THE UNIVERSITY OF OKLAHOMA
ANNE AND HENRY ZARROW SCHOOL
OF SOCIAL WORK

FIELD PRACTICUM MANUAL
2013
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 Field Practicum in Social Work Education

Field education or Practicum is the cornerstone of social work education and allows social work students to put classroom learning into 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 the practicum sites and serve in 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 insure 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
Field Practicum Coursework
Undergraduate

SWK 4315 and SWK 4325
Undergraduate students must accumulate a minimum total of 600 hours 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.
Administration and Community Practice: SWK 5826 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 Enrollment Options
Norman Campus

Undergraduate Practicum
Undergraduate social work majors enroll in practicum courses during both semesters of their senior year. Field practicum courses are open only to senior social work majors. Undergraduate students must take their practicum coursework concurrently with classroom coursework in order to fulfill co-requisites. Undergraduate students must accumulate a minimum of 300 practicum hours in SWK 4315 during the fall semester, and a minimum of 300 practicum hours in SWK 4325 during the spring semester, for a minimum total of 600 practicum hours. Undergraduates earn a total of 10 credit hours for their two practicum courses (SWK 4315 and SWK 4325) and spend 20-24 hours each week in the field.

Foundation Year Practicum
Foundation year MSW students have several options to consider when planning their practicum coursework (SWK 5413 and SWK 5423). Foundation year practicum courses are offered during the fall and spring semesters concurrently with other coursework and during the summer in a block practicum format.
The standard practicum option for full-time foundation year MSW students is enrollment in practicum courses during their first fall and spring semesters in the program. Foundation year students earn a total of 6 credit hours in practicum (SWK 5413 and SWK 5423). To complete a concurrent practicum, foundation year students must spend from 16-20 hours each week in the field, depending upon the campus of enrollment, and accumulate 230 hours during both fall and spring semesters, for a minimum total of 460 hours.
The full-time student may, for personal or educational reasons, defer the foundation year practicum until the summer after the first year of study. This option requires the approval of the Field Education Coordinator. To complete a summer block practicum, Norman foundation year students must spend 38-40 hours each week in field, accumulating a minimum total of 460 hours.
The standard option for part-time foundation year students is enrollment in practicum courses during the summer after completing all foundation year classroom course work. The student may, for personal or educational reasons, consider the following two alternative options: 1) enroll in foundation year practicum courses during fall and spring of the second year in the program, thereby completing the practicum concurrently with remaining foundation year classroom courses; 2) wait until all foundation year classroom course work has been completed, and enroll in practicum courses the following fall and spring semesters, thus deferring the Concentration Year. Any such deviation from the standard option must have the approval of the Field Education Coordinator.

Concentration Year Practicum

Concentration year MSW students may elect either Direct Practice or Administration and Community Practice for their concentration year 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. Concentration Year students must accumulate a minimum of 550 hours in practicum.

Direct Practice students in the concentration year may complete the practicum in one of two ways: 1) in a block placement during the spring semester, spending 36 hours each week in practicum and earning all 12 credit hours required, or 2) in an extended placement during both spring and summer semesters, enrolling in 6 credit hours each semester and completing 18-21 hours per week in practicum. Part-time concentration year 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, and completing 20 hours per week in the practicum. All Direct Practice Administration & Community Practice students in the concentration year complete the practicum over fall and spring semesters, enrolling in 6 credit hours each semester and completing 18-20 hours per week in practicum. 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 placement format.

Tulsa Campus

Foundation Year Practicum

Foundation Year students must accumulate 460 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 enrollment in the fall and spring semesters for 3 credit hours each semester, completing 16-18 hours per week in the practicum. 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 foundation year classroom coursework requires petition and the approval of the Field Education Coordinator. Only
the most extenuating and unusual student/agency circumstances will be considered for approval of this practicum arrangement. Full-time students will not be allowed to petition for this arrangement.

Concentration Year Practicum

Concentration Year students must accumulate a minimum of 550 hours in 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 & 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, and completing 20 hours per week in practicum. 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 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 students may complete the practicum in one of two ways: 1) in a block placement during the spring semester, spending 36 hours each week in practicum, earning all 12 credit hours required, or 2) over spring and summer semesters, enrolling in 6 credit hours each semester; completing 21 hours per week in practicum.

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, and completing 20 hours per week in the practicum.

PRACTICUM READINESS STANDARDS

Academic

All social work students must be familiar with the University of Oklahoma Anne & Henry Zarrow School of Social Work Academic Standards and Professional Behavior Policy. The ultimate goals of the standards set forth in this policy are to monitor and assist students in their pursuit of a successful academic experience. These 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 the 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. Because of the nature of professional social work practice, schools of social work have different expectations of students than do non-professional programs. 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. If, in the academic judgment of the school faculty, a student does not possess the basic abilities which are set forth in the Academic Standards and Professional Behavior
Policy, and 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 basic requirements are met.
Depending upon the circumstances involved, a student may be allowed to develop a plan to address the abilities in question. The plan must demonstrate to the satisfaction of the academic judgment of the social work faculty, that the student has made the identified necessary corrections to meet basic requirements and has reasonable prospects of successful performance in a practicum. If allowed to develop a plan, a date will be set for a Level III Review. In this 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 allowed to pursue the practicum, the school’s responsibility is to make reasonable efforts to help students secure a placement, but ultimately students must be accepted by a school-approved site that fulfills the educational requirements. Students must secure a placement within the timeframe noted on the practicum calendar for that semester. Prospective sites will receive information from the student’s educational record that is related to the placement decision. The school reserves the right to select the practicum site.
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 the Graduate College policy on disenrollment.

Physical and Mental Health

Social work is a demanding profession. It involves work with distressed people from diverse backgrounds who are experiencing a wide range of difficulties. The Anne & Henry Zarrow School of Social Work makes every effort to insure that the personal problems of students do not interfere with professional practice or clients’ best interests.

Students who have personal problems that may affect their ability to take on the professional roles and responsibilities involved in a practicum placement should discuss these concerns with the Field Coordinator. If the problem is related to a disability that would require accommodation, students must go through the Disability Resource Center in Norman, or the Office of Disability Resources in Tulsa.

The field practicum can present a challenge for students experiencing limitations in the emotional and physical resources needed to maintain the highest level of academic and professional performance and provide effective assistance to clients. Students who are already placed in practicum settings should immediately discuss these concerns with their faculty liaison and be referred to the practicum office on the appropriate campus.

When students indicate, or their behavior demonstrates, that personal difficulties are not sufficiently resolved to allow them to work effectively with others, the school will conduct a Level III Review in accordance with the Anne & Henry Zarrow Academic Standards & Professional Behavior Policy. Students may be delayed in or withdrawn from enrollment in the Practicum.
Ethics

Social work program applicants and students are expected to demonstrate professional behaviors that reflect a commitment to the ethics of the social work profession as outlined in the Code of Ethics of the NASW. Behavior and statements contrary to ethical standards as prescribed in the NASW Code of Ethics will 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.

ESTABLISHING THE PRACTICUM PLACEMENT

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 insuring 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.

Due to lack of sufficient resources to assure that placements out of the state of Oklahoma can meet the expectations of the field education program, no out-of-state or foreign field placements will be approved.

Finally, although it is the School’s responsibility to make reasonable efforts to help students secure a practicum placement, ultimately students must be accepted by a school-approved site that fulfills their educational requirements. And, students must secure a placement within the timeframe noted on the practicum calendar for each semester.

Practicum Planning and Placement Procedures on the Norman Campus

All Norman students, Undergraduate and Graduate (Foundation & Concentration Year), who have met the curriculum criteria for practicum, are required to prepare for practicum placement by attending: 1) a group pre-practicum orientation session; and 2) an individual planning session. Only with approval by 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 taken into account along with the other considerations involved in
placing students. In terms of scheduling, students must manage coursework, with their practicum schedule at the site/agency, and their personal life.

The typical annual practicum placement process for each student group is outlined in each of the following sections:

**Undergraduate Practicum – Norman**

Undergraduate student practicum planning begins early in the spring prior to concurrent placements the following academic year during the Fall/Spring semesters. The Field Education Program office will: 1) notify students of mandatory orientation in February and the Practicum Application due date; 2) conduct individual planning sessions with students in March; and 3) provide students with placement referrals so they may conduct their site 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 prior to block placements the following Summer semester. The Field Education Program office will: 1) notify students of mandatory orientation in February and the Practicum Application due date; 2) conduct individual planning sessions with students in March; and 3) provide students with placement referrals so they may conduct their site 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 early in the summer prior to concurrent placements the following academic year during the Fall/Spring semesters. The Field Education Program office will: 1) notify students of mandatory orientation in May/June and the Practicum Application due date; 2) conduct individual planning sessions with students in July; and 3) provide students with placement referrals so they may conduct their site interviews August - September. All placement forms for FT Foundation practicum are due within the first month after classes begin.
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 prior to either a block or extended placement the following Spring or Spring/Summer semesters. The Field Education Program office will: 1) notify students of the mandatory orientation in September and the Practicum Application due date; 2) conduct individual planning sessions with students in October; and 3) provide students with placement referrals so they may conduct their site interviews November - December. All placement forms for DP Concentration practicum are due the final day of classes in December.

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 early in the summer prior to concurrent placements the following academic year during the Fall/Spring semesters. The Field Education Program office will: 1) notify students of mandatory orientation in May/June and the Practicum Application due date; 2) conduct individual planning sessions with students in June; and 3) provide students with placement referrals so they may conduct their site interviews in July. All placement forms for ACP Concentration practicum are due the first day of classes in August.

Advanced Standing Concentration Year Practicum – Norman
Students choose either ACP or DP Concentrations for their year of the MSW graduate program. Advanced Standing students participate in either: 1) the ACP Concentration student practicum planning that begins early in the summer prior to concurrent placements the following academic year during the Fall/Spring semesters (see details above); or 2) the DP Concentration student practicum planning that begins mid-fall prior to either a block or extended placement the following Spring or Spring/Summer semesters (see details above).

Practicum Application – Norman
Students must fully complete and submit all Practicum Application material by the date which is indicated on the 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 always 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 the MSW 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 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 on the Tulsa Campus

Field Unit Assignment - Foundation Year Practicum - 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 shortly after admission to the School. Part-time students are placed after attending a mandatory Practicum Planning Orientation in the spring of their first year in the program. (See: Mandatory Practicum Planning Orientations below.)

Foundation Year students are allowed to rank order their preference of field units. Although students cannot be guaranteed placement in their first choice, these preferences are taken into account along with other considerations involved in placing students. Students must be able to coordinate their concurrent fall and spring classroom schedules with field unit schedules. These schedules include a field seminar which meets every other week, as well as site “core” schedules which have been identified by field unit sites. These schedules include activities without which the educational integrity of the practicum experience would be compromised. Because of site core schedules, 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
All Full-Time Foundation Year Students are assigned to field units. However, 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 their work schedules and activities allow for full participation in the field unit (2) Students who live outside of a 20 mile radius of the OU Tulsa campus are not assigned, but may request placement in field units (3) Students who document significant hardships that prevent them from enrolling in and successfully completing a fall-spring placement may petition for Field Education Coordinator approval of a summer block placement, enrolling in 6 credit hours and completing 39 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.

Practicum Planning - Concentration Year & Foundation Year Practicum - Tulsa

Mandatory Practicum Planning Orientations – Tulsa
With the exception of newly admitted full-time students, all students must attend mandatory orientations which launch the practicum planning process for each practicum course. These orientations are announced in an email Practicum Notice newsletter which is sent to all current social work students on the Tulsa campus, and in the School’s letter of acceptance to incoming Advanced Standing ACP students. Students who do not attend the planning orientation for their practicum planning group will not be allowed to go forward with planning a practicum placement and will be required to defer their practicum until a future semester. This will cause delays in completing the MSW program. For this reason, orientations are offered multiple times. Students are strongly advised to attend the earliest possible offering and use later times as backups only.
**Required 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. All Administration & Community Practice students must attend an ACP Practicum Information Meeting. ACP students who will be placed at an OKDHS site must attend both of these meetings. All students who are pursuing placement in school settings must meet with the School Social Work faculty liaison. All students who are pursuing placements in health or medical settings must meet with the Health & Medical faculty liaison, etc.

**Practicum Application – Tulsa**

Students must fully complete and submit all Practicum Application material by the date which is indicated on the Practicum Calendar. The Practicum Application is located on the Intern Placement Tracking (IPT) practicum database. Practicum calendars can be found on the school website at [http://socialwork.ou.edu](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 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 the MSW program.

**The Practicum Proposal Process – Tulsa**

After submitting all practicum application material, unless assigned to a field unit, or unless the School has reserved the right to select the practicum site, students begin a process of developing a Practicum Proposal. This process must be completed by the date indicated on the Practicum Calendar. Students are assisted in the proposal process at all stages of development. The central organizing venue in the proposal process is a regularly scheduled Group Planning Conference with the Field Education Coordinator. Students may sign up at any time, or walk into these sessions for assistance with proposal development, or for referral to practicum sites for pre-placement interviews. Guidance and assistance are provided by various faculty members. Students attend Area of Practice Information Meetings; meet individually with the faculty liaisons that are designated to cover practicum sites in these specific areas of social work practice; and be referred for pre-placement interviews in practice areas which are of interest. During its development, depending upon the type of placement involved, the Practicum Proposal comes under review and is approved by a series of attending faculty. No practicum will be approved that does not meet the 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 this manual.

**Pre-Placement Interviews – Tulsa**

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 – Tulsa**

Once the planning, review and approval process is completed, the Field Education Coordinator gives final approval of the practicum being proposed in a Group Planning Conference. Once a Practicum Proposal is approved by the Field Education Coordinator, 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 annually current HIPAA Training which has been completed through the OUHSC; 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)**

Many students enter the Anne and Henry Zarrow School of Social Work with considerable experiences 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. These experiences have often inspired a 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 may not 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. In keeping with these requirements, an important objective 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. Employment-based practicum placements are naturally vulnerable to compromising forces and conflicts of interest that can cloud the learning objectives of the practicum. Because of this, EBPP proposals will not be considered unless the employer, supervisor, 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 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 the Field Practicum Contract and practicum learning, as opposed to employee evaluation criteria.

Guidelines for an EBPP

Student requirements and responsibilities
1. All EBPP proposals must meet the criteria outlined above.
2. Only the following students will be considered for an EBPP:
   a. MSW foundation year students who have completed the first year of part-time coursework (SWK 5233; SWK 5333; SWK 5243; and SWK 5103.)
   b. MSW students in their final or concentration year of study
3. 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, 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.
4. 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.
5. In order to insure the investment of the employer in the student’s educational experience, student applicants for an EBPP 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.
6. 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.
7. The student must submit a current job description.
8. 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.
9. 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 and practicum activities.
10. 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.
11. 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.
12. 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.

**Site requirements and responsibilities**

1. The site must demonstrate knowledge and approval of the student’s EBPP through the provision of required signatures on the student’s EBPP proposal and application.
2. 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.
3. The site must offer diverse learning opportunities that meet the educational objectives 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.
4. 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.
5. 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.
6. The site must identify and appoint an MSW 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 for an integrative supervisory conference throughout the practicum semester.
7. 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.
8. If the site arranges to have an off-site field instructor, the site must designate an on-site preceptor who will be responsible for the student’s day-to-day practicum activities and learning experiences.
9. 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 supervision.
10. 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.
11. A work supervisee of the student may not serve as the student’s field instructor or preceptor.

**Field Instructor requirements and responsibilities**

1. The field instructor must meet the criteria set by the Anne and Henry Zarrow School of Social Work for all field instructors.
2. The field instructor must assume the roles and responsibilities required of all School field instructors.
3. The site must agree to use of the social worker identified in the role of field instructor.
4. 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.

5. The identified field instructor must be able to distinguish the student’s job responsibilities from the student’s practicum activities.

6. 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.

7. The identified field instructor may not be the student’s work supervisee.

8. 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.

9. 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 insure that the on-site preceptor is taking responsibility for the student’s day-to-day practicum activities and learning experiences.

School Responsibilities

1. Practicum faculty will conduct an evaluation of the 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 clearly distinguishes employment tasks from educational practicum assignments.

2. Practicum faculty will directly assist the student and field instructor with developing a Field Practicum Contract which incorporates the practice competencies required by the School.

3. Practicum faculty 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 on the approved proposal and in the Field Practicum Contract, the placement may be terminated immediately.

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

CWPEP and Child Welfare EBP Placements

1. Prior to the practicum semester, CWPEP participants who are employees of OKDHS are expected to give careful thought and inquiry regarding possible practicum placements and instructors within the agency.

2. CWPEP staff in Norman and Tulsa will consult with CWPEP students 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.

3. As necessary, CWPEP staff will contact potential OKDHS staff to locate placements and/or qualified field instructors and will refer CWPEP students as appropriate. All CWPEP practicum placements and instructors must be approved by CWPEP prior to the EBPP application being submitted to the Anne and Henry Zarrow School of Social Work Field Education Coordinator. 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, timeframes and forms, including the Field Practicum Contract. CWPEP staff members or contractors serve as faculty liaison for all CWPEP practicum placements and are available at all times for consultation with students and instructors regarding all practicum issues.

5. Child Welfare practica may be possible for non CWPEP students, including OKDHS employees, based on approval by OKDHS and the availability of MSW supervisory staff. CWPEP staff, in both Norman and Tulsa, is available to consult and assist non-CWPEP students who are interested in Child Welfare practicum at OKDHS.

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.
3. Identify a person at the practicum site who has the experience and the authority necessary to assist you in developing an EBPP.
4. 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 practicum 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.
5. Regard the initial EBPP proposal as a “starting point” that will initiate the approval process. This process could entail the incorporation of school-required modifications to the original proposal in order to fulfill field education requirements.
6. Complete and submit all parts of the Practicum Application, including the EBPP proposal, by the established deadline.
7. Include a copy of the student’s current job description and a copy of the most recent job performance evaluation with the EBPP proposal. If the site does not use a formal performance evaluation tool, a letter from the employment supervisor will be accepted.
8. Obtain written agreement of the student’s current work supervisor, the identified field instructor, and the most relevant administrator, CEO, or his or her designee, through signatures on the EBPP proposal. Such agreement 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.
9. 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 MSW must complete and submit a Field Instructor Application and submit a copy of his or her resume.
10. 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
All EBPP proposals are reviewed by a faculty committee and all must be approved by the Field Coordinator. Any deviation from standard guidelines is at the discretion of the faculty committee and Field Coordinator. Students are notified of the status of their proposals within four weeks of the deadline for application submission.

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 semester it becomes apparent that an approved EBPP does not meet Field Education Program expectations or if the student does not comply with expectations of the course or placement, approval of the EBPP may be withdrawn.

SITE SPECIFIC REQUIREMENTS

Students must comply with all additional requirements of a particular site in order to begin and complete a placement at that site. Such additional requirements are the requirements of the practicum site, not the School, and may include at the student's own expense, providing immunizations records, obtaining medical tests and shots, and obtaining a criminal background check. 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, and tattoos. It is the student's responsibility to learn the expectations regarding additional requirements at the pre-placement interview and to consider this information when securing a placement site.

Students must comply with all additional requirements of a particular site in order to begin and complete a placement at that site. Such additional requirements are the requirements of the practicum site, not the School, and may include, at the student's own expense, providing immunization records, obtaining medical tests and shots, and obtaining a criminal background check.

Criminal Background Checks

A criminal record may present difficulties for students in practicum placement and in employment upon graduation. Many agencies affiliated with the School of Social Work require that students obtain a criminal background check at the student's own expense, and many sites will not permit a student with any criminal background to complete a practicum placement at that site. While the School does not conduct background checks on students, nor review background checks that are conducted, the School does require that students report any criminal history on the Practicum Application in order to assist in making practicum assignments, and that students comply with requirements for criminal background checks that are required by placement sites.

Travel, Transporting Clients, and Automobile Insurance

Placement of students may be made within a fifty (50) mile radius of the School campus. Proximity to home may be considered when assigning placements.
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 student 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, should 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 pursuant to transporting them. Students who are engaged in transporting clients 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 is an educational experience designed to unfold over an extended period of time and is so structured to protect the educational integrity of the practicum experience. The official practicum semester always includes a set number of weeks and starts and ends at the beginning of a University semester. These dates can always 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, or stockpile hours in case of a future shortage. A Modified Practicum is a practicum that is approved to begin before or ends after the official practicum semester. Students must submit a Request for Modified Practicum and receive written approval in order to complete a practicum course in a modified format. In order to modify a practicum, students must present circumstances that legitimately require modification. Qualifying circumstances include examples such as health issues, extreme School related travel time during the practicum (for example, to attend field or integrative seminars), grants or pilot projects that start ahead of the practicum, and early site orientations or trainings that are a required part of the practicum. Beginning the practicum early creates serious problems for both the student and the field instructor. Because of the significance of the information and training provided to students and instructors prior to and at the beginning of the practicum semester, some requests to begin a practicum early will not be approved. Similarly, 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, and there is adequate field instructor supervision and suitable practicum activities which span the duration of the practicum.

**Guidelines for the Modified Practicum**

1. Proposals for Modified Practicum must include at least as many weeks as are in the official practicum semester. The fall and spring semesters are 16 weeks in length and the summer semester is 12 weeks in length.
2. Students may not be engaged in a practicum scheduled for less than 16 hours/week.
3. The modified practicum schedule cannot compromise agency services or the needs of clients in any way.
4. The designated field instructor must be fully informed and in total agreement with the proposed modified plan and all of its implications.

5. If the modified placement is beginning significantly early, the field instructor must have already attended a prior Field Practicum Contract Training for field instructors.

6. If the modified placement is beginning significantly early, the student will be required to meet with the designated faculty liaison, and develop the Field Practicum Contract within the number of weeks allowed in the Practicum Calendar. The Field Education Coordinator may actually request that the student and instructor develop the FPC in advance of modified placement approval.

7. If the modified placement is beginning only two weeks early, and the instructor has not attended a Field Practicum Contract Training, the instructor must attend the instructor training which is offered immediately before the official beginning of the practicum semester, or the modified placement may be immediately terminated.

8. Regardless of when the practicum begins, the student must attend the Pre-Practicum Orientation which is scheduled during the first week of the official practicum semester, and all required contract development sessions with the faculty liaison, or the modified placement will be terminated.

Procedure for student request of a Modified Practicum
To request a Modified Practicum, students must 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 course by the end of the semester are awarded a grade of Incomplete. Concentration year students who are assured of receiving a grade of Satisfactory for the practicum are allowed to participate in graduation exercises. A final grade is awarded after the course 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 should consult with their academic advisor and work with their Graduate Liaison to develop a Degree Plan.

Deferral by Default

Students who do not attend required practicum planning meetings; successfully interview and be accepted by a practicum site; complete all School and practicum site requirements; and submit all Practicum 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.
PRACTICUM HOURS: REQUIREMENTS AND INFORMATION

Hours of Field Experience Required

Undergraduate social work majors enroll in practicum courses during both semesters of their senior year. Undergraduate students must take their practicum coursework concurrently with classroom coursework in order to fulfill co-requisites. Undergraduate students must accumulate 300 practicum hours in SWK 4315 during the fall semester, and 300 practicum hours in SWK 4325 during the spring semester, for a total of 600 practicum hours. Undergraduates earn a total of 10 credit hours for their two practicum courses (SWK 4315 and SWK 4325) and spend 20-24 hours each week in the field.

Foundation year students must accumulate a minimum of 460 practicum hours, earning a total of 6 credit hours (3 hours in SWK 5413 and 3 hours in SWK 5423). To complete a concurrent fall-spring practicum, foundation year students spend from 16-20 hours each week in practicum, depending upon the campus. To complete a summer block practicum (by permission only on the Tulsa campus) foundation year students spend 38-40 hours each week in practicum.

Concentration year students must accumulate a minimum of 550 hours in practicum, earning a total of 12 credit hours. Students will accumulate these hours in: SWK 5816 and SWK 5826 (Direct Practice) or SWK 5826 and SWK 5846 (Administration and Community Practice). Direct Practice students may complete the practicum in one of three ways: 1) in block format during the spring semester, spending 36 hours each week in practicum and earning all 12 credit hours required; 2) over spring and summer semesters, earning 6 credit hours each semester and completing 18-21 hours per week in practicum; 3) Direct Practice concentration year 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 and completing 20 hours per week in the practicum. Pre-requisites must be satisfied in order to select this option. Administration & Community Practice students in the concentration year complete the practicum over fall and spring semesters, enrolling in 6 credit hours each semester and completing 18-21 hours per week in practicum.

The Practicum Calendar

Practicum Calendars specific to Norman and Tulsa are developed for each practicum course. Practicum Calendars contain all relevant practicum dates beginning with practicum planning and extending throughout the course to final evaluation of the student. Students are expected to follow the practicum calendar as published unless specific alternative arrangements have been made in advance and approved in writing by the Field Education Coordinator on the individual student’s campus. Practicum Calendars are available on the Field Education webpage.

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, and 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 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 Site’s Core Activities**

Practicum plans must provide for the inclusion of core site activities, i.e. the scheduling of activities without which the educational integrity of the practicum experience would be compromised. These activities typically involve group meeting venues in which important professional conversations are taking place regarding the site, the work of the site, clients, the community, special training, etc. Besides helping the student to more fully enter into the life of the practicum site, attendance at these events helps the student to more fully integrate the learning which is taking place at the practicum site.

**Non-Traditional Hours**

Students may not be in placements during non-traditional hours unless there is active program activity taking place during those hours, and supervision is available during those hours. Students are advised that most placements require practicum students to be at the site during traditional hours, and no student should expect to be able to fulfill the requirements of the practicum during non-traditional hours. However, although most sites are in operation between 8:00 A.M. and 5:00 P.M., Monday through Friday, many settings have found it essential to conduct activities during evenings or on weekends to meet client needs. Students may be expected to be in their placements during such hours as a condition of placement. Students should ask about practicum activities and expectations for work hours in the pre-placement interview. 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 and stated in the student’s schedule.

**Practicum Hours Guidelines**

- Students must complete the minimum number of hours required for the practicum in which they are enrolled, 600 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.
- 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 holidays.
- Fall semester weekly hours are based on the assumption that students will not be in practicum for much of the Thanksgiving week. However, the practicum schedule for this week must be worked out with and approved by the field instructor.
• Students who are required by their sites to be in their placements over Winter Break must coordinate the accumulation of these holiday hours with the practicum activities included in the Field Practicum Contract.

• Students who are in a two semester placement may approach their field instructors about the possibility of Spring Break. This decision is completely up to the instructor and is based on instructor and site needs. Instructors will be informed of this. Students must be aware that taking this break will result in a grade of Incomplete at the end of the semester, because the required number of practicum weeks will not have been completed.

• Students are allowed two sick days per semester and may count the number of hours which would have been accumulated if in attendance on those days.

• Absences which result from inclement weather, car and travel trouble, or child care must be made up.

• 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 be included in the Field Practicum Contract.

• No more than 15% of the required number of practicum hours may be spent in non-practice learning activities. These activities 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 who serve on Anne & Henry Zarrow School of Social Work, or 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 84 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 must submit weekly logs and supervisory conference reports for each week of the practicum. All days must be accounted for, including sick days.

• Missed supervisory conferences must be made. Missed supervision can be documented with a notation for the missed week that indicates when the time has been 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 the required number of practicum hours, or the required number of practicum weeks, or the required number of supervisory conferences, or have not submitted documentation of time spent in practicum and or supervisory conferences.

• Occasionally practicum placements are disrupted due to circumstances such as the site’s loss of funding, the field instructor no longer being available, the student being offered a job at the site, etc. The school will make every reasonable effort to assist students whose placements have been disrupted with continuation of accumulation of practicum hours. However, the school cannot guarantee that a new or abbreviated placement can be arranged. Even when these efforts are successful, disruption will delay the practicum, and as a result, potentially delay progress in the social work program. See: Circumstantial Disruption of Practicum

• 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

<table>
<thead>
<tr>
<th>HOURS THAT COUNT</th>
<th>HOURS THAT DON’T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Practicum Contract activities, on and off site</td>
<td>Concentration Year Advanced Integrative Seminar/Program Monitoring &amp; Evaluation courses linked to SWK 5836 or SWK 5846 are not part of the practicum.</td>
</tr>
<tr>
<td>OKDHS Core training which takes place during the practicum is currently approved for 84 practicum hours of the 120 hours/attended.</td>
<td>Training that has been required in advance of the practicum cannot be counted unless the Practicum has been modified by special permission to include this time.</td>
</tr>
<tr>
<td>Travel time from practicum site to another site for a required meeting or training, etc.</td>
<td>Classroom homework, unless the assignment is directly tied to the practicum and approved by the field instructor.</td>
</tr>
<tr>
<td>Some approved holidays are on the practicum calendar, along with a rule for observance.</td>
<td>Absences due to inclement weather must be made up. The School develops a make-up policy for each instance of extended severe weather.</td>
</tr>
<tr>
<td>Workshops &amp; conferences approved by field instructor (verification of attendance is required)</td>
<td>Travel from home to practicum site and return travel are considered “commute” time; travel time to and from field seminars are also considered commute time. Extreme travel to practicum site is negotiated.</td>
</tr>
<tr>
<td>Two sick days are allowed for each practicum semester.</td>
<td>Lunches that are not considered “working lunches,” i.e. meetings, conferences, etc.</td>
</tr>
<tr>
<td>Pre-Practicum Labs &amp; Field Seminars</td>
<td>Inactive on-call hours</td>
</tr>
<tr>
<td>Readings assigned by the field instructor</td>
<td>Travel to and from conferences</td>
</tr>
<tr>
<td>ACP Program Monitoring &amp; Evaluation practicum evaluation project: the approved number of hours may be counted. Serving on Anne &amp; Henry Zarrow School of Social Work, or University, or professional committees with recognized stature: Students are granted eight (8) hours of excused absence during the practicum semester for such activities and may count this time toward accumulated practicum time.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Holidays

The School expects students to be in their practicum placements on the days and at the times designated and outlined in the student’s Field Practicum Contract. Students who will be absent due
to a University holiday or semester break are responsible for preparing the field instructor and clients for these absences. Holidays are designated in all Practicum Calendars, along with the rule for practicum observance of each holiday. If a site is closed for a holiday but the University is not and it is a day that the student would normally be in placement, the student may count that time toward total practicum hours. Had the site been open, the student would have been there. Examples of such holidays are Veterans’ Day and Presidents’ Day.

Students are not expected to be in practicum placements on days that the University is closed. Examples of such holidays are Memorial Day, Fourth of July, Labor Day, and Thanksgiving. No time may be earned for practicum on such holidays unless the student is actually at the placement on that day and fulfills responsibilities involved in the practicum placement. 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 their sites to be in their placements over Winter Break must coordinate the accumulation of these holiday hours with the practicum activities which are included in the Field Practicum Contract. Students 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 must be aware that taking a Spring Break will result in a grade of Incomplete at the end of the semester, because the required number of practicum weeks will not have been completed. In concentration year placements, this could delay graduation.

Absences

Illness and Emergencies

The School expects students to be in their practicum placements on the days and at the times designated and outlined in the student’s Field Practicum Contract. 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 sixteen (16) hours of sick leave during the practicum semester that do not have to be made up. If a student requires more than three (3) days of sick 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 approved 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 awarded an Incomplete in the practicum course. They must then develop a plan for completion with the help and approval of their faculty liaison.

See: Circumstantial Disruption of Practicum

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 or 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 on the student’s weekly practicum activity log.

Weather, Car Trouble, Child Care

The School expects students to be in their practicum placements on the days and at the times designated and outlined in the student’s Field Practicum Contract. Students must immediately report any absences to the field instructor. Absences as a result of inclement weather, car trouble, or child care must be made up. In cases of extreme weather events, the Field Education Program will follow University guidelines and procedures which are issued specific to the weather event. Students will be informed by e-mail of expectations for making up required practicum time.
Workshops and Conferences
Attendance at workshops and conferences is not treated automatically 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 to warrant treating it as a practicum activity. The field instructor may use Field Practicum Contract criteria to make these determinations. Students must obtain instructor permission in advance in order to be away from the practicum, and in advance for approval of the events as practicum activities. When considering a student request, field instructors must keep in mind that optimal learning is the primary objective of the practicum rather than student delivery of client services.

Missing Class for Practicum and Counting Class as Practicum
Students are not permitted to miss class for practicum activities. Students are not permitted to miss class to interview at practicum sites or 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 practicum lab or field seminar, the student may be permitted to count that time toward total practicum hours. SWK 4311, SWK 4331, SWK 5973 and SWK 5983 are separate courses from practicum. Time spent in these classes may NOT be counted as practicum hours.
Any absence from a regularly scheduled class should be discussed with the professor.

Absences and the Accumulation of Practicum Hours
If during the practicum semester a student misses more than two 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 missed time. If for some unavoidable reason a student is not able to accumulate the required hours within the semester, but has demonstrated good progress and performance in all criteria of the Field Practicum Contract, and has achieved a grade of Satisfactory for the practicum, the faculty liaison, in consultation with the field instructor, may award the student the grade of Incomplete and assist the student with a plan to make up the time before the start of the new semester. Any such plan must be acceptable to and approved by the site, field instructor, faculty liaison, and Field Education Coordinator. The Incomplete grade must be made up before beginning the second half of the practicum, and before beginning course work requiring completion of the practicum.

Suspension of Placement and the Accumulation of Practicum Hours
Practicum placements may be suspended, i.e. temporarily stopped, when a student is failing to communicate with the School during the course of a practicum. For example, if the student is not submitting practicum documentation, or not responding to requests to set up a site visit, or not communicating with the faculty liaison as needed, the School may suspend the placement. 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. (See: Academic and Professional Behavior Policy) During the time a placement is suspended, the student does not accumulate required practicum hours. If it is
determined that the placement can resume, the student will resume accumulating practicum hours, but be delayed in completing the practicum course.

BEGINNING THE PRACTICUM

Norman Campus
Mandatory Practicum Seminar and Trainings – Norman
All students must attend scheduled Practicum Seminars. These orientations are scheduled during the first week of the practicum, or they are scheduled weekly during the first weeks of the semester. The Practicum Seminars are 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 Seminars appear on the Practicum Calendar. Students who do not attend the Practicum Seminars will not be allowed to begin or continue their practicum placements.

Tulsa Campus
Mandatory Pre-practicum Orientation for All Students - Tulsa
All students must attend a Pre-practicum Orientation. These orientations are scheduled during the first week of the practicum. The Pre-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 Pre-practicum Orientation will not be allowed to begin a practicum placement. These orientations are offered at multiple times. These times appear on the Practicum Calendar. Students are cautioned to attend the earliest possible offering and use later times as backups only.

Mandatory Foundation Year Pre-practicum Labs - Tulsa
Foundation year students are required to attend Pre-practicum Labs which are scheduled over the course of the first week of the practicum semester.

Mandatory Foundation Year Field Unit Seminar - Tulsa
Foundation Year Students are required to attend the first field seminar meeting which is scheduled during the first week of the practicum semester. During this meeting, field faculty liaisons will develop schedules for future seminar meetings and for site and seminar activities which do not appear on the Practicum Calendar.

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, insuring 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 insure 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 required pre-practicum contract training; attending required contract development sessions 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; and, 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 Sessions with the Field Faculty Liaison

The first major practicum assignment at all sites is the development of the Field Practicum Contract. This assignment is completed with the site field instructor, and with the help of the faculty liaison. Field Practicum Contract development sessions with the student’s liaison are required. Liaisons schedule these sessions and notify their students about meeting times and locations. Time spent in these sessions may be counted towards practicum hours.
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 approval and 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 insures 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 PLACEMENT MONITORING AND FIELD SUPERVISION

Placement Monitoring

Monitoring is an on-going process that begins the first day of the placement and continues throughout the entire field experience. Student performance is monitored at the practicum site by the field instructor and any preceptors who have been incorporated into the supervisory structure of the practicum placement. Practicum placements and student performance are monitored by the School through field faculty liaisons during Field Practicum Contract help sessions with the student, field seminars (when incorporated into the practicum,) site visits, and ongoing communication with both students and instructors. Liaison faculty serves as co-educators with field instructors. Liaison faculty assists students and instructors with the development of the education contract which guides the course of each student’s practicum experience. Liaison faculty 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 telephone and email contacts. Practicum placements and student performance are monitored by the Field Education Office through weekly student reporting documentation in the Intern Placement Tracking database. Students are required to complete Weekly Logs to account for both time and practicum activities; and weekly Supervisory Conference Reports to document the topics discussed in weekly supervision meetings with field instructors. Student performance is monitored by the student through field supervision, instructor and preceptor feedback, education contract-required self-reflection, and evaluation of one’s own practice. The Field Practicum Contract, which outlines specific practicum assignments, incorporates a Strategies to Increase Competence feature which structures ongoing monitoring, feedback and improvement planning into each practicum placement. The Field Practicum Contract also incorporates a feedback and evaluation instrument which is utilized by the field instructor throughout the practicum to evaluate the student’s achievement of each of the competency based performance criteria included in the contract. Students are evaluated by the field instructor for a mid-practicum grade, and at the end of the course for a final grade. When significant student performance difficulties develop, placements are monitored through Performance Improvement Plans (PIP’s) and a Level Review process involving relevant faculty and School administrators.

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.

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.

Placement Monitoring and Suspension of Placement

Practicum placements may be suspended, i.e. temporarily stopped, if a student is failing to communicate with the School during the course of a practicum. For example, if the student is not submitting practicum documentation, or not responding to requests to set up a site visit, or not communicating with the faculty liaison as needed, the School may suspend the placement. 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. During the time a placement is suspended, the student does not accumulate required practicum hours. If it is determined that the placement can resume, the student will resume accumulating practicum hours, but be delayed in completing the practicum course.

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)

Student Responsibilities in Supervision

The first competency in all of the Field Practicum Contracts is the SUPERVISION competency. Students are responsible for letting their field instructors know about their needs of supervision 1) when interviewing for placement, and 2) in their first meeting with their field instructor. In this meeting, the student and field instructor discuss the Student Self-Assessment which the student has prepared as part of the practicum planning process. This discussion is the culmination of a reflection process which is initiated by the student at the outset of practicum planning. In the first supervisory conference, the instructor and student develop a plan for practicum supervision. This plan is recorded in the SUPERVISION competency of the Field Practicum Contract under “Plan for Supervision.” Students are required to meet with their field instructors one hour each week in a regularly scheduled, individual, 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, or with a 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 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 Activity Logs and Supervisory Conference Reports.
- Missed supervisory conferences must be made up; missed supervision can be documented on the Supervisory Conference Report for the missed week, with a notation that indicates when the time will be made up.

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

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

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. 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.

**Student Utilization of Field Instruction – Suggested by the Field Practicum Contract**

The *Field Practicum Contract* lists only (5) five practice tasks that must be evaluated in the SUPERVISION competency. The following list is a more comprehensive look at the various ways the education contract calls upon the student 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 statues and regulatory standards that apply to practice at the practicum site.
Off-Site Field Instructors
The field instructor most typically is employed by the practicum site. 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. There are practicum placements that depend upon the willingness of an off-site field instructor to oversee a student’s practicum. The off-site instructor must be well-grounded in the work of the practicum 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. When the field instructor is NOT working at the practicum site, there MUST be a designated onsite preceptor who will provide day-to-day supervision, and be responsible for the day-to-day practicum activities and learning experiences of the student. In these placements, the field instructor must be available to both the student and the preceptor on a supervisory and consulting 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.

Practicum Preceptors
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. Some preceptors may work with students providing day-to-day supervision, with the field instructor available on a supervisory and consulting basis. Other preceptors provide short term, specific learning opportunities, both on and off-site, that expand the student’s experience. 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 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 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.

Field Instructor Roles and Responsibilities with 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
• Insure 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
PERFORMANCE IN PRACTICUM

Assignment of Practicum Grades

A. Competency Performance

Each student is evaluated by his/her field instructor at two time points in the practicum. 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.

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.

<table>
<thead>
<tr>
<th>PRACTICUM EVALUATION SCALE</th>
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<tbody>
<tr>
<td>UP: Unacceptable Progress</td>
</tr>
<tr>
<td>Never demonstrates awareness, knowledge and skills as a graduate social work intern</td>
</tr>
<tr>
<td>IP: Insufficient Progress</td>
</tr>
<tr>
<td>Rarely demonstrates awareness, knowledge and skills as a graduate social work intern</td>
</tr>
<tr>
<td>EC: Emerging Competence</td>
</tr>
<tr>
<td>Inconsistently demonstrates awareness, knowledge and skills as a graduate social work intern</td>
</tr>
<tr>
<td>C: Competence</td>
</tr>
<tr>
<td>Consistently demonstrates awareness, knowledge and skills as a graduate social work intern</td>
</tr>
<tr>
<td>AC: Advanced Competence</td>
</tr>
<tr>
<td>Expertly demonstrates awareness, knowledge and skills as a graduate social work intern</td>
</tr>
</tbody>
</table>

In both the Foundation Year Practicum and the Concentration Year Practicum, students complete practicum requirements by demonstrating the acquisition and mastery of mandated competencies. This mastery is cumulative in character, 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 assessments of student performance, in order to complete either the Foundation Year or the Concentration Year practicum requirement, students must complete both linked courses with a satisfactory grade during a single practicum
placement. This means that a student who does not satisfactorily complete the enrollment in SWK 5423 will have to start over again with SWK 5413, regardless of the grade awarded in SWK 5413. Similarly, a student who does not satisfactorily complete the enrollment in SWK 5826 (DP) or SWK5846 (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.

B. Grading

MID-PRACTICUM EVALUATION

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 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.

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**

University policy will be followed regarding the awarding of a grade of Incomplete. A grade of Incomplete will not be given to extend time to improve performance. A grade of Incomplete will be awarded only to students who have demonstrated good progress and performance in all criteria and have achieved a grade of Satisfactory for the practicum, but who have not completed 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.

The Incomplete grade must be made up before beginning the second half of the practicum, and before beginning course work requiring completion of the practicum.
FINAL EVALUATION

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

- Achieve a minimum rating of Emerging Competence for 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, 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.

University policy will be followed regarding the awarding of a grade of Incomplete. A grade of Incomplete will not be given to extend time to improve performance. A grade of Incomplete will be awarded only to students who have demonstrated good progress and performance in all criteria and have achieved a grade of Satisfactory for the practicum, but who have not completed 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.

The Incomplete grade must be made up before beginning course work requiring completion of the practicum.

C. 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 insures 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.
Unsatisfactory Academic Performance:
Failing Practicum or Termination of Practicum

The School expects that all students have acquired sufficient academic skills and developed appropriate professional behavior to succeed in field placements. 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.

All practicum students must be familiar with the Anne & Henry Zarrow School of Social Work Academic and Professional Behavior Policy. Students are required to sign an agreement signifying they have read the policy, are familiar with its contents and will abide by the standards contained in the policy. Field Instructors are made aware of the policy in Instructor Training. 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.

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

- The student might complete the first half of the practicum and, due to unresolved insufficient performance, be awarded a grade of Unsatisfactory.
- 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.
- The school or the practicum site might terminate a practicum placement if it becomes evident to the practicum site, Field Instructor, Faculty Liaison, Practicum 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 Academic & Professional Behavior Policy, the school will conduct an investigation of the practicum placement situation and a Level III Review of the student’s unsatisfactory performance.

Based upon the investigation, the level review and the academic judgment of the 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 field 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 and be allowed to develop a plan to repeat the practicum course for which he/she has received the grade of Unsatisfactory.

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 the 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 Placement 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 propose a practicum site that has the approval of the school
- 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 the Graduate College policy
- The school reserves the right to select the practicum site
- The Field Practicum Contract must include, in its initially submitted draft, the development of Strategies to Improve Performance which are pertinent to the performance problems encountered in the first practicum attempt

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 the Graduate College policy.

PRACTICUM PLACEMENT INTERRUPTIONS

Suspension of Placement

Practicum placements may be suspended, i.e. temporarily stopped, when a student is failing to communicate with the School during the course of a practicum. For example, if the student is not submitting practicum documentation, or not responding to requests to set up a site visit, or not communicating with the faculty liaison as needed, the School may suspend the placement.
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. During the time a placement is suspended, the student does not accumulate required practicum hours. If it is determined that the placement can resume, the student will resume accumulating practicum hours, but be delayed in completing the practicum course.

**Circumstantial Disruption of Placement**

Occasionally practicum placements are disrupted due to circumstances beyond the control of the school, and beyond the control of the student, i.e. they are not related to academic performance. These circumstances include developments such as illness, jury duty, the site’s loss of funding, the field instructor no longer being available, the student being offered a job at the site but in a program that cannot accommodate a practicum, etc. Students are responsible for notifying the field education office at the first sign of potential placement disruption. When placements have been disrupted due to circumstances not connected to student performance, the school will make reasonable efforts to assist students with continuation of the current practicum course and completion of the current Field Practicum Contract. 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 existing practicum can proceed following the disruption
- that the current education contract Work Plans can be completed
- 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 practicum site

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 are successful, disruption will delay the practicum and as a result may potentially delay progress 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 the practicum course. Concentration year students may continue their enrollment in the integrative seminar when practicum placements are disrupted for reasons.

**Placement Reassignment**

Once placed at a specific practicum site or within a field unit, each student is expected to complete the practicum courses in which he or she is enrolled in that placement. For students in a two semester practicum, this means both semesters. Practicum placements are intended to provide students with in-depth exposure to professional social work practice. It takes considerable time in a placement to develop both an understanding of the role that the site plays in meeting the needs of the identified population, and adequate skills to provide site services. Considerable field education program, practicum site and field instructor efforts go into committing placement resources to a student, as well as planning a learning experience that spans one or even two full semesters. Students are expected to invest themselves in making their practicum a successful experience. 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 extremely unusual circumstances, and only after every effort has been made to resolve whatever problem has developed. Only after the following process has been observed; and the attending procedures have been conscientiously followed; and, it has been determined by the faculty liaison that the problems involved cannot be resolved, may the student submit a Request for Change in Placement. Depending upon the nature and extent of the problems, the student must first discuss his/her concerns with the field instructor and attempt to resolve the difficulties which have emerged. Although initiating such a conversation may be difficult, it will provide the student with an exercise in self-advocacy. 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 the faculty liaison to the concerns and to the efforts that are being made to resolve the problem. 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 liaison site visit and 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 the field instructor and student 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 Academic and Professional Performance Policy.

If a field instructor identifies difficulties with an assigned student and would like the student to be re-assigned, he or she must first request a conference with the assigned faculty liaison in order to discuss the concerns. Possible actions to support and maintain the current placement should be thoroughly discussed and considered. If the liaison finds the situation is untenable, he or she will advise the student to initiate a Request for Change of Practicum Placement. However, 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 Academic and Professional Performance Policy.

Procedure for Student Request of Change of Practicum Placement

Only after the foregoing communication and problem solving process has been followed; and, it has been determined by the faculty liaison that the problems cannot be resolved; and, it has been determined that the identified problems are NOT the result of deficiencies in student performance, may a student submit a Request for Change of Practicum Placement. Both field instructor and faculty liaison must review this request form, whether or not the request is supported by either.

1. The student must complete the student portion of the request form.

2. The student must then seek written comments from his or her field instructor.

3. The field instructor reviews the form, completes the appropriate section, and returns the form to the student.

4. The student submits the form to the faculty liaison, who reviews and completes his or her section and then submits the form to the Field Education Office.
5. The request is reviewed by the Field Education Coordinator. The Coordinator will consult with the faculty liaison and may request a meeting with any of the parties involved before making a determination that a change in placement is warranted. A decision to terminate the 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.

6. If a decision is made to change placements, the student is responsible for developing a plan with the field instructor and faculty liaison for appropriate termination with clients and the site. The plan should address transfer of responsibilities and clients to other service providers; completion of documentation; and, observation of checking-out procedures at the site.

7. Only after the change of placement is approved will the Field Education Coordinator begin working with the student to identify a new practicum placement.

8. The student must fully complete and submit new Proposal and Placement documentation for final approval, as well as all pre-practicum requirements, before beginning a placement at a new site.

9. Only under exceptional circumstances will any of the student’s hours accumulated in the first placement count toward practicum hours for the placement.

**PRACTICUM ROLES AND EXPECTATIONS**

**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 Practicum 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 proposal process
Notify the Field Education Coordinator of any special needs, financial issues, work relationships, and practice preferences that might influence practicum planning

**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, contract building sessions, etc.
Participate to the fullest extent possible in all voluntary venues offered to assist with the practicum planning process
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

Practicum Hours

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

Supervision

Arrange for and maintain a schedule for weekly field supervision conferences
Find out from field instructor what is expected in these conferences and what to prepare
Prepare weekly for supervision with questions, cases, concerns and issues to discuss
Report to the School any 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 the instructor’s approach to field instruction, overview of the placement, and expectations of the student

Communicate to field instructor, through the Student Self-Assessment 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 statues 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 Anne & Henry Zarrow School of Social Work 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, procedures, guidelines, and training; and 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 Anne & Henry Zarrow Academic and Professional Behavior Policy.

**Site Specific Requirements**

Adhere to the expectations of the practicum site
Have 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 (See Professional Malpractice Liability Insurance section for more details.)

**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 Academic and Professional Behavior Policy, and the best interest of clients
As much as possible, become part of the agency or site
When possible and compatible with the demands of achieving the educational objectives of the practicum course, pitch in and meet the same expectations as site employees
Identify self as a “student”
Let clients know how long you will be there
Be reliable

**Evaluations**

Fully participate in all practicum evaluations – student performance, practicum experience, faculty liaison, etc.

**Roles and Expectations of Field Instructors and Preceptors**

**Identification of Field Instructors**

The field instructor is the on-site social worker who has the responsibility for development, implementation, and evaluation of a student’s educational experience in the practicum placement.
Field instructors are considered affiliated faculty of the University of Oklahoma and may make application for formal appointment through the Anne & Henry Zarrow School of Social Work.

**Required qualifications for Field Instructors**

- A degree in social work from an accredited program. Field instructors in the graduate program must have an MSW degree. Those providing field instruction in the undergraduate program may have a BSW degree, but an MSW is preferred
  - At least two years of supervised post-BSW experience in social work practice is required for field instructors with a BSW. Exceptions may be made by Field Education Coordinator
  - At least two years post-MSW experience in social work practice is required for those providing instruction for MSW 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 social work 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 responsibilities of participation in the Field Education Program

**Procedure for Selection and Appointment of Field Instructors**

Potential field instructors may submit their own application for Field Instructor status by submitting a Field Instructor Application and a professional vita to the Anne & Henry Zarrow School of Social Work. Application information and the Field Instructor Application can be found on the Field Education webpage of the Anne and Henry Zarrow School of Social Work website. All materials are submitted to the Field Coordinator located at the campus site intended by the applicant for approval.

**Verification of 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. Those 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

Field Instructors who are approved by the School, hold a social work degree, and are interested, may apply for official appointment as affiliated faculty by completing and submitting a University of Oklahoma Personal Data Form. A link to this form is available on our webpage at http://socialwork.ou.edu. Review: Field Education, Field Instructor Resources.

Completed Personal Data Forms should be mailed to the Anne and Henry Zarrow School of Social Work Field Education Office on the Norman campus along with a copy of the most recent resume or vita. Send all materials to Social Work Field Education Program:

<table>
<thead>
<tr>
<th>Norman</th>
<th>Tulsa</th>
</tr>
</thead>
<tbody>
<tr>
<td>700 Elm, Norman, OK 73019</td>
<td>4502 E 41st Street, Tulsa, OK 74136</td>
</tr>
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All applications for affiliate faculty status are approved by the Field Education Coordinator and sent to the OU Department of Human Resources and the Office of the Provost. Once approved at that level, a letter is sent back to the Anne and Henry Zarrow School of Social Work and then on to the affiliated faculty member at the address on file. Appointments as affiliated faculty expire after two years.

Although the appointments are unsalaried, OU does grant the non-monetary benefits listed below to affiliated faculty members. To access any of these benefits, affiliated faculty must have an official OU faculty ID. After receiving an official appointment letter, affiliated faculty may obtain an ID at the One Source office at the OU Memorial Union on the Norman campus or in the Human Resources Office at the Schusterman Center in Tulsa.

- Faculty borrowing privileges at the University of Oklahoma Library. Present the faculty identification card at the library in order to utilize library facilities.
- Eligibility for membership in the Faculty Club (Norman), and the Faculty House (Oklahoma City). A membership fee is required, as is the case with regular, salaried faculty.
- Eligibility for special campus events open to the faculty. Affiliated faculty have the same privileges as regular, salaried faculty for cultural, athletic or entertainment events, including faculty discounts for admission, with presentation of the faculty ID card.
- Continuing education opportunities and credits through the Anne and Henry Zarrow School of Social Work at no expense.

Roles and Responsibilities of Field Instructors and Preceptors

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 field instructor must designate an on-site preceptor who will be responsible for the day-to-day activities of the student. See: Responsibilities of the Field Instructor in Relationship to Practicum Preceptors

Roles and Responsibilities of the Field Instructor

- Attend field instructor training as required
- Become familiar with field education policies, guidelines, and procedures outlined in the Field Practicum 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 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 Practicum Contract; develop clear lines of responsibility, authority and feedback about the student’s performance; and, insure 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
- Work with the student and faculty field liaison as needed, to develop a written, individualized Field Practicum Contract that is based on the student’s learning needs and the School’s outcomes requirements, and reflects a planned learning experience.
- Provide, at minimum, a 1 hour formal, individual, regularly scheduled, weekly 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 take place.
- 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 field faculty liaison, a plan to address performance concerns that have been identified
- Complete documentation about practicum and student performance problems as requested by the field 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
• Off-site field instructors must designate an on-site preceptor to be responsible for the day-to-day activities and learning experience of the student

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 practicum instructor available on a consulting and supervisory basis. Other preceptors provide short-term, specific learning opportunities, both on and off-site, that expand the student’s experience. 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 faculty liaison. This structure must be indicated in the Plan for Supervision on the Field Practicum Contract. Preceptors are not eligible for appointment as affiliated faculty.

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.
Responsibilities of Preceptors:

- Become familiar with the School’s field education policies, guidelines, and procedures outlined in the Field Practicum 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
  - 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 the Field Instructor in Relationship to Practicum Preceptors

The site based instructor provides mentoring, instruction, professional guidance, practice supervision and oversight of any non-social work professionals (preceptors) who are 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 the student and preceptor to monitor the effectiveness of the preceptor plan
- Develop ways the preceptor can share ongoing feedback with the student
• Insure 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 Expectations of Field Faculty Liaison

Field Education Liaison Faculty from the Anne and Henry Zarrow School of Social Work are assigned to each student in a practicum placement. Field faculty links the Anne and Henry Zarrow School of Social Work program with practicum sites. Liaison faculty have responsibility for maintaining a continuing relationship with the practicum setting, field instructor, and students in the placement, and for providing feedback to the Field Education Coordinator regarding changes, progress, and/or problems encountered in the practicum setting. Liaison faculty assists with the development of the education contract which guides the course of each student’s practicum experience. Liaison faculty serve as co-educators with field instructors and as official instructors of record for students to which they are assigned; liaison faculty assign the student’s grade. Liaison faculty members maintain close contact with students and field instructors at each site during the course of the semester through visits to the site, group and individual meetings with students, ongoing review of student documentation, and telephone and e-mail contacts. Each faculty liaison is required to make at least one on-site visit during the course of the semester.

Responsibilities of the Practicum Liaison Faculty

Serve as a link between the practicum setting and the Anne and Henry Zarrow School of Social Work by:
• Representing the School and forming a relationship with the practicum site
• Maintaining regular contact with students assigned and with significant personnel at the practicum site
• Communicating the goals and policies of the Field Education Program and the School to the field instructor as well as the student
• Communicating information about course content, classes, schedules, expectations, and related matters to field instructors
• Identifying training and professional development needs of field instructors
• Identifying practicum site needs in relationship to site efforts to develop an institutional commitment to social work field education
• Attending and/or assisting with field instructor trainings as needed
• Providing regular verbal and written feedback to the Field Coordinator regarding instructors, site and student support; field curriculum and integration of classroom course content
• Providing a written evaluation of the practicum site to the Field Coordinator at the end of each academic year
• Assisting with the identification and development of placement sites
• Assisting with the placement of students
• Acting as a co-educator with field instructors, and if Instructor of Record by assigning each student’s grade for the practicum course
Assist to strengthen the quality of field instruction by:

- Assisting students and field instructors with ongoing development of the Field Practicum Contract, with an emphasis on directly tying site practicum activities to program competencies, and insuring that practicum assignments are designed to create opportunities for the student to received continuous instructive feedback and assessment of their competency performance.
- Clarifying for field instructors and students the expectations for different educational levels and concentrations (undergraduate, foundation year, concentration year direct practice, and concentration year administration and community practice)
- Assisting and supporting field instructors with the development of a practicum supervisory structure when needed
- Providing consultation to field instructors regarding development of instructional designs and instructional skills
- Reviewing and approving initial Field Practicum Contracts to insure accountability in meeting all practicum course requirements, compatibility with student’s learning needs, and adherence to the social work perspective
- Becoming familiar with learning patterns and needs of individual students
- Becoming familiar with learning opportunities within and outside practicum sites
- Leading field seminars when incorporated into the practicum
- Acting as co-educators with field instructors and assisting in the integrative aspects of practicum experiences through conferences with field instructors and students
- Helping field instructors with ongoing feedback to students; incorporation of feedback in the ongoing development of the Field Practicum Contract; and evaluation of each student’s progress and/or problems through regular contacts, review of written materials, tapes, videotape recordings or other appropriate media
- Reviewing student practicum reporting documentation
- Helping field instructors and students create a process whereby student deficits, difficulties, or performance concerns are addressed immediately and constructively
- Carefully documenting practicum progress and problem resolution efforts over the course of the practicum
- Initiating, organizing documentation for, and participating in Level Reviews as needed
- Working with field instructors to identify strengths and weaknesses within the practicum setting that support or limit the activities of students and field instructors
- Mediating as needed between the student and the site, the student and field instructor, or the student and the Field Coordinator
- Consulting with field instructors before assignment of a student grades

Roles and Responsibilities of Practicum Sites

Students at the Anne and Henry Zarrow School of Social Work benefit from the relationship of the School with well over 300 community-based agencies and facilities across Oklahoma that serve as practicum sites for field experiences. The Anne and Henry Zarrow School of Social Work works with affiliated agencies and facilities to offer social work students direct learning experiences with individuals, families, groups, and communities.

Responsibilities of Practicum Sites
• Engage in an official affiliation agreement with the Anne and Henry Zarrow School of Social Work by providing required signatures on an affiliation agreement or Memorandum of Understanding
  • Provide supervision and control of the student’s activities within the site
  • Designate one staff member who meets the School’s qualifications to serve as field instructor and provide supervision. Designate preceptors to support as needed, or required
  • Provide learning experiences and an atmosphere for learning which can facilitate student achievement of mandated field competencies
  • Provide appropriate orientation to the site and its mission and goals
  • Provide each student placed at the site with policies, rules, regulations, and expectations which are pertinent to the student role
  • Provide students adequate work resources, including materials and space, to function effectively
  • Arrange student schedules which 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 student during field faculty liaison site visits
  • Agree to permit, upon reasonable request, the inspection of clinical and related practicum facilities by the University and 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
  • Demonstrate support for the School in fulfilling its educational mission including permitting 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. Students may be placed only at sites that have a formal affiliation agreement with the School. The process of affiliation with the Anne and Henry Zarrow School of Social Work 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. In that case, the site or the School makes contact with the other party and negotiations begin. 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 or a designated member of the faculty. (See the Field Education webpage for a link to the Practicum Site Application.) Prior to placement of students, the site must sign a formal affiliation agreement with the School of Social Work, and the agreement must be on file with the School.
Criteria considered for approval of a practicum site

- 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 professional education for social work practice
- 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 fit with the 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 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 learning experiences outside the site if areas of student need are identified that cannot be met within the programs and practices of the site
- Accreditation by appropriate organizations

Procedure for designation as affiliated Practicum site

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/Internship Memorandum of Understanding 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 the agreement to the Practicum Office for review by the OU 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 1072, 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.

Roles and Responsibilities of Field Education Coordinators

There are two Field Education Coordinators in 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 field 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 Field Education Coordinators**
- 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, student placement and practicum placement monitoring activities
- Preparation and distribution of documents needed for the Field Education Program, including student learning contracts and master field syllabi
- 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 assistants

**Practicum Placement and Student Monitoring Responsibilities of Field Education Coordinators**
- 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 field 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 new and continuing field instructors and faculty liaisons
APPENDIX
Faculty
Norman Faculty

Baker, Donald R. (405) 325-1399, drralph@ou.edu : mental health, substance-abuse prevention and treatment, community organization practice, cognitive behavioral methods, grant writing

Curiel, Herman (405) 325-1406, hcuriel@ou.edu : aging, cultural considerations in delivery of social services, ethnicity with emphasis on Hispanic populations in the context of social service issues

Davidson, Jeanette (405) 325-1397, jrdavidson@ou.edu : interracial marriage, racial identity attitudes, cross-cultural practice, social work education, issues of diversity, aging, health and culturally-competent practice, managed care, legal and ethical issues, child welfare, white privilege and social work practice,

Miller, Christina R. (405) 325-8031, crmiller@ou.edu : improving adult outcomes for youth with disabilities, service-learning, volunteerism and community engagement, program evaluation

Moxley, David (405) 325-0365, david.moxley@ou.edu : organization and effectiveness of social services for people with disabilities, homelessness; community support of people coping with serious mental illness, vocational development

Natale, Anthony P. (405) 325-1408, anatale@ou.edu : HIV/AIDS, public health prevention with communities of color, gay and lesbian communities, human services administration, public health and social welfare policy

Riley, Ann (405) 325-1395, annriley@ou.edu : spirituality, faculty development, field education, conflict resolution

Rosenthal, James A. (405) 325-1401, jimar@ou.edu : child-welfare issues, program evaluation, research methodology

Villegas, Susy (405) 325-1400, susy.villegas@ou.edu : child-welfare services, gender, race and ethnicity and intervention outcomes, cultural adaptation processes impacting Hispanic families, natural systems family theory, mental health services

Wells, Steven (405) 325-1064, spwells@ou.edu : child-welfare training, foster parents and the education of foster children, families and disabilities

Wright, Jr., Roosevelt (405) 325-2821, rwright@ou.edu : social gerontology, specifically the utilization of health care and social services by older people but especially older people of color, substance abuse by and among people of color with special foci on poly-drug use/abuse and alcohol use/abuse, culture and cultural context, cultural assimilation and acculturation

Tulsa Faculty

Bramble, Barbara (918) 660-3379, bbramble@ou.edu : marriage and family, field education

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Byers, Lisa (918) 660-3353, lbyers@ou.edu : American Indian mental health with an emphasis on depression, discrimination and trauma

Caselman, Tonia (918) 660-3354, tcaselman@ou.edu : cross-cultural/international, mental health and child development, school social work, impulse control programs

Cherry, Andrew L. (918) 660-3363, alcherry@ou.edu : mental health issues that impact people who have a serious mental illness, who are addicted, at-risk of suicide, incarcerated women and their children, children’s mental health (mental health development, early detection of onset, bullying, and teenage pregnancy), those at risk for PTSD (post-traumatic stress disorder in both adults and children), the provision of mental health services during and after a disaster

Franklin, Lori (918) 660-3350, lfranklin@ou.edu : mental health, adult survivors of trauma, LGBT issues, ethics, clinical supervision, decision cases

Gray, Karen (918) 660-3323, Karen.gray@ou.edu : poverty, single-mother families in and out of poverty, interventions, grassroots community organizing, community land trusts

Havig, Kirsten (918) 660-3825, khavig@ou.edu : social justice, human trafficking, field education

Massey, Gena (918) 660-3352, gmassey@ou.edu : medical social work, field education community health

Miller-Cribbs, Julie (918) 660-3378, jmcribbs@ou.edu : urban and rural poverty, health care, family formation/structure and poverty, domestic violence, development of social and human capital among vulnerable populations, social support networks

Munoz, Ric (918) 660-3328, rmunoz@ou.edu : social work and the law, community health and medical social work, social justice

Omabegho, Showa (918) 660-3324, somabegho@ou.edu : administration in social work, advocacy, program development

Tulsa Campus Forms and Reference Materials
Tulsa Forms and Reference Materials

Norman Campus Forms, Applications, and Reference Materials
Norman Forms, Applications, and Reference Materials

UNIVERSITY OF OKLAHOMA
ANNE & HENRY ZARROW SCHOOL OF SOCIAL WORK
ACADEMIC & PROFESSIONAL PERFORMANCE POLICY
EFFECTIVE AUGUST 2011

The Academic and Professional Performance Policy document outlines scholastic and professional behavior standards and policies of the University of Oklahoma Anne & Henry Zarrow School of Social Work that apply to students enrolled at the School effective August 2011.

All social work students must be familiar with the Academic and Professional Performance Policy. This policy is located in the OUSSW Handbook and the Field Practicum Manual, both of which are located on the school website. It is discussed in new student orientations, field practicum
orientations, and field instructor trainings. The ultimate goals of the standards set forth in this policy are to monitor and assist students in their pursuit of a successful academic experience. These 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. Students are accountable as representatives of their school, field practicum agency, and the social work profession. In addition to scholastic performance the School requires students to demonstrate professional demeanor, appropriate relationships, and ethical behavior. Students are expected to exhibit behaviors that are in compliance with University and School policies, and with professional ethical standards in the classroom, field setting and community. Students are expected to abide by the NASW Code of Ethics, and to uphold the rules and procedures of their placement agencies.

**FIELD PRACTICUM**

Through the practicum, the standards set forth in the Academic and Professional Performance Policy 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 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. Because of the nature of professional social work practice, schools of social work have different expectations of students than do non-professional programs. Social workers traditionally serve vulnerable and/or disadvantaged populations. Schools of social work, in conjunction with agency officials and field instructors, have ongoing responsibilities to protect consumers, and to ensure that social work students are competent to begin practice and meet professional standards at graduation.

If, in the academic judgment of the school faculty, a student does not possess the basic abilities which are set forth in the Academic and Professional Performance Policy, and which are necessary to acquire and perform professional practice skills, the student will not be allowed to go forward with a field practicum until those basic requirements are met.

**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. Faculty, field office coordinators, school administrators, site affiliates, 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.

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.

Upon admission into the Anne and Henry Zarrow School of Social Work program, all students are provided with the relevant policies.

**FIELD PRACTICUM**

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 among 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.

Relevant information is information that affects the student’s work relationships, the learning process, or has potential 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 considering a 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 evaluations of the student’s practicum performance, the Field Practicum Contract, Performance Improvement Plans, and Supervisory Conference Report forms.

**ACADEMIC & PROFESSIONAL PERFORMANCE POLICY AGREEMENT**

**STUDENT SIGNATURE**

The following signature indicates that I have read the University of Oklahoma Anne & Henry Zarrow School of Social Work Academic and Professional Performance Policy, I am aware of the contents and, I agree to be bound by the provisions therein. I 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.

I understand that the success of my academic and professional performance may require communication among faculty, program administrators and staff, between the field instructor and staff of my practicum site or potential field instructors and practicum sites and University faculty and staff. These communications will relate to my education, performance, and progression in the program and may include, but are not limited to, discussion of the following:

- academic performance
- status in program
- initiative and professional behavior in classroom and field practicum
- interactions with practicum site clients/staff/instructors
- practicum performance
- competency and skill levels in practicum

I understand that this agreement will remain in place for the duration of my enrollment in the program. I understand that failure to meet these standards is grounds for a failing grade and may result in termination from the social work program.

Date: ________________________

Student’s Signature: ___________________________________________________________

Student’s Name (Print or Type) ____________________________________________________

Student I.D. Number ____________________________________________________________