field Instruction* in IPT (specifically, *Student Profile & Field Education Needs*)
- 2) When interviewing for placement
- 3) The first supervisory conference with their field instructor
- 4) The *Instructor & Student Self-Assessment Summary* in the *Field Practicum Contract*

The first competency in all *Field Practicum Contracts* is the SUPERVISION competency. In the first supervisory conference, the field instructor and student discuss the student's *Application for Field Instruction*, and develop a plan for practicum supervision. This discussion is the culmination of a reflection process which was initiated by the student in the application process. The plan for

supervision is recorded in the SUPERVISION competency of the *Field Practicum Contract*. The inclusion of preceptors and Primary Preceptors in the supervisory structure of the field placement must be indicated in this plan, and revised during the practicum as needed.

Students are required to meet individually with their field instructors one hour each week in a regularly scheduled, uninterrupted, integrative supervisory conference. In a block placement, it is preferred that students receive an additional hour of supervision each week. This additional time, beyond the first formal conference hour, can take place in group supervision, with a preceptor or Primary Preceptor, or shadowing and debriefing the field instructor's work. Ideally, group supervision, when available, is an accompaniment to individual supervision. However, when appropriate, instructors who are working with multiple practicum students at one time can supervise their students in a group. In these instances, the instructor must be available to process more personal and sensitive issues with students on an individual basis.

All students must work with their field instructors to set regular, weekly supervisory conference times.

- Students are responsible for finding out from their instructor what is expected in these conferences and how to prepare.
- Students are responsible for obtaining field instructor signatures on all Weekly Practicum Reports in IPT.
- Missed supervisory conferences must be made up; missed supervision can be documented on the Supervisory Conference report for both the missed week and for the week that supervision is made up, with clarifying notations in each report.

Students are responsible for understanding the importance of the supervisory structure and roles that are involved in their practicum placements.

- When field instructors have incorporated Primary Preceptors or preceptors into the student's supervisory structure, students are responsible for understanding and managing the roles and relationships involved in this arrangement.
- Students are expected to immediately report to the School any problems or obstacles that interfere with practicum supervision.

Student Utilization of Practicum Supervision – Suggested by the Field Practicum Contract

Although the *Field Practicum Contract* lists only (5) five practice tasks that must be evaluated in the SUPERVISION competency, there are numerous ways the contract as a whole directly calls upon students to make use of supervision, or demonstrate the Supervision competency.

- Utilize supervision for ongoing development of the field education contract.
- Prepare for supervision with questions, cases, concerns and issues to discuss.
- Utilize supervision to assess personal and professional strengths and challenges.
- Use supervision to develop an awareness of personal values and sort out personal biases.

- Use supervision to clarify conflicting values and ethical dilemmas.
- Use supervision to explore differential use of self in professional relationships.
- Actively seek out and utilize supervisory feedback to evaluate and improve practice.
- Demonstrate the ability to know when to seek out supervision and feedback.
- Use supervision to integrate classroom learning with professional practice in the practicum setting.
- Use supervision to develop, monitor and revise learning goals and plans.
- Use supervision to enhance professional development.
- Use supervision to appropriately discern and use power and authority in professional relationships.
- Use supervision to ascertain/confirm statutes and regulatory standards that apply to practice at the practicum site.

PRACTICUM PLACEMENT MONITORING

Multiple Forms of Practicum Monitoring

Placement monitoring is an on-going process that begins the first day of the placement and continues throughout the entire practicum. Student performance is monitored by supervisory staff at the practicum site, and perhaps off-site, liaison faculty as practicum co-educators, classroom faculty at the School, the field education office, and by practicum students themselves.

Academic Information Sharing

All faculty members are involved in students' academic performance and the formation of students' professionalism and are responsible for reporting concerns to the Director /Assistant Director of the school, and other faculty as appropriate to assure professional behavior, ethical practice and academic achievement. Information disclosed during student meetings or correspondence with faculty, faculty advisors, field coordinators, faculty liaisons, field instructors or school administrators will NOT be kept confidential if the information raises concerns about the student's professional and/or academic performance. Faculty, field office coordinators, school administrators and field instructors will share pertinent information with each other and the student for the professional purpose of identifying student issues and enhancing problem solving about the concerns.

The practicum agency serves as the academic setting for the field internship course. The field instructor, along with the overall academic program and faculty liaison, collaborate to support and guide the student's development as a professional social worker. To work together effectively, it is essential that relevant information be shared between involved parties. This information will be shared to protect clients as well as students, and to facilitate placement and learning in all aspects of field education. (See: Practicum Readiness and Academic Information Sharing.)

The Practicum Supervisory Structure

Student performance is monitored by the field instructor and any preceptors, including Primary Preceptors, when they have been incorporated into the supervisory structure of the practicum placement.

The Field Practicum Contract

The Field Practicum Contract, which outlines specific practicum assignments for each student, incorporates a special feature, *Strategies to Increase Competence*, which structures ongoing monitoring, feedback and improvement planning into each practicum placement.

Students are evaluated by the field instructor for a mid-practicum grade, and at the end of the course for a final grade. However, the Field Practicum Contract incorporates an evaluation feedback feature, *Evidence to Support the Rating*, which may be utilized by the field instructor throughout the practicum to provide feedback about the student's achievement of competency based performance criteria included in the contract.

Student Self Evaluation

Student performance is monitored by the student through the field supervision process, instructor and preceptor feedback, field contract-required student self-reflection and evaluation of one's own practice.

Liaison Faculty

Liaison faculty serve as co-educators with field instructors, assisting students and instructors with the development of the education contract which guides the course of each student's practicum experience; and, conducting field seminars when incorporated into the practicum. Faculty liaisons monitor practicum placements and student performance in multiple ways. Liaisons maintain close contact with students and field instructors at each site during the course of the practicum through visits to the site, group and individual meetings with students, ongoing review of student documentation and field supervisory reports, and telephone and email contacts.

The Field Education Office

Practicum placements and student performance are monitored by the Field Education Office through regular communication with faculty liaisons, and through weekly student documentation in the Intern Placement Tracking (IPT) database. Students are required to complete Weekly Practicum Reports to account for practicum hours and practicum activities. Students and Field Instructors are also required to complete weekly Supervisory Conference Reports documenting topics discussed, as well as any performance difficulties or problems that have been addressed during supervision meetings.

Performance Improvement Plans

When significant student performance difficulties develop, placements are monitored through written Performance Improvement Plans (PIP's), developed through consultation between the student and field instructor that has been facilitated by the field faculty liaison.

Level I and Level II Reviews

When significant student performance difficulties develop, placements may be monitored through the Level Review process. The Level Review process is incorporated into the *Student Performance Policy*. It is a process whereby the student and relevant parties come together to address concerns about the student's performance and work to identify barriers to success and, if possible, formulate plans to support success. For more about Level Reviews, see the Student Performance Policy.

- **Level I Review** is a process whereby the faculty liaison becomes significantly involved in addressing difficulties the student is experiencing in practicum, difficulties that do not seem to be responding to field instructional efforts alone. The goal is the development of a plan to address the difficulties, and perhaps the development of a Performance Improvement Plan (PIP).
- **Level II Review** is a process whereby all relevant faculty members meet with the student when there is a concern that the student might not be able to meet academic or professional standards. The goal of a Level II Review is communication about all concerns, development of a plan to support the student and resolve difficulties, and perhaps the development of a Performance Improvement Plan.

Placement Monitoring and Suspension of Placement

Practicum placements may be suspended, i.e. temporarily stopped, when a student is not meeting practicum requirements. During the time a placement is suspended, the student does not go to the practicum site, or accumulate required practicum hours. If it is determined that the placement can resume, the student will resume accumulating practicum hours, but may be delayed in completing the practicum course.

The practicum may be suspended for the following reasons:

- The student is failing to communicate with the School during the course of the practicum, for example, is not submitting weekly practicum documentation, or is not responding to requests to set up a site visit, or is not communicating with the faculty liaison as needed or requested
- The student is failing to comply with practicum stipend requirements
- The student is having excessive absences from practicum
- The student is not attending practicum required meetings, such as field seminars
- The student has not complied with important deadlines, for example, submission of the Field Practicum Contract at the beginning of the practicum, or the Student Evaluation at the end of the practicum course

- Practicum placements may also be suspended when there are student performance difficulties. These placements may remain suspended while the School conducts an investigation and Level III Review of the student’s practicum situation in order to determine whether or not the placement can resume or will be terminated.

EVALUATION OF STUDENT PERFORMANCE IN PRACTICUM

Evaluation of Competency Performance

Each practicum is divided into two courses. Each student is evaluated by his/her field instructor at the end of each practicum course. In full time placements, the first evaluation occurs at mid-semester. In two semester placements, the first evaluation occurs at the end of the first semester. Regardless of the type of placement, the mid-point of any practicum is always referred to as “mid-practicum.” In all placements, the second evaluation occurs at the end of the practicum and is always referred to as the “final” evaluation.

Field instructors complete evaluations of student performance of social work competencies and practice behaviors in the Field Practicum Contract. Field Practicum Contracts incorporate competency based performance criteria which progress developmentally and establish rising expectations both within and across the span of undergraduate, graduate foundation year and concentration year field practica. The table below is the scale used to rate performance on EACH of the criteria included in the Field Practicum Contract.

When completing evaluations, field instructors provide a narrative description of “evidence to support” each ratings. At mid-practicum, instructor ratings are based on performance of the criteria indicated and not on anticipated progress during the remainder of the practicum. At the end of the practicum, field instructors recommend final grades of Satisfactory or Unsatisfactory to faculty field liaisons.

PRACTICUM EVALUTION SCALE
AC: Advanced Competence Expertly demonstrates awareness, knowledge and skills as a graduate social work intern
C: Competence Consistently demonstrates awareness, knowledge and skills as a graduate social work intern
EC: Emerging Competence Inconsistently demonstrates awareness, knowledge and skills as a graduate social work intern
IP: Insufficient Progress Rarely demonstrates awareness, knowledge and skills as a graduate social work intern
UP: Unacceptable Progress Does not demonstrate awareness, knowledge and skills as a graduate social work intern

DEVELOPMENTAL NATURE OF PRACTICUM

In the Undergraduate, Foundation Year and Concentration Year Practica, students complete practicum requirements by demonstrating the acquisition and mastery of mandated competencies. This mastery is cumulative in character and developmental in nature, and includes a sequence of planned learning experiences and competency demonstrations that span enrollment in two, linked courses within one, or spanning two consecutive semesters. Because of the cumulative nature of the learning experiences and the assessments of student performance, in order to complete the Undergraduate, Foundation Year or Concentration Year practicum requirement, students must complete both linked courses with a satisfactory grade during a practicum placement. This means that a student who does not satisfactorily complete the enrollment in SWK 4325 or SWK 5423 will have to start over again with SWK 4315 or SWK 5413, regardless of the grade awarded in SWK 4315 or SWK 5413. Similarly, a student who does not satisfactorily complete the enrollment in SWK 5826 (DP) or SWK 5846 (ACP) will have to start over again with SWK 5816 (DP) or SWK 5836 (ACP), respectively, regardless of the grade awarded in the first six (6) hours.

Practicum Grading

In order to receive a grade of Satisfactory for the **mid-practicum evaluation**, students must:

- Achieve a rating of **Emerging Competence** or above in **eleven (11) of the thirteen (13) criteria, and**
- **Achieve no more than two (2) IPs for any competence;**
- Achieve no rating of **UP for any criteria** indicated for the mid-practicum evaluation. Students who receive a rating of **Unacceptable Progress** at mid-practicum on any criteria will receive a grade of Unsatisfactory in the practicum

Students who receive ratings of **Insufficient Progress** at mid-practicum on one (1) or two (2) criteria must develop a **Performance Improvement Plan (PIP)** in consultation with their field instructor and faculty liaison. Field instructors and faculty liaisons will monitor student progress on the PIP.

A grade of **Incomplete** will be assigned to students who have not completed and/or submitted the following:

- The total number of practicum hours required
- The total number of practicum weeks required
- The total number of supervisory conferences required
- Submission of all required practicum documentation

In order to receive a grade of Satisfactory for the **final evaluation**, students must:

- Achieve a minimum rating of **Emerging Competence** on **all four (4) of the following criteria: Supervision, Practice, Professional Communication & Professional Behavior,**
- **And Achieve EC or above in seven (7) of the remaining nine (9) criteria:**

- **Achieve no more than two (2) IPs for any other competencies not listed above; and**
- **Achieve no rating of UP for any criteria indicated for the final evaluation.** Students who receive a rating of **Unacceptable Progress** on the final evaluation for any criteria will receive a grade of Unsatisfactory in the practicum.

Students and instructors must take note that in the Final Evaluation (for the second half of the practicum) students will need to achieve a minimum rating of **Emerging Competence** for all four (4) of the following criteria:

- **Supervision**
- **Practice**
- **Professional Communication**
- **Professional Behavior**

A grade of Incomplete will be assigned to students who have not met the following practicum requirements. This includes pre-approve Modified Practicum students who have not met practicum requirements by the end of the semester.

- The total number of practicum hours required
- The total number of practicum weeks required
- The total number of supervisory conferences required
- Completion and submission of all required practicum documentation
- Completion and submission of the Student Survey of Educational Experience, Parts I & II

Practicum Grade and Field Practicum Contract Approval

Practicum assignments are created at each practicum site through the development of the Field Practicum Contract. This education contract outlines a developmentally graduated description of the Anne & Henry Zarrow School of Social Work program competencies which must be incorporated into the practicum experience and addressed at each site. The first major practicum assignment at all sites is the development of the contract. The initial Field Practicum Contract is approved by both the field instructor and the faculty liaison, and must be submitted by the due date which appears on the Practicum Calendar for each practicum course. Students may not continue in the practicum course without approval and then submission of the contract. A student who fails to develop a Field Practicum Contract which directly ties practicum activities at the site to program competencies, and ensures that these assignments are designed to create opportunities for instructive feedback and assessment of performance, will be awarded a grade of Unsatisfactory and will not continue in the practicum course.

Practicum Grade and the Concentration Year Comprehensive Exam

The second course, either SWK 5826 (DP) or SWK 5846 (ACP), of the concentration year practicum is linked to the comprehensive exam, as required by the Graduate College. Students may not take the comp exam, specifically the Field Practicum Contract, unless they have a GPA of 3.0 or higher.

Practicum Grade of Incomplete

A grade of Incomplete will be assigned to students who have not met the following practicum requirements. This includes pre-approve Modified Practicum students who have not met practicum requirements by the end of the semester.

- The total number of practicum hours required
- The total number of practicum weeks required
- The total number of supervisory conferences required
- Completion and submission of all required practicum documentation
- Completion and submission of the Student Survey of Educational Experience, Parts I & II

A grade of **Incomplete** may NOT be assigned unless the student:

- Has completed 70% of the practicum course
- Has demonstrated good progress and performance in all criteria
- Is expected to achieve a grade of Satisfactory for the practicum course

A grade of Incomplete will NOT be given:

- To extend time to improve practicum performance
- For any reason not listed above

Students who have been assigned a grade of Incomplete are immediately required to sign and return to the Field Education Office the *University Agreement to Complete a Course after the End of Term*, i.e. an “Incomplete contract.” The ‘I’ Contract will outline:

- Requirements which are missing
- Final date (determined by the school) for submission of missing requirements, after which, if the missing requirements are unfulfilled, the grade of Incomplete will become a grade of Unsatisfactory

When a student does not fulfill the conditions and requirements outlined in the I Contract, the student will be assigned a grade of Unsatisfactory for the course and, depending upon the circumstances involved, may be allowed to plan for a Level III Review. The Level III Review will determine whether or not the student will be allowed to repeat the practicum. If allowed, both practicum courses must be repeated, even if the Incomplete occurred in the second course.

When the grade of Incomplete occurs in the first course of a practicum, the student may not begin the second course until all conditions and requirements which have been set forth in the I Contract are satisfactorily met. If the student does not fulfill the conditions and requirements outlined in the I Contract, the student will be assigned a grade of Unsatisfactory and be required to repeat both courses of the practicum. When this occurs in the Foundation Year, the student will not be allowed to enroll in concentration year courses until the foundation year practicum is successfully completed.

When the grade of Incomplete occurs or is anticipated in a concentration year practicum, the student will immediately consult with the Graduate Coordinator. The second course, either SWK 5826 (DP) or SWK 5846 (ACP), of the concentration year practicum is linked to the comprehensive exam. If the student's enrollment cannot be arranged to accommodate prior authorization for the exam, the student's comprehensive exam will be delayed and the student will be required to enroll in two additional credit hours during the semester the concentration year practicum is completed.

UNSATISFACTORY PERFORMANCE: FAILING PRACTICUM AND TERMINATION OF PRACTICUM

Practicum Standards

The goals of the School are to provide the best professional preparation for our students, to assure that both our students and our graduates provide professional services of the highest quality, and to assure that our educational programs do not place clients or other members of the public at risk. Academic and professional standards for the School are set forth in the *Student Performance Policy*. Standards for professional behavior outlined by the policy are incorporated in the *Field Practicum Contract* as a competency which is evaluated by field instructors over the course of the practicum. Field Instructors are made aware of the *Student Performance Policy* in Instructor Training. Students should be familiar with the *Student Performance Policy* and its contents and will abide by the standards contained in the policy. At that time students also agree to adhere to the Anne & Henry Zarrow School of Social Work policies, University of Oklahoma policies, the NASW Code of Ethics, and to uphold the rules and procedures of assigned practicum placement agencies.

Unsatisfactory Performance

There are three (3) ways a student might receive a grade of Unsatisfactory in a practicum course:

- 1) The student might complete the first half of the practicum and, due to unresolved insufficient performance, be awarded a grade of Unsatisfactory.
- 2) The student might complete the entire practicum and, due to unresolved insufficient performance in the second part of the practicum, be awarded a grade of Unsatisfactory.
- 3) The school or the practicum site might terminate a practicum placement if it becomes evident to the practicum site, field instructor, faculty liaison, Field Education Coordinator, or the School, that the student is unable to successfully complete the practicum. The practicum will be ended and a grade of Unsatisfactory assigned.

Level III Review

Whether the practicum has been completed or terminated, in accordance with *The Student Performance Policy*, the school will conduct an investigation of the student's practicum placement situation and a Level III Review of the student's unsatisfactory performance. This investigation may be conducted by the Field Education Coordinator, Director or Assistant Director of the school. The investigation may include but is not limited to a thorough review of

all practicum documentation, a meeting with the student, the Academic Advisor, and consultation with both the Faculty Liaison and Field Instructor and/or Preceptor or other relevant agency staff.

Based upon the investigation, the Level Review, and the academic judgment of relevant social work faculty, including but not limited to the Graduate or Undergraduate Coordinator, the Director or Assistant Director, the Field Education Coordinator, the Faculty Liaison and the student's Academic Advisor:

- The student may receive a final grade of Unsatisfactory for the practicum course and be terminated from the program.
- The student may receive a final grade of Unsatisfactory for the practicum course and be allowed to develop a plan to repeat both courses of the practicum.

In accordance with the *Student Performance Policy*, a student who is allowed to proceed with possible repetition of the practicum must develop a plan that realistically addresses the performance issues involved in the failed practicum, and demonstrate that the past performance difficulties will not be a problem in a subsequent practicum placement. The plan must demonstrate that the student has reasonable prospects of improved performance or the student will not be allowed to repeat the practicum, and the grade of Unsatisfactory will stand. Included in a plan to repeat the practicum, the student must demonstrate the following:

- Reflection upon the failed practicum experience
- Acknowledgement of the student's problems with performance
- Description of the cause or nature of the performance difficulties involved
- Identification of the student's contribution to the performance problems
- Development of a realistic strategy to prevent the identified difficulties from interfering with practicum performance

The social work faculty will exercise academic judgment in reviewing the above criteria and in determining whether or not the plan is sufficient to warrant repeating the practicum. The plan must demonstrate that the student has reasonable prospects of improved performance. If the criteria listed above are judged to be insufficient, the student will not be allowed to repeat the practicum and the student will be terminated from the program in accordance with Graduate College policy. If the criteria listed above are judged to be sufficient, the student will be allowed to plan a repeated practicum and the school will establish a date by which the practicum must be completed.

Repeated Practicum Process

- Students will not be permitted to repeat their practicum in the semester immediately following the Unsatisfactory practicum
- Prospective sites will be notified of the student's previous attempt to complete the practicum, and also made aware of the student's efforts to improve the prospect of satisfactory performance

- It is the student's responsibility to secure a practicum site that has the approval of the school; however, the School reserves the right to select the practicum site
- A school approved practicum site must be willing to place the student during the timeframe allowed, or the student will not be allowed to repeat the practicum and will be terminated from the program in accordance with Graduate College policy

Unsatisfactory Performance in a Repeated Practicum

A student who cannot fulfill the field education requirement in social work cannot continue in the social work program. If the student is not successful in his/her efforts to either begin or successfully complete another practicum, he/she will be dismissed from the social work program in accordance with Graduate College policy.

PRACTICUM PLACEMENT INTERRUPTIONS

Placement Reassignment

Students complete practicum requirements by demonstrating the acquisition and mastery of mandated competencies. This mastery is cumulative in character and developmental in nature, and includes a sequence of planned learning experiences and competency demonstrations that span enrollment in two, linked courses. Because of the cumulative nature of the learning experiences and the assessment of student performance involved, in order to complete the Foundation Year or Concentration Year practicum requirement, students must complete both linked courses with a satisfactory grade during a practicum placement, within one or two consecutive semesters, depending on the practicum format. Once placed at a specific practicum site or within a field unit, each student is expected to complete both practicum courses within that placement.

Considerable School, practicum site and field instructor efforts go into securing the commitment of placement resources to students for practicum. This commitment of resources does not end with student placement; field instructors have the continuing responsibility of planning and managing developmental learning experiences for students across placement semesters.

Practicum placements are intended to provide students with in-depth exposure to professional social work practice. Once the placement begins, it takes considerable time for a student to develop both an understanding of the role the site plays in meeting the needs of an identified population, and adequate skills to provide site services. Students are expected to invest themselves in making their practicum a successful experience. Therefore, students may not "try out" practicum placements. All placements provide a learning experience for students even if the learning acquired is not what the student expected. After a placement has begun, site or instructor changes are made only in rare and unusual circumstances. Changes are allowed only after every effort has been made to resolve whatever problem has developed in the placement.

Protocol for Addressing Placement Difficulties

Only after the following protocol has been observed; and it has been determined by the faculty liaison that the problems involved cannot be resolved, and are not linked to deficiencies in student performance, may a student submit a request for change in placement.

Protocol for student identified difficulties:

- Depending upon the nature and extent of the problem(s), the student must first discuss his/her concerns with the Field Instructor and attempt to resolve the difficulties which have emerged. During this discussion, the student must state the concerns respectfully, honestly and openly and be open to feedback from the Field Instructor.
- The student must also alert their Faculty Liaison to the concerns and to the efforts that are being made to resolve the problem with the Field Instructor.
- If the problem is not resolved as a result of the student-initiated conference, the student or Field Instructor must contact the Faculty Liaison and request a site visit conference.
- In this conference, the student should state his or her concerns respectfully, clearly and honestly; provide evidence to document these concerns; and, be open to suggestions from both the Field Instructor and the Faculty Liaison. The Faculty Liaison will assist the student and the instructor in developing further efforts to resolve the problem, and may require that they develop a written contract to address the concerns.
- If the Liaison determines that the problems which have been identified are the result of deficiencies in student performance, the Liaison may request that the School conduct a Level Review in accordance with the School's Student Performance Policy.
- If the Liaison determines that the practicum situation is untenable and is not reflective of deficiencies in the student's performance, he or she will advise the student to request a change of practicum placement, and will inform the Field Education Coordinator of this recommendation. See: Disruption of Practicum Placement.

Protocol for Field Instructor identified difficulties:

- If a Field Instructor identifies difficulties with an assigned student, believes the student would benefit from a change of placement, and/or would like for the student to be re-assigned, he or she should request a conference with the assigned Faculty Liaison in order to discuss the issues and concerns.
- The Faculty Liaison will thoroughly consider the concerns and also discuss with the Field Instructor possible actions to support and maintain the student's current placement.
- If the Liaison determines that the problems which have been identified are the result of deficiencies in student performance, the Faculty Liaison may request that the School conduct a Level Review in accordance with the School's Student Performance Policy. The School may request that the Field Instructor complete and submit an evaluation of the student within five (5) days.
- If the Liaison determines that the practicum situation is untenable and is not reflective of deficiencies in the student's performance, the Liaison will recommend a change of placement and advise the Field Education Coordinator. See: Disruption of Practicum Placement.

Requesting a Change of Placement

Only after the forgoing communication and problem-solving process has been followed; it has been determined by the faculty liaison that the problems cannot be resolved; and, it has been determined that the problems are not the result of deficiencies in student performance, may the student request a change of practicum placement.

A change of practicum request is reviewed by the Field Education Coordinator, who will consult with the Faculty Liaison and may request a meeting with any of the parties involved before deciding that a change of placement is warranted. A decision to change the student's placement will be made primarily on the following factors: 1) the nature and severity of the problem; 2) the outcome of prior efforts to address the concerns; and 3) the willingness of the Field Instructor to continue working with the student.

If a decision is made to change the placement, the student is responsible for working with the Field Instructor and Faculty Liaison to develop a plan for appropriate termination with clients and the site. This plan should address transfer of responsibilities and clients to other service providers; completion of documentation; and, observation of checking-out procedures at the site.

Only after the change of placement is approved will the Field Education Coordinator begin working with the student to identify a new practicum placement. Every attempt will be made to re-place the student at a site that provides as much continuity as possible in the student's learning experience. The student must meet all planning and pre-practicum requirements that apply. See: Disruption of Practicum Placement.

Suspension of Practicum

Practicum placements may be suspended, i.e. temporarily stopped, when a student is not meeting practicum requirements. During the time a placement is suspended, the student shall not accumulate practicum hours. When it is determined that the placement can resume, the student may then begin again to accumulate practicum hours, but may be delayed in completing the practicum course. If it is determined that the placement can resume, the student will resume accumulating practicum hours, but may be delayed in completing the practicum course.

The practicum may be suspended for the following reasons:

- The student is failing to communicate with the School during the course of the practicum, for example, is not submitting weekly practicum documentation, or is not responding to requests to set up a site visit, or is not communicating with the faculty liaison as needed or requested
- The required supervisory structure is not in place
- When the academic requirements of the practicum are not being met in the placement
- The student is having excessive absences from practicum
- The student is not attending practicum required meetings, such as field seminars
- The student is not complying with stipend requirements

- The student has not complied with important deadlines, for example, submission of the Field Practicum Contract or associated Mid-Practicum or Final Evaluation
- The Practicum may also be suspended when there are student performance difficulties. These placements may remain suspended while the School conducts an investigation and Level III Review of the student's practicum situation in order to determine whether or not the placement can resume or will be terminated.

Disruption of Practicum Placement

In both the Undergraduate, Foundation Year and Concentration Year practica, students complete practicum requirements by demonstrating the acquisition and mastery of mandated competencies. This mastery is cumulative in character and developmental in nature, and includes a sequence of planned learning experiences and competency demonstrations that span enrollment in two, linked courses. Because of the cumulative nature of the learning experiences and the assessment of student performance involved, in order to complete the Undergraduate, Foundation Year or Concentration Year practicum requirements, students must complete both linked courses with a satisfactory grade during a practicum placement, within one, or spanning two consecutive semesters, depending upon the practicum format.

Occasionally practicum placements are disrupted due to **circumstances involving the practicum site or the supervisory arrangement of the field placement**. For example, the Field Instructor might become ill or leave the employment of the practicum site; or, the site might lose funding for the program where the student is placed. These circumstances are beyond the control of the School, and beyond the control of the student. Students are responsible for notifying the Faculty Liaison and the Field Education Program office at the first sign of potential placement disruption. When placements have been disrupted due to circumstances not connected to the student or the student's practicum performance, the school will make reasonable efforts to assist the student with continuation of their current practicum course. However, planning for the practicum, including the commitment of practicum site resources, is a process that typically unfolds over the course of several months.

Because of the time-consuming complexity of the process involved, the school cannot guarantee any of the following:

- That the current field education contract can be completed
- That the existing practicum placement can proceed following the disruption
- That a new abbreviated placement can be arranged at another site
- That all, or even some, of the accumulated practicum hours can be transferred to another placement

Depending upon the situation involved, the student may have to be reassigned to a new placement site and start the practicum over. Even when the school's efforts to reassign are immediately successful, disruption will in all likelihood delay the practicum and as a result may potentially delay the progress of the student in the social work program. When these delays occur in the Foundation Year, students will not be allowed to enroll in courses which have as

pre-requisite a successfully completed foundation year practicum when they have not completed these practicum courses.

Practicum placements can also be interrupted by **circumstances directly related to the student**. These circumstances may involve the academic performance of the student, or the personal circumstances of the student, and prevent the student from continuing in the practicum.

Here are some examples:

- The student chooses to drop the second half of the practicum
- The student fails to successfully complete pre-requisite coursework
- The student drops practicum co-requisite coursework
- The student is placed on academic probation
- The student has an unresolved grade of Incomplete in the first part of the practicum (See: Grade Assignment of Incomplete)
- The student takes medical leave
- The site limits the student's participation in practicum activities due to the student's medical or personal circumstances
- The student accepts a job at the practicum site in a program that cannot accommodate the continuation of the practicum
- The student loses a job during an employment based placement
- The student encounters personal difficulties that make the existing practicum placement untenable

Because of the developmental and cumulative nature of the practicum, if it is not possible for a student to progress from a successfully completed first half of the practicum to the second half, the student will be required to repeat the entire practicum at a later time.

Each practicum is comprised of two practicum courses. When the practicum is interrupted between practicum courses by circumstances directly related to the student, depending upon the student's academic situation, the school reserves the right to initiate communication with the practicum site and Field Instructor/or field unit that hosted the student for the first half of the practicum to request that the student be allowed to return at a later time to complete the second half of the practicum. While efforts might be made to allow for resumption of the practicum in this way, the school cannot guarantee that resumption of the placement will be possible. The decision to extend a previous commitment to a student is made by the practicum site and/or Field Instructor and not by the School. If the student is allowed to return to the original placement to resume the practicum, the student must be enrolled in the remaining half of the practicum within two semesters of the practicum interruption. Even if the site is initially willing to extend their commitment to the student, by the time the student is ready to resume the practicum, circumstances may have developed that make this plan impossible. Because of the developmental and cumulative nature of the practicum, if the student is not allowed to

return to the original placement site or unit, the student will be required to complete the entire practicum, i.e. both practicum courses, at a new placement site.

Practicum sites and Field Instructors must commit time and resources to meet our school's requirements and plan for a student to be placed. Therefore, in order to either resume an interrupted practicum, or repeat an entire practicum, students must satisfy all practicum readiness requirements, as well as all academic requirements which are linked to the practicum course(s) before entering into the practicum planning process. As with all practicum placements, students must participate in all established planning procedures and meet all placement requirements.

Termination of Placement

The School or the practicum site may terminate a practicum placement if it becomes evident to the practicum site, Field Instructor, Faculty Liaison, Field Education Coordinator, or the School, that the student is unable to successfully complete the practicum and a grade of Unsatisfactory will be assigned. See: Unsatisfactory Academic Performance.

OTHER POLICIES

Confidentiality

Social work students are expected to become familiar and comply with local, state, and federal mandates governing privacy and confidentiality, as well as with the policies and guidelines of their particular site. Students should also become familiar with exceptions to confidentiality, such as mandates to report. Students are expected to consult with their Field Instructors regularly on the ethical responsibility of social workers regarding standards of confidentiality.

Confidentiality is a basic principle of social work intervention. All social workers are expected to maintain adequate safeguards for the private nature of the professional client relationship. Students must hold confidential, both during and after the practicum, all identifiable information about persons served by the agency or facility where they are placed. Students must also maintain adequate safeguards when engaging with social media, by refraining from referring, even in the most general way, to their work with clients or client populations at practicum sites.

ROLES AND EXPECTATIONS OF STUDENTS

The practicum experience is a learning opportunity with responsibility shared by the School, the site, and the student. However, as with all coursework, the primary responsibility for satisfactory completion of the course belongs to the student. Students are expected to fulfill the expectations of both the School and the site. Student expectations specific to field education policies, guidelines and procedures appear throughout the Field Education Manual. Below are listed some general student responsibilities which are fundamental to success in the field placement.

Practicum Planning

- Observe all practicum planning procedures and meet all requirements of the planning process

- Conscientiously and honestly participate in the practicum planning process
- Notify the Field Education Coordinator of any special needs, financial issues, work relationships, and practice preferences that might influence practicum planning
- Participate to the fullest extent possible in all voluntary venues offered to assist with the practicum planning process

Practicum Meetings, Documentation & Deadlines

- Conscientiously prepare and submit all required practicum documentation by the deadlines indicated
- Provide documentation as necessary to demonstrate the quality and effectiveness of work in the practicum setting
- Attend all required orientations and meetings, field seminars, practicum LABS, contract development sessions, etc.

Communication with the Field Education Program

- Contact the Field Education office if problems arise in the field that may need support, clarification, and/or resolution
- Communicate problems and concerns to the faculty liaison
- Notify the faculty liaison of any difficulties encountered which interfere with meeting practicum expectations
- Regularly read all email notices sent from the Field Education Program
- Initiate scheduling of faculty liaison site visits

Practicum Hours

- Maintain agreed upon practicum schedule and report absences to the field instructor
- Conscientiously report practicum activities and the accumulation of practicum hours

Practicum Supervision

- Arrange for and maintain a schedule for weekly field supervision conferences
- Find out from field instructor what is expected in supervision conferences and what to prepare
- Prepare weekly for supervision with questions, cases, concerns, and issues to discuss
- Report to the Faculty Liaison any disruptions or anticipated disruptions in field supervision
- Meet weekly with onsite preceptors when Field Instructor is off-site
- Utilize supervision for ongoing development of the *Field Practicum Contract*
- Use supervision to develop, monitor and revise learning goals and plans

- Communicate with the Field Instructor regarding their approach to field instruction, overview of the placement, and expectations for the student
- Communicate to field instructor, through the supervision planning process, past experiences, learning needs and interests, conflicts regarding field instruction, and struggles to develop as a professional social worker
- Participate in a supervisory relationship with the field instructor in which self-assessment and openness to evaluation are an integral, ongoing process. Utilize supervision to assess personal and professional strengths and challenges. Use supervision to develop an awareness of personal values and sort out personal biases. Use supervision to clarify conflicting values and ethical dilemmas
- Use supervision to explore differential use of self in professional relationships
- Know when to seek out supervision and feedback. Actively seek out and utilize supervisory feedback to evaluate and improve practice
- Use supervision to integrate classroom learning in the practice setting
- Use supervision to appropriately discern and use power and authority in professional relationships
- Use supervision to ascertain/confirm statutes and regulatory standards that apply to practice at the practicum site
- Use supervision to enhance professional development

Field Practicum Contract

- Assume responsibility for demonstrating all required competencies
- Engage in meaningful and challenging work
- Apply classroom knowledge in the field

Student Safety

- Secure personal safety through adherence to reasonable precautions; and, adherence to practicum site policies, training, procedures and guidelines, and to University policies
- Consult with field instructor and site about all safety and liability concerns

Practicum Policies, Guidelines and Procedures

- Become familiar with practicum policies, guidelines, and procedures outlined in the Field Practicum Manual.
- Become familiar with the School's *Student Performance Policy*

Site Specific Requirements

- Adhere to the expectations of the practicum site

- Arrange for dependable transportation available for practicum activities, including getting to and from the placement site

Professional Liability Insurance

- Secure and maintain student malpractice insurance for the duration of the practicum placement

Professional Conduct

- Conduct oneself in a professional manner that is consistent with the NASW Code of Ethics, the Anne & Henry Zarrow School of Social Work *Student Performance Policy* and the best interest of clients
- As much as possible, become part of the practicum site
- When possible and compatible with the demands of achieving the educational objectives of the practicum course, participate in the same expectations as site employees
- Identify yourself as a “student” to clients and staff at the practicum site
- Let clients know how long you will be at the site
- Be reliable, dependable and responsible

Evaluations

- Fully participate in all practicum evaluations of student performance and educational experience
- Fully participate in all practicum evaluations of student performance according to the expectations and requests of the Field Instructor and/or Liaison
- Fully participate in all student evaluations of educational experience

PRACTICUM ROLES AND EXPECTATIONS FOR FIELD INSTRUCTORS

The field instructor is the social worker who has the responsibility for development, implementation, and evaluation of a student’s educational experience in the practicum placement; and as such, they are co-educators with the School in professionally developing our social work students.

Required Qualifications for Field Instructors

- A degree in social work from an accredited program. Field instructors in the graduate program must have a MSW degree. Those providing field instruction in the undergraduate program may have a BSW or a MSW degree.
- At least two years of supervised post-degree experience in social work practice is required for those providing field instruction for students.
- At least six months experience in current social work position

- If financial compensation is necessary in order for a site to provide field instruction, the site, not the student, is responsible for this payment. No student may pay for field instruction.

Preferred Qualifications for Field Instructors

- A license to practice social work in the State of Oklahoma
- Membership in NASW
- Evidence of continuing professional development through reading, workshops, courses, conference attendance, and participation in professional organizations
- A demonstrated interest in professional social work education and a willingness to work cooperatively with the School to accomplish educational objectives
- Demonstrated capacity for supervision or evidence of potential as an instructor
- Knowledge of the practice setting, the community within which the site functions, and the needs of the clientele served by the site
- Demonstrated knowledge of the current state of social work practice and its relation to the knowledge base of the profession
- Ability and sufficient time to carry out the responsibilities of the Field Instructor

Procedure for Selection and Appointment of Field Instructors

Potential field instructors may submit their application for Field Instructor status to the campus of their choice by submitting a *Field Instructor Application* and professional vita to the Anne & Henry Zarrow School of Social Work. Application information can be found in Field Education on the Anne and Henry Zarrow School of Social Work website: <http://socialwork.ou.edu/field-instructor-agency-resources>.

Verification of Field Instructor Credentials

Credentials of social workers applying for field instructor status are verified using the Oklahoma State Board of Licensed Social Workers data base and the School alumni data base. Applicants who do not carry an Oklahoma social work license and did not earn a social work degree from the Anne and Henry Zarrow School of Social Work may be asked to provide additional documentation in support of their candidacy.

Benefits for Approved Field Instructors and Primary Preceptors

Field Instructors and Primary Preceptors may apply for official appointment as affiliated faculty at the Anne & Henry Zarrow School of Social Work by completing and submitting a University of Oklahoma **Personal Data Form**. Completed Personal Data Forms should be mailed to the Anne and Henry Zarrow School of Social Work Field Education Office (campus location specific) and will be submitted to the Personnel Office for official appointment. Appointments as affiliated faculty may expire after two years.

Norman	Tulsa
Anne and Henry Zarrow School of Social Work Field Education Office	Anne and Henry Zarrow School of Social Work, Field Education Office
700 Elm, Room 215, Norman, OK 73019	4502 E 41 st Street, 2H06, Tulsa, OK 74136

Roles and Responsibilities of Field Instructors

The Field Instructor is the person who plans the day to day learning activities and assignments which comprise the practicum; provides mentoring, instruction, professional guidance, practice supervision and oversight of the student experience; and provides oversight of any non-social work professionals (preceptors) who are involved in the student’s learning process. The field instructor is crucial to the success of the overall learning experience. If the field instructor is not “on-site,” the site must designate an on-site preceptor who will be responsible for the day-to-day activities and learning experience of the student. Preceptors and mentors have enriched our students’ field placements for a long time. Setting up a supervisory structure that includes the incorporation of on-site preceptors, and even off-site preceptors, to lead practicum activities that offer needed opportunities for students is a very important supervision planning responsibility for many field instructors. See: Field Instruction and Practicum Supervision for more information

Expectations of Field Instructors

- Attend Field Training and/or Field Instructor Training as required
- Become familiar with field education policies, guidelines, and procedures outlined in the Field Education Manual
- Demonstrate professional conduct which supports the educational mission of the School, its Field Education Program, and the overall process of developing professionals for social work practice
- Conduct an initial interview and educational assessment of the prospective student prior to placement; and, explain to the student the structure, function, and requirements of the site, as well as expectations for a student in that placement
- Provide an overall structure for the student placement by creating a well thought-out learning experience that “starts where the student is” and progresses in a an educationally graduated manner in order to advance the student’s knowledge, practice skills, and professional autonomy
- Assure that employment-based practicum students are offered relevant and challenging social work educational experiences that represent new learning and are different and separate from past job responsibilities
- When incorporating preceptors into the plan for student supervision, include preceptors in the development of the Field Education Contract; develop clear lines of responsibility, authority, and feedback about the student’s performance; and, ensure the influence of

the social work perspective in this supervisory arrangement See: *Responsibilities of the Field Instructor in Relationship to Practicum Preceptors*

- Plan and schedule student orientation to the practicum site, to the agency, and the community setting
- Provide for practicum students written policies, guidelines, procedures, and training pertaining to staff and client safety at the practicum site.
- Work with the student and faculty field liaison as needed, to develop a written, individualized Field Education Contract that is based on the student's learning needs and the School's outcome requirements, and reflects a planned learning experience.
- Provide, at minimum, a weekly one-hour integrative supervisory student conference. More supervision time is preferred, but not required. Supervision time beyond the first formal conference hour can take place in group supervision, or with a preceptor, or with the student shadowing the Field Instructor in a way that allows for some type of instruction, coaching, or debriefing to occur.
- Ideally, group supervision, when available, is an accompaniment to individual supervision. However, when appropriate, instructors who are working with multiple social work students can supervise their students in a group. In these instances, the instructor must be available to process more personal/sensitive issues with students on an individual basis.
- Inform students about how to best prepare for and utilize supervision conferences
- Arrange times for make-up supervision conferences whenever regularly scheduled conferences have been canceled.
- Assist students in integrating practicum learning with the broad signature perspective of the social work profession
- Meet with the faculty liaison as needed to coordinate between the School and the site and attend meetings as necessary to resolve issues that arise in the course of the practicum placement
- Notify the faculty liaison promptly in the event that problems, including problems in student performance, arise in the placement
- Develop, in conjunction with the Faculty Liaison, a plan to address performance concerns that have been identified
- Complete documentation about practicum and student performance problems as requested by the Faculty Liaison
- Review and sign weekly practicum reports prepared by the student
- Complete student evaluations at both mid-practicum and at the end of the practicum, and review these evaluations with the student
- Recommend a grade for the student at the completion of the grading period

- Participate in appropriate training sessions, orientations, field workshops, and meetings conducted by the Anne and Henry Zarrow School of Social Work's Field Education Office.

ROLES AND EXPECTATIONS FOR PRECEPTORS AND PRIMARY PRECEPTORS

Practicum Preceptor Roles

Preceptors may be professionally trained social workers, members of other professions, or paraprofessionals. Although preceptors may not be utilized in place of field instruction provided by someone who holds a social work degree, they may be utilized to broaden the range of learning opportunities available to students. Some preceptors may work with students providing day-to-day supervision, with the Field Instructor available on a consulting and supervisory basis. Other preceptors provide short term, specific learning opportunities and task supervision, both on and off-site, that expand the student's experience. Preceptors participate in the overall evaluation of the student's progress consistent with the amount and type of responsibility they have had for the student's learning. They provide feedback about the student's field performance to the field instructor, who has final responsibility for the student's practicum evaluation.

When preceptors are incorporated into the teaching and learning process in a practicum, the extent of preceptor responsibility is determined by the field instructor and approved by the Field Education Coordinator at the time of placement approval. When preceptors are incorporated after the practicum has begun, the extent and type of preceptor responsibility is determined by the field instructor and approved by the faculty liaison.

See: *Field Instruction and Practicum Supervision* for more information about preceptors and Primary Preceptors.

Primary Preceptors

Primary Preceptors have instructional and supervisory responsibilities that exceed the more circumscribed and enriching roles that other preceptors and mentors play during a social work practicum. Primary Preceptors are typically on-site health/human services professionals who have work history and/or job positions which are relevant to the student's placement. They assume responsibility for the day-to-day practicum activities and learning experiences of the student. The Primary Preceptor provides structure, instruction, support and ongoing supervision to the practicum student, and works with the social work degreed field instructor towards the student's integration of social work practice learning, and evaluation of the student's practicum performance. Primary Preceptors are identified before placement approval. They are required in placements that involve an off-site field instructor, and may be required in some placements with an onsite field instructor.

See: *Field Instruction and Practicum Supervision* for more information about preceptors and Primary Preceptors.

Expectations of Practicum Preceptors:

- Become familiar with the School's field education policies, guidelines, and procedures outlined in the Field Practicum Manual

- Attend Instructor/Contract Training (required for Primary Preceptors)
- Demonstrate professional conduct which supports the educational mission of the School, its Field Education Program, and the overall process of developing professionals for social work practice
- Assist in the development and planning of learning experiences that will advance the student's knowledge, practice skills, and professional autonomy
- Assist with integrating the social work perspective into learning experiences
- Assist as needed in the development of an individualized student Field Practicum Contract
- Provide guidance, direction, and training for the student as assigned
- Provide feedback about the student's performance to the field instructor
- Report concerns about student performance or educational needs to Field Instructor promptly.

Responsibilities of Field Instructors in Relationship to Practicum Preceptors

The site based instructor provides mentoring, instruction, professional guidance, practice supervision and oversight of all preceptors designated to be involved in the student's learning process. Setting up a supervisory structure that includes the incorporation of on-site preceptors, and even off-site preceptors, to lead practicum activities that offer needed opportunities for students will be a very important supervision planning task for some field instructors. When a field instructor is sharing instructional responsibilities with preceptors, the instructor must provide supervision which focuses on integrative and reflective discussions which help the student integrate the preceptor's contribution to the overall learning experience. When utilizing preceptors, it is the affiliated field instructor's responsibility to develop clear lines of responsibility, authority and feedback about the student's performance in these activities. In placements involving off-site field instructors, it is the affiliated field instructor's responsibility to designate an on-site practicum preceptor to provide day-to-day supervision for the student. In these placements, the field instructor must be available to both the student and the preceptor on a consulting and supervisory basis. When the preceptor is not a social worker, the school affiliated field instructor is responsible for maintaining the influence of the social work perspective in this supervisory arrangement.

- Designate and monitor preceptors involved with the student's educational experience
- Orient preceptor(s) to practicum requirements, the social work perspective, the Field Practicum Contract and the attending learning processes
- Collaborate with preceptors in the development of the learning experience; determine the extent of preceptor responsibility; designate practicum activities and assignments which will be preceptor supervised

- Assure that practicum activities and assignments follow the requirements of the Field Practicum Contract, are in keeping with the perspective and practices of the social work profession, and are based on the student's skill level, knowledge and experience
- Help students integrate the preceptor's contribution into the overall learning experience
- Check frequently with student and preceptor to monitor the effectiveness of the plan
- Develop ways the preceptor can share ongoing feedback with the student
- ensure that the student is open about any conflict arising from different perspectives, supervision or management styles; help the student focus on positive aspects of learning from other professions
- Obtain ongoing feedback from the preceptor regarding the student's performance in task supervised activities
- Consult with the preceptor regarding the student's final evaluation
- Assume final responsibility for the student evaluation

ROLES AND RESPONSIBILITIES OF THE FACULTY LIAISON

The Faculty Liaison Role

Faculty Liaisons link the School of Social Work program with practicum sites. Liaison faculty from the Anne and Henry Zarrow School have responsibility for maintaining a continuing relationship with the practicum setting, field instructor, and students in practicum placements, and for providing feedback to the Field Education Coordinator regarding changes, progress, and/or problems encountered in the practicum setting. A Faculty Liaison is assigned to each student in a practicum placement. Liaisons assist with the development of the education contract which guides the course of each student's practicum experience, and monitors student performance and progress through visits to the site, group and individual meetings with students, ongoing review of student documentation, supervisory reports and telephone and e-mail contacts. Liaison faculty serves as co-educators with field instructors and conduct field seminars when incorporated into the practicum.

See: *Practicum Placement Monitoring*

Responsibilities of the Faculty Liaison

Faculty Liaisons serve as the primary link between the practicum setting and the Field Education Program by building, promoting, and maintaining relationships with practicum students, field instructors, practicum preceptors and site officials; by informing students about potential practicum opportunities; and, by assisting with the identification and development of placement sites.

The Faculty Liaison acts as co-educator with field instructors by participating in field instructor training; by becoming a School presence in the early weeks of each field placement; by assisting students and instructors with the development of practicum experiences which meet program competency requirements; by assisting with the development of a practicum supervisory structure when needed; by becoming an early and constructive influence in the resolution of

student performance problems; and, by assisting instructors with feedback to and evaluation of students.

The Faculty Liaison monitors and documents each field placement as needed throughout the course of the practicum through site visits and regular review of online student documentation; and through a variable combination of ongoing telephone and email communication, group and individual meetings with students, and field seminars when incorporated into the practicum. When applicable, Faculty Liaisons may be assigned to manage Field Unit(s). This would include the facilitation and coordination of regular field unit meetings.

The Faculty Liaison intensifies monitoring during work plan development and evaluation periods of the practicum to ensure that all students are given opportunities to acquire, and have demonstrated, program required competencies; reviews and approves Field Practicum Contracts and instructor evaluations of students.

The Faculty Liaison acts as an administrative resource and consultant to students and field instructors by clarifying academic and professional standards, ethical and values considerations, policies, guidelines, practices, and documentation requirements; and, by problem-solving and negotiating site/agency difficulties as they arise.

The Faculty Liaison supports students and field instructors when there are student performance concerns, insuring due diligence in the resolution of difficulties, and documenting and participating in the Level Review process when needed.

The Faculty Liaison supports fellow liaisons through consultation, participation in liaison meetings and the mentoring of new liaisons.

The Faculty Liaison provides ongoing feedback and formal evaluation to the Field Education Program regarding practicum sites, placements, instructors and students.

ROLES AND RESPONSIBILITIES OF THE FIELD EDUCATION COORDINATOR

There are two Field Education Coordinators at the Anne & Henry Zarrow School of Social Work, one on the Norman campus and one on the Tulsa campus. Field Education Coordinators are responsible for the development, implementation, management, coordination, and evaluation of field education curriculum within the School curriculum. Field Education Coordinators work with the Director of the School, the Assistant Director, Graduate and Undergraduate Coordinators, concentration and curriculum content chairpersons, and Faculty Liaisons. In addition, Field Education Coordinators work with practicum site administrators and field instructors who are teaching field curriculum at practicum sites in their respective geographical areas of the state.

Program Responsibilities of the Field Education Coordinator

- Development, implementation and coordination of the Field Education Program
- Development and articulation of philosophy, curriculum, policies, guidelines, and procedures within the Field Education Program
- Coordination of all faculty liaison educational roles, student placement and placement monitoring activities

- Collaboration and communication with all Faculty Liaisons
- Preparation and distribution of documents needed for the Field Education Program, including student learning contracts and practicum course syllabi
- Development and ongoing revision of field policy
- Development and ongoing revision of the Field Practicum Manual
- Development and oversight of the Field Education webpage
- Oversight of the Intern Placement Tracking (IPT) practicum data base
- Management of all field education funding and budget expenditures
- Establishment and monitoring of practicum educational outcomes assuring consistency with the overall objectives of the School and its components
- Assurance of compliance with the requirements of the Council on Social Work Education
- Preparation of documents required by the Director or Assistant Director of the School
- Coordination and collaboration with the Field Education Coordinator on the other campus
- Membership on Executive and Curriculum faculty committees
- Co-chairing of the Field Education subcommittee of the faculty Curriculum Committee
- Participation in national social work field educator venues, conferences, list serves, etc.
- Supervision of the Field Education Program administrative assistant
- Supervision of the Field Education Program graduate assistant(s)

Practicum Placement and Student Monitoring Responsibilities of the Field Education Coordinator

- Identification and approval of appropriate practicum sites
- Development of new practicum sites to meet student needs
- Selection and approval of qualified field instructors
- Orientation, placement, and assignment of students to practicum sites
- Securing authorization of adjunct faculty appointments as needed for faculty liaison duty
- Negotiation of working agreements with practicum sites and field instructors
- Negotiation of University-Practicum Site Affiliation Agreements with practicum sites
- Development and implementation of training seminars and skill-building workshops for students and new and current field instructors and faculty liaisons

ROLES AND RESPONSIBILITIES OF PRACTICUM SITES

Students benefit from the relationships the School of Social Work has established with over 300 community-based agencies and facilities across the state of Oklahoma. These agencies and facilities serve as practicum sites for field experiences in which students are provided the opportunity to work directly with individuals, families, groups, and communities.

Responsibilities of Practicum Sites

- Enter into a memorandum of understanding with the Anne and Henry Zarrow School of Social Work by providing required signatures on the Practicum Site Affiliation Agreement
- Provide supervision and control of the student activities within the site
- Designate a staff member who meets the School's qualifications to serve as field instructor and supervisor of students placed. Designate preceptors to support as needed or required
- Provide learning experiences and an atmosphere for learning that facilitates student achievement of mandated field competencies
- Provide students with appropriate orientation to the site and its mission and goals
- Provide for students the policies, rules, regulations, and expectations which are pertinent to the student role
- Provide for students the adequate work resources, including materials and space, to function effectively
- Arrange student schedules that will not conflict with those of the University and the School of Social Work
- Provide adequate time for the field instructor to hold individual conferences with the student for at least one hour each week
- Accommodate regular meetings with field instructor and students during faculty liaison site visits
- Agree to permit, upon reasonable request, the inspection of clinical and related practicum facilities by the University, and by those agencies charged with accreditation of the University and the School of Social Work
- Consult immediately with the School if circumstances arise which require the site to ask that the student be withdrawn from the practicum
- Demonstrate support for the School in fulfilling its educational mission
- Allow field instructors to participate in appropriate training or meetings conducted by the School of Social Work
- Provide for adequate safeguarding of confidential materials

- Comply with all relevant federal, state, and local laws and the School's policies concerning non-discrimination

Identification of Practicum Sites

The Field Education Program at the Anne and Henry Zarrow School of Social Work places students at community sites across the state of Oklahoma. The process of affiliation with the School for the purpose of student field education may begin in one of three ways:

- 1) Agencies and sites may indicate interest by contacting the Field Education Office at the School
- 2) The School may initiate interest by contacting a prospective site and exploring the site as a possible placement for social work students
- 3) A student may recommend an agency or facility as a possible placement site, the site or the School making contact with the other party to begin the process of affiliation

Practicum Site Application to the School

Qualified staff from potential practicum sites must be designated to complete an online *Practicum Site Application*. The application is reviewed by the Field Education Coordinator and/or Field Office staff (See the Field Education → Field Instructor and Agency Resources webpage for a link to the *Practicum Site Application*) Students may be placed only at sites that have a formal affiliation agreement on file with the School.

Criteria Considered for Approval of Practicum Sites

- Mission of the site and the consistency of that mission with professional social work
- Evidence of sensitivity to issues of cultural diversity and nondiscriminatory practices in staffing and service delivery
- Commitment of the site to education for professional social work practice
- Commitment of the site to employees who are social work students, to protect their learning experiences and their roles as learners
- Creation and maintenance of a learning environment consistent with the educational expectations of the Anne and Henry Zarrow School of Social Work
- Availability of qualified social work staff to serve as field instructors
- Physical resources to assure that the student has necessary space, materials, and support to function in a manner conducive to effective practice and optimal learning
- Ability of the site to offer students professional social work learning opportunities that align with the acquisition of School required competencies
- Ability of the site to offer students professional social work learning opportunities that fit with the program level of students considered for placement
- Programs at the site that offer exposure to a range of clientele and to the development of required social work competencies

- Willingness to allow students to function and progress as independently as skills permit and to take part in site decision-making when appropriate
- Willingness on the part of site administration to permit additional off-site learning experiences if areas of student need are identified that cannot be met within the programs and practices of the site
- Accreditation by appropriate organizations

Formal Practicum Site Affiliation

When a potential site has been reviewed and approved, the Anne and Henry Zarrow School of Social Work develops an affiliation agreement using a standard University of Oklahoma *Practicum Site Affiliation Agreement* to designate the site as a practicum affiliate of the School. Affiliation agreements are reviewed every three years unless the site requests more frequent review. If a site requires that the Anne and Henry Zarrow School of Social Work accept an agreement other than that developed by the University of Oklahoma, the site must submit an electronic copy of that agreement to the Field Education Office for review by the University's legal division.

The Anne and Henry Zarrow School of Social Work Field Education Program, as part of the University of Oklahoma, subscribes to the provisions of the Civil Rights Act of 1964 (Titles VI and VII), Title IX of the Educational Amendments of 1972, Section 503 of the Rehabilitation Act of 1973, Section 402 of the Readjustments Assistance Act of 1974, and other federal laws and regulations which prohibit discrimination 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 and extends to all activities related to student practicum. In addition, by special action of the faculty of the Anne and Henry Zarrow School of Social Work, discrimination against students or clients by reason of individual sexual orientation is prohibited. As extensions of the School for the purpose of educating social work students, all practicum sites must adhere to the aforementioned policies, practice, and procedures. In addition, practicum sites are encouraged to promote opportunities for students to work with groups distinguished by age, religion, disability, sexual orientation, and culture.

APPENDIX

School

<http://socialwork.ou.edu>

Faculty

<http://socialwork.ou.edu/faculty-contact-information>

Staff

<http://socialwork.ou.edu/staff-contact-information>

Field Education Webpage

<http://socialwork.ou.edu/field-education>

Student Performance Policy

The Student Performance Policy can be found on our Policies & Procedures page,
<http://socialwork.ou.edu/policies-and-procedures>