



MSW FIELD EDUCATION

PRACTICUM MANUAL 2026



NORTHEASTERN
STATE UNIVERSITY

SCHOOL OF SOCIAL WORK

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WELCOME

Welcome to practicum education in the Northeastern State University Master of Social Work (MSW) Program.

Field education is the cornerstone of social work training and serves as the primary setting where students integrate classroom learning with real-world practice. Through practicum, students move beyond understanding concepts to actively engaging in the work of supporting individuals, families, groups, and communities.

This experience is both a privilege and a responsibility. Students are entrusted with opportunities to engage with individuals and communities in meaningful ways, and with that comes an expectation of professionalism, ethical practice, and a commitment to continued learning. Practicum is not only about skill development - it is about the ongoing formation of professional identity and the ability to think critically, reflectively, and responsibly in complex practice environments.

This manual is designed to provide clear expectations, structure, and guidance for students, Field Instructors, Task Supervisors, and Faculty Field Liaisons. It outlines the policies and procedures that support a consistent, high-quality field education experience aligned with the standards of the social work profession.

We recognize that practicum is a collaborative effort. The success of field education depends on the shared commitment of students, agency partners, and faculty to support learning, maintain open communication, and uphold the values of the profession.

We are grateful for the time, expertise, and mentorship provided by our community partners and for the dedication of our students as they engage in this important work.

Allison Mason, LCSW, BAS
MSW Field Education Director
Northeastern State University School of Social Work

HOW TO USE THIS MANUAL

This manual is designed to serve as a practical guide throughout the MSW practicum experience. It outlines the expectations, policies, and processes that support field education and is intended for use by students, Field Instructors, Task Supervisors, and Faculty Field Liaisons. Field education policies and expectations are communicated through this practicum manual as well as orientation sessions, practicum seminars, and ongoing communication with MSW Office of Field Education.

Rather than reading this document once and setting it aside, students and field partners are encouraged to return to it throughout the practicum as questions arise. Sections are organized to help you locate information related to roles, requirements, supervision, evaluation, and how to navigate concerns or changes in placement.

This manual reflects the shared structure that supports field education. This manual should be used in conjunction with course syllabi, field education documents, and university policies. When additional guidance is needed, communication with the Faculty Field Liaison or MSW Field Education Director is encouraged.

Forms included in the appendix represent the primary tools used to implement and document field education processes described in this manual. Additional materials are available through the MSW Practicum Repository.

MSW MISSION STATEMENT

The Master of Social Work program at Northeastern State University serves the educational, cultural, and workforce needs of the local and professional communities. The Master of Social Work program at Northeastern State University offers excellence in teaching, a challenging curriculum, research and scholarly activities, service-learning opportunities, training in social justice and dignity, the importance of human relationships and extensively prepares graduate students to provide quality social work services in the local, state, national and global arenas, specifically in regards to working with Indigenous and rural communities.

OVERVIEW OF MSW FIELD EDUCATION

The Northeastern State University School of Social Work's MSW Program's primary mission is to prepare academically competent and effective professionals. Along with our academic program's accessibility, our curriculum is designed to integrate and apply the knowledge, skills, and values of the Council on Social Work Education (CSWE) competencies and behavioral indicators with the National Association of Social Workers (NASW) Code of Ethics. These key foundations prepare our graduates to practice social work in a wide range of social work agencies and allied settings with diverse client systems and people. Our academic program has a unique focus on integrating clinical social work practice with Native American populations and rural communities.

Practicum as Signature Pedagogy

Practicum education is the signature pedagogy of social work education, providing students with structured, supervised opportunities to integrate theory and practice across professional contexts. In the NSU School of Social Work MSW Program, the practicum experience is specifically designed to integrate student learning and development from the first semester through their final semester. During the foundation year, MSW students are placed in practicum while completing their first courses, allowing them to not only understand the concepts discussed in the classroom in the theoretical sense, but also gain practical understanding of the implementation of these concepts at the same time. The final practicum takes place in the final Specialization year, where students integrate all of the knowledge acquired throughout their time in the program into practice.

Culturally Responsive and Inclusive Practice in Field Education

The NSU School of Social Work prepares students to engage in ethical, culturally responsive, and inclusive social work practice across diverse populations and practice settings. Field

education provides structured opportunities for students to develop awareness of how context, lived experience, and social conditions influence client systems and service delivery.

Students are expected to engage respectfully and effectively with individuals, families, and communities whose experiences may differ from their own. This includes developing awareness of personal perspectives and professional responsibilities, and applying that awareness to support effective helping relationships and informed decision-making in practice.

Field education emphasizes practice that is responsive to the needs of rural and Indigenous communities, as well as other populations experiencing barriers to care. Through supervision, reflective learning, and competency-based activities, students are supported in developing skills that promote access to services, strengthen client engagement, and support well-being across diverse communities.

These expectations are integrated throughout field education and are reflected in learning activities, supervision, and evaluation processes aligned with the CSWE competencies and the NASW Code of Ethics.

Foundation and Specialization Practicum Overview

The MSW program includes practicum experiences at both the Foundation and Specialization levels, each designed to support progressive development of professional competencies.

The MSW program offers two entry points: The Traditional two-year program and the Advanced Standing program. All MSW students complete a supervised field practicum that aligns with the 2022 CSWE EPAS and reflects equivalent rigor and oversight. Foundation-year students in the traditional program complete two semesters of field education (450 total hours), while Advanced Standing students – those who have already demonstrated foundation competencies through their accredited BSW practicum (minimum of 400 hours) proceed directly into the Specialization Practicum. The Specialization-Year practicum is 500 hours and serves as the culminating field experience for both traditional and Advanced Standing students, ensuring that all MSW graduates complete a total of at least 900 hours of supervised field education.

Credit Hours and Time Commitments

Foundation practicum students will complete 450 practicum hours over the course of two semesters while enrolled in *SOWK 5204 Practicum I and Seminar* and *SOWK 5404 Practicum II and Seminar* - 225 hours will be completed during each semester and, upon successful completion, students will earn 4 credit hours for each course, totaling 8 credit hours. The Faculty Field Liaison will monitor foundation practicum students through weekly seminars, weekly student reflections, and the weekly supervision sheets with the field instructor, and the mid-term and final evaluations. The midterm and final evaluations will be completed during

both semesters. Field instructors will monitor foundation students through weekly conferences and the evaluation of contract tasks. Also, the field instructor and liaison will have at least two purposeful interactions throughout the semester to discuss students' progress in practicum.

Specialization practicum students will complete 500 hours during two blocked practicums at the same agency during the Spring Semester. These students will be monitored through bi-monthly seminars with the faculty field liaison, weekly supervision with the field instructor, mid-term and final evaluations, weekly student reflections. Also, the field instructor and liaison will have at least two purposeful interactions throughout the semester to discuss students' progress in practicum.

Students are responsible for meeting required weekly and semester-based hour expectations as defined by program level. No credit is given for previous work or life experience.

Social Work Code of Ethics

The NSU School of Social Work subscribes to the ethical guidelines for social work practice as set forth by the National Association of Social Workers (NASW). The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Students and field instructors are referred to <http://www.socialworkers.org/pubs/code/code.asp> for the current Social Work Code of Ethics as adopted by NASW 1996.

Confidentiality

Students entering the BSW and MSW field education program must sign a Memorandum of Agreement, which includes a confidentiality statement. By signing, the student agrees to uphold the ethical guidelines of the social work profession as outlined in the NASW Code of Ethics, respect the privacy of clients, and hold in confidence information obtained in providing services. However, students must also recognize that there are times that information obtained from or about a client should be shared with others (i.e., Field instructor or other employees of the agency with a need to know, child maltreatment, threats of violence, threats of suicide, criminal acts, etc.). When in doubt about sharing client information the student should seek guidance from their field instructor and/or faculty liaison. Personal identifying information of a client should never be used in class assignments or discussions. General information regarding a client's situation may be used for academic purposes but must be de-identified of all personal information and used only with the permission

of the agency and client, if possible. All faculty and students in integrative seminar are bound by the same principle of confidentiality as the student assigned to the case and sharing the information in the academic setting. Students are never required to discuss their own personal issues in integrative seminar or at the practicum agency. Additionally, students should never disclose or discuss personal information or issues with an agency client.

Accreditation Standards

The Social Work Program of Northeastern State University subscribes and adheres to the Educational Policy Accreditation Standards (EPAS) of the Council of Social Work Education (CSWE). CSWE is the national accrediting body for social work education programs. The standards enunciated by CSWE constitute the major guidelines for undergraduate and graduate field education. The Northeastern State University BSW and MSW program are fully accredited by CSWE. The Council on Social Work Education's 2022 EPAS may be found at <https://www.cswe.org/Accreditation/Standards-and-Policies/2022-EPAS.aspx>

2022 Educational Policy and Accreditation Standards Alignment

The MSW program is grounded in the CSWE 2022 Educational Policy and Accreditation Standards (EPAS) and utilizes a competency-based education framework. Students are expected to demonstrate mastery of the nine core social work competencies through supervised field education experiences.

Foundation Year

During the foundation year, students complete field placements designed to support generalist social work practice with individuals, families, groups, organizations, and communities. Students are placed in community-based agencies that provide supervised learning opportunities with diverse populations and service systems across Oklahoma and the surrounding region.

The program utilizes a competency-based education contract aligned with the nine 2022 EPAS competencies to guide student learning and assess progress in field education. In collaboration with their Field Instructor, students identify learning tasks linked to competency-based practice behaviors and multiple system levels. All education contracts are reviewed and approved by the Faculty Field Liaison to ensure alignment with generalist practice expectations and opportunities for competency development in field settings. The Foundation Year EPAS are as follows:

1. *Demonstrate Ethical and Professional Behavior*
2. *Advance Human Rights and Social, Racial, Economic, and Environmental Justice*

3. *Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice*
4. *Engage in Practice-Informed Research and Research-Informed Practice*
5. *Engage in Policy Practice*
6. *Engage with Individuals, Families, Groups, Organizations, and Communities*
7. *Assess Individuals, Families, Groups, Organizations, and Communities*
8. *Intervene with Individuals, Families, Groups, Organizations, and Communities*
9. *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*

Specialization Year

While specialization placements emphasize advanced clinical practice with individuals, families, and groups, students are also supported in developing an understanding of the organizational and community contexts that shape service delivery in Indigenous and rural settings. Organizations and communities are primarily addressed as contextual systems that influence clinical practice, including service delivery structures, referral pathways, interagency collaboration, and community resources.

Students engage these systems through activities that promote systems awareness and inform clinical decision-making rather than through direct macro-level intervention. Opportunities to engage in mezzo- and macro-level specialization practice behaviors may also be incorporated when such experiences align with the student's learning goals and the focus of the field placement. The Specialization EPAS are as follows:

1. *Demonstrate Ethical and Professional Behavior*
2. *Advance Human Rights and Social, Racial, Economic, and Environmental Justice*
3. *Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice*
4. *Engage in Practice-Informed Research and Research-Informed Practice*
5. *Engage in Policy Practice*
6. *Engage with Individuals, Families, Groups, Organizations, and/ or Communities*
7. *Assess Individuals, Families, Groups, Organizations, and/ or Communities*
8. *Intervene with Individuals, Families, Groups, Organizations, and/ or Communities*
9. *Evaluate Practice with Individuals, Families, Groups, Organizations, and/ or Communities*

Specific practice behaviors and measurable learning activities aligned with each competency are operationalized through the Field Education Contract (Education Contract), located in the Appendix. The Education Contract serves as the primary tool for planning, monitoring, and evaluating student learning and competency development in field education.

ROLES AND RESPONSIBILITIES

Within Field Education, there are distinct roles with subsequent responsibilities.

Chair of the School of Social Work/ MSW Program Director

The Chair of the School of Social Work holds final academic and administrative authority for the MSW program. The Chair provides oversight of all programmatic components of the NSU School of Social Work; coordinates departmental educational and procedural activities; maintains liaison with the Social Work Advisory Board as it relates to practicum direction and procedures; and serves as the primary administrative link between the program, the College of Liberal Arts, and the University to secure resources and institutional support necessary for effective MSW field education.

The Chair/MSW Program Director works in collaboration with the MSW Field Education Director to ensure that field education policies, procedures, and decisions align with program standards, accreditation requirements, and institutional expectations, and provides final determination in matters related to student progression, program compliance, and academic standing when applicable.

MSW Field Education Director

The MSW Field Education Director serves as the primary administrator of field education and holds direct responsibility for the coordination, oversight, and compliance of the MSW practicum with Council on Social Work Education (CSWE) standards, including oversight of practicum placements, student performance concerns and determination of appropriate actions in field-related matters. Within the scope of field education operations, the MSW Field Education Director holds delegated authority to make determinations related to practicum placements, supervision structures, documentation requirements, and student eligibility, subject to CSWE policies and the oversight of the Chair of the Social Work Program/MSW Program Director. The MSW Field Education Director develops and implements practicum policies and procedures; recruits and approves practicum agencies and qualified field instructors; maintains required records related to placements, supervision, and student eligibility; ensures dissemination of current practicum materials; provides training and support for field instructors and task supervisors; facilitates evaluation and feedback processes; coordinates practicum-related seminars and orientations; and maintains ongoing communication with all practicum stakeholders.

Faculty Field Liaison

The Faculty Field Liaison serves as the academic representative of the NSU School of Social Work and MSW Field Office to the practicum agency and functions as an educational support and monitoring resource for both the student and the site. The Faculty Field Liaison does not serve as the student’s primary supervisor or field instructor, but functions as an academic consultant and monitor of the field education experience. The Faculty Field Liaison role is evaluative and educational in nature. Interactions with students are not considered confidential or therapeutic, and information shared may be communicated with the MSW Field Education Director, Field Instructor, and other appropriate program personnel as needed to support student learning, evaluation, and program decision-making.

The Faculty Field Liaison facilitates communication between the program and practicum site; monitors and evaluates student progress toward competency development along with Field Instructor and Task Supervisor when applicable; supports the development, implementation, and evaluation of the Field Education Contract; and integrates practicum learning with academic coursework. Responsibilities include initiating and maintaining contact with students and agencies, conducting required agency visits and semester-based check-ins, facilitating integrative practicum seminars, consulting with Field Instructors regarding supervision and student learning, participating in evaluation and grading, and documenting concerns related to student performance or professional behavior. The Faculty Field Liaison operates under the direction of the MSW Program Director and the MSW Field Education Director and supports implementation of field education policies, including communication, monitoring, and escalation of concerns. The Faculty Field Liaison collaborates with the MSW Field Education Director when concerns or complex issues arise to ensure practicum decisions align with program policies and expectations.

Field Instructor

Field Instructors provide primary educational supervision, guidance, and evaluation of MSW students within the practicum setting in accordance with Council on Social Work Education (CSWE) standards and program expectations. Field Instructors are responsible for orienting students to the agency, facilitating competency-based learning opportunities, and supporting the integration of theory, values, and skills into professional social work practice. Qualified Field Instructors hold a Master of Social Work (MSW) degree from a CSWE-accredited program and possess a minimum of two years of post-graduate social work practice experience. Responsibilities include providing a minimum of one hour of scheduled supervision per week; collaborating with the student and Faculty Field Liaison to develop, implement, and evaluate the Field Education Contract; offering ongoing feedback regarding student performance and professional development; completing required evaluations; and communicating concerns related to student progress, conduct, or supervision to the Faculty Field Liaison and MSW Field Education Director as appropriate. **Field Instructors serve an instructional role within the practicum setting and contribute to student learning while**

operating within program policies and established supervisory structures. The Field Instructor holds primary responsibility for evaluation of student competency and completion of formal practicum evaluations, even when day-to-day supervision is supported by a Task Supervisor.

Off-Site Field Instructor

When a practicum site does not employ a qualified MSW Field Instructor, the program assigns a **qualified off-site Field Instructor who holds primary responsibility for supervision and evaluation of student competency in accordance with Council on Social Work Education (CSWE) standards.** Off-site Field Instructors hold a Master of Social Work (MSW) degree from a CSWE-accredited program and possess a minimum of two years of post-graduate social work practice experience.

The off-site Field Instructor provides a minimum of one hour of scheduled supervision every week or every other week, based on program expectations, student learning needs, and qualifications of the Task Supervisor based within the agency, and is responsible for guiding competency-based learning, supporting integration of theory and practice, and completing required evaluations. The off-site Field Instructor collaborates with the student, Task Supervisor, and Faculty Field Liaison to develop, implement, and evaluate the Education Contract, ensuring that all learning activities and supervision processes remain aligned with CSWE competencies and program expectations.

While the Task Supervisor supports the student's day-to-day learning activities within the agency, the off-site Field Instructor retains primary responsibility for supervision and final evaluation of student competence. The Field Instructor holds primary responsibility for evaluation of student competency and completion of formal practicum evaluations, even when day-to-day supervision is supported by a Task Supervisor.

Task Supervisor

When a Task Supervisor is utilized, responsibilities are clearly delineated and coordinated with the Field Instructor and the MSW Field Education Director. A Task Supervisor is designated when a practicum site does not employ a qualified MSW Field Instructor; in these cases, the program assigns an off-site qualified MSW Field Instructor who provides required supervision and participates in competency assessment. The Task Supervisor supports the student's day-to-day learning activities within the agency and facilitates access to appropriate practice experiences. At the foundation level, Task Supervisors are expected to have a minimum of two years of relevant role-based experience; at the specialization level, Task Supervisors must hold a relevant graduate degree and have at least two years of post-graduate practice experience, and if the student is engaging in clinical practice, the TS must be an experienced clinician. **The Task Supervisor does not replace the qualified MSW Field Instructor and does not supersede the Field Instructor's assessment**

of student competence in social work practice, but is a valued member of the educational and evaluation process.

MSW Student

MSW students are responsible for actively engaging in the practicum experience as emerging professionals and learners, consistent with program expectations and Council on Social Work Education (CSWE) standards. Students are expected to maintain professional conduct and ethical behavior, presenting themselves as a learner; complete all required documentation accurately and on time; participate consistently in scheduled supervision and practicum seminars; and communicate proactively and professionally with practicum stakeholders, including the Task Supervisor and Field Instructor, Faculty Field Liaison, MSW Field Education Director, and the Chair of the School of Social Work. Students are responsible for adhering to agency policies and procedures, fulfilling required practicum hours, engaging in competency-based learning activities outlined in the Field Education Contract, and demonstrating openness to feedback and reflective practice. Students must promptly notify appropriate program personnel of concerns, changes, or barriers that may affect practicum participation and are expected to take an active role in supporting their own learning and professional development throughout the practicum experience.

Agency

The practicum agency is responsible for providing a learning environment that supports the achievement of field education objectives and the professional development of MSW students. Agencies are expected to demonstrate a commitment to social work practice and education; uphold principles of equity and nondiscrimination in accepting students; and adopt an educational stance that views the student as a learner and developing professional. Responsibilities include providing a qualified Field Instructor for the duration of the placement; ensuring adequate time and resources for supervision and coordination with the MSW Field Office; offering meaningful, competency-based learning experiences; and supplying resources necessary for student learning, such as appropriate workspace, access to relevant records, and support for authorized activities when feasible. Agencies are also expected to communicate timely and relevant information to the MSW Field Office, including descriptions of services, learning opportunities, and policy or organizational changes that may affect the practicum experience.

PRACTICUM ELIGIBILITY AND PARTICIPATION REQUIREMENTS

Enrollment and Academic Standing

Students must meet enrollment and academic standing requirements prior to beginning practicum hours.

Foundation Year Practicum Requirements (Traditional Pathway)

Students admitted to the MSW Traditional Pathway are automatically eligible for the Foundation Year practicum and begin field education during their first semester of coursework (or second fall semester for part-time students). To be placed in a practicum site and maintain enrollment, students must meet the following requirements:

- Earned an undergraduate degree from a regionally accredited or internationally recognized institution with a **minimum cumulative GPA of 3.00** on a 4.00 scale.
 - Students admitted conditionally must achieve a **minimum cumulative GPA of 3.25** to enroll in Practicum II and Seminar (SOWK 5404).
- Completion of the **MSW Field Education Practicum Planning and Placement Contract** at the time of program admission.
- Submission of a **current resume**.
- Completion of a **criminal background check** through CastleBranch for all states of prior residence.
- Attendance at **required practicum orientations** with the MSW Field Education Director prior to beginning coursework.
- Participation in the placement process, including:
 - Optional individual consultation with the MSW Field Education Director;
 - Interviewing with a minimum of two approved agencies;
 - Submission of Agency and Field Instructor/Task Supervisor information following interviews.
- Final placement approval by the **MSW Field Education Director**, with confirmation provided to the student and agency.

Students who successfully complete the Foundation Year practicum and maintain required academic standing will matriculate into the Specialization Year practicum sequence.

Specialization Year Practicum Requirements (Including Advanced Standing)

Students entering the Specialization Year practicum, including Advanced Standing students, must meet the following requirements prior to enrolling in **Advanced Practicum I & Seminar (SOWK 5604)**:

- Earned a **minimum cumulative GPA of 3.00** on a 4.00 scale.
 - NOTE: Advanced Standing Students admitted conditionally must achieve a **minimum cumulative GPA of 3.25** to enroll in practicum.
- Successful completion of the following prerequisite coursework:

- SOWK 5273 – Advanced Clinical Social Work Practice
- SOWK 5323 – Practice-Oriented Research
- SOWK 5513 – Advanced Social Work Practice & Ethics
- SOWK 5713 – Advanced Social Work Practice with Groups
- Completion of the **MSW Field Education Practicum Planning and Placement Contract** during the semester prior to practicum.
 - Additionally, if the student is seeking to complete their specialization practicum at the same site as their BSW or their MSW Foundation Year, they must submit a proposal to the MSW Field Education Director by a designated date demonstrating opportunities for new and continued learning are possible.
- Submission of a **current resume**.
- Attendance at **required practicum orientations** with the MSW Field Education Director.
- Participation in the placement process, including:
 - Optional consultation with the MSW Field Education Director;
 - Interviewing with a minimum of two approved agencies;
 - Submission of the **Practicum Selection Form** and, when applicable, an **Employment-Based Practicum Request Form**.
- Completion of a **criminal background check** through CastleBranch for all states of prior residence.
- Procurement and submission of **professional liability insurance** with minimum coverage of **\$1,000,000 / \$3,000,000**.
- Final placement approval by the **MSW Field Education Director**, with confirmation provided to the student and agency.

Students in the Specialization Year remain in the **same practicum agency for both SOWK 5604 and SOWK 5804** of the specialization practicum sequence.

Required Documentation

Required documentation must be completed, submitted, and approved prior to the start of practicum hours. Students may not begin accruing practicum hours until all required materials have been reviewed and approved by the MSW Field Office. Required documentation includes, but is not limited to:

- Practicum Planning and Placement Contract

- Practicum Selection Form
- Request for Practicum Placement in an Agency of Employment (if applicable)
- Repeat Practicum Request to MSW Field Education Director (if applicable)
- CastleBranch Background Check
- Proof of Professional Liability Insurance
- Memorandum of Agreement (may be submitted the first week of practicum)
- Risk and Liability Waiver (may be submitted the first week of practicum)

Background Checks and Liability Insurance

Students must complete all required background checks and secure professional liability insurance prior to the start of practicum. Documentation must be submitted to and approved by the MSW Field Office before practicum hours may be accrued. Failure to maintain required clearance or coverage may result in delayed or suspended practicum participation. Information for procuring these will be provided in the Practicum Preparation Orientation, and disseminated throughout the semester.

Repeat Practicum Request

If a student is seeking to complete their specialization practicum at the same site as their BSW or their MSW Foundation Year, they must submit a proposal to the MSW Field Education Director by a designated date demonstrating opportunities for new and continued learning are possible.

Employment-Based Practicum

Creating opportunities for MSW students to complete their practicum at their places of employment is viewed as an equity initiative by the School of Social Work. Employment-based practicum sites must be human services-oriented and have *direct client engagement with clinical activity opportunities* due to the focus of the MSW program of developing clinical social workers. Community Mental/Behavioral Health sites, Medical Sites, Hospice, etc., are appropriate examples of suitable employment-based opportunities for MSW students. All employment-based practicum activities are reviewed and approved to ensure direct linkage to the nine CSWE social work competencies at the appropriate level of practice.

Approval of employment-based practicum placements is contingent upon the program's ability to ensure that the field education experience remains educational in nature, distinct from employment responsibilities, and aligned with competency-based learning expectations appropriate to the student's stage in the program. Requests may include consultation with social work faculty as part of a shared governance approach. Final approval authority rests

with the MSW Field Education Director, in consultation with the MSW Program Chair, and approval is granted on a case-by-case basis.

The process for Employment Based Practicum is found in the Placement and Process section of this manual.

Orientation and Training Requirements

Students at the Foundation level and at the Specialization level will attend two practicum orientations for each phase of practicum.

For the Foundation Practicum, students will attend a practicum planning orientation held over the summer. This will go over the practicum process, policies, and procedures for identifying, interviewing, and selecting a practicum placement and the required documents. Then, the week prior to the semester beginning, foundation practicum students and their Field Instructors and Task Supervisors will attend a practicum orientation that details policies and procedures for practicum placement, documentation, supervision, and other items.

For the Specialization Practicum, students will attend a practicum planning orientation held early in the fall semester that addresses the practicum process, policies, and procedures for identifying, interviewing, and selecting a practicum placement and the requirement documents. Then, the week prior to the semester beginning, specialization practicum students and their Field Instructors and Task Supervisors will attend a practicum orientation that details policies and procedures for practicum placement, documentation, supervision, and other items.

Attendance at required practicum orientations and trainings is mandatory for participation in field education. Students who do not attend required orientations may not begin or continue practicum hours until the requirement is satisfied.

PLACEMENT PROCESS AND APPROVAL

All MSW students, regardless of program level, are required to complete an in-person, on-site practicum placement. Fully remote placements are not routinely approved; in rare circumstances, students may request consideration of an online practicum placement through the MSW Field Education Director and MSW Program Director.

Following admission, students receive practicum planning information from the MSW Field Office and must attend a required practicum orientation and complete all required planning documents. Students participate in the placement process by interviewing with approved agencies and submitting required forms. **The MSW Field Education Director facilitates placement coordination and holds final authority for practicum placement approval.** Practicum hours may not begin until placement is formally approved and confirmed in writing.

Practicum placements may occur across a range of practice settings and service systems, including work with individuals, families, groups, organizations, and communities. Placement assignments are not defined by setting type, but by the availability of competency-based learning opportunities, appropriate supervision, and alignment with the student's level of practice. All placements must provide sufficient opportunities for students to engage in observable and measurable learning activities that support development of the CSWE competencies.

Practicum Modality (In-Person and Virtual Requirements)

All MSW students are required to complete practicum in an approved field education setting that includes in-person engagement. Field education is designed to provide direct practice experience within a professional social work environment, and fully remote placements are not routinely approved.

Limited virtual or remote activities may be incorporated when consistent with agency practice and when they support competency-based learning. Any virtual activities must be approved by the Field Instructor and Faculty Field Liaison and included in the student's Education Contract.

Requests for fully remote or primarily virtual placements are considered only in rare and exceptional circumstances and are reviewed on a case-by-case basis. Approval requires review by the MSW Field Education Director, in consultation with the MSW Program Director, to ensure that the placement provides sufficient opportunity for competency-based learning, supervision, and professional engagement.

Failure to Secure Practicum Placement

If a student is unable to secure a practicum placement after multiple agency interviews, or demonstrates concerns related to professional readiness, engagement in the placement process, or responsiveness to program expectations, the MSW Field Education Director will meet with the student to assess barriers and identify areas for development.

In consultation with the MSW Program Chair, a plan will be developed to support the student's progression. This may include continued placement efforts with additional guidance, targeted skill development, a delay in practicum placement, or adjustment to part-time enrollment to allow for further preparation prior to entering practicum.

Decisions regarding continuation in the placement process are made collaboratively by the MSW Field Education Director, Program Director, and Program Chair and are based on student readiness, program expectations, and the availability of appropriate learning opportunities.

Employment-Based Practicum Requests

The NSU School of Social Work views employment-based practicum opportunities as an equity initiative, and as such allows students who are working in the field the opportunity to have their

employment be reviewed and approved as their practicum opportunity. Field practicum placement at a student's place of employment may be proposed by MSW students, subject to agency approval and formal review by the NSU School of Social Work. Approval of employment-based practicum placements requires review by Social Work faculty and is contingent upon the site's agreement and ability to ensure that the field education experience remains educational in nature, distinct from employment responsibilities, and aligned with competency-based learning expectations appropriate to the student's level of academic practice.

Prior to submission, the agency official with authority to approve release time for practicum participation must be consulted in the completion of the **Request for Practicum Placement in an Agency of Employment** form (Located in the **MSW Practicum Manual** in the *Appendix* as well as both the **Foundation Year Practicum Repository** and the **Specialization Year Practicum Repository**). Final approval must be granted from the site and the NSU School of Social Work before a student may begin accruing practicum hours.

While employment-based practicum requests are reviewed by faculty, final decision-making authority regarding approval, conditions, or denial of employment-based practicum placements rests with the MSW Field Education Director, in consultation with the MSW Program Director. Approval of employment-based practicum placements is made on a case-by-case basis and is not granted by precedent.

Criteria for Approval

Employment-based practicum placements must meet the following criteria:

- Student field assignments and employment tasks may overlap and be counted toward required practicum hours only when they demonstrate clear linkage to the CSWE social work competencies and related practice behaviors at the level of practicum that the student is preparing for (e.g. Foundation Year, Specialization Year)..
- The agency and Field Instructor must identify new and progressively challenging learning opportunities beyond the student's existing job responsibilities that align with the student's level of education and approved learning contract.
- When necessary, the agency must agree to release the student during practicum hours to obtain learning experiences outside the agency, with prior approval by the NSU School of Social Work Field Office and the agency.
- The Field Instructor and employment supervisor may be the same individual; however, field education supervision must be clearly distinct from employment supervision, in accordance with CSWE standards. This includes at a separate time, and documentation of the focus of supervision being that of the student's educational activities is evidenced in the content of the supervision forms submitted weekly by the student.
- Students are required to maintain student professional liability insurance, which applies only during approved practicum hours and activity. The agency's liability insurance will not suffice

for student coverage in the eyes of the NSU School of Social Work.

- If a stipend is offered, it may not function as payment for work that would otherwise be compensated as employment. Stipends do not alter the educational nature of the practicum.
- Students should be aware that changes in employment status or agency leadership may affect practicum eligibility. If employment is terminated, the MSW Field Education Director and Program Chair will review the circumstances prior to considering continuation or reassignment. Continuation or reassignment of practicum placement is not guaranteed to occur within the same academic year or semester, and students are advised that this is an inherent risk of employment-based practicum placement.
- The Field Instructor (and Task Supervisor, when applicable) selected by the agency must meet criteria established by the MSW Field Office and be confirmed by the MSW Field Education Director prior to approval being granted. Agencies must agree to comply with all practicum policies outlined in the NSU School of Social Work Practicum Manual.
- The agency must clearly identify how educational learning tasks and evaluations will be distinguished from employment performance evaluations, even when supervision is conducted by someone who is not the student's employment supervisor.

Proposal Submission and Review Process

Requests for employment-based practicum placement must be submitted using the **Request for Practicum Placement in an Agency of Employment** form (**MSW Practicum Manual, Appendix**) prior to the semester in which the practicum is proposed.

The proposal process includes the following steps:

1. Prior to submission, the student must consult with the MSW Field Education Director, agency administrator, and proposed Agency Field Instructor to confirm that competency-based learning opportunities are available. The MSW Field Education Director will inform the student if the proposed site is appropriate for employment-based practicum at that time.
2. The proposal must demonstrate how the placement will support development and mastery of competencies required for the student's enrolled curriculum.
3. The student and agency submit one completed, signed, typed proposal to the MSW Field Education Director by the assigned deadline.
4. The MSW Field Education Director distributes the proposal to Social Work faculty for review and consideration.
5. Following faculty review, final approval or denial is determined by the MSW Field Education Director in consultation with the MSW Program Chair. The MSW Field Education Director

notifies the student in writing of the decision. Approved proposals are placed in the student's file and shared with the student and Agency Field Instructor/Practicum Site's Coordinator.

Continuation or Change When Employment Circumstances Change

The program assists students with field education continuation or change when employment circumstances change during a co-occurring employment-based practicum placement.

In situations where a student becomes unemployed for reasons unrelated to professional or ethical misconduct, the MSW Field Office reviews the circumstances and works collaboratively with the student to determine appropriate options for continuation or modification of the field education experience. Options may include revision of learning assignments, modification of supervision arrangements, or placement in an alternative approved field education setting, when feasible. Continuation of field education in the same type of setting is not guaranteed.

In situations where employment is terminated due to professional misconduct, ethical violations, or behavior inconsistent with social work values and professional standards, the program conducts a formal review to determine the student's eligibility to continue in field education. Decisions regarding continuation, reassignment, or removal from field education are made in accordance with program policies and university procedures and prioritize student learning, client safety, and the integrity of the profession, wherein a formal review with MSW Faculty may be required to determine continuation in field education, the MSW program, or both. Placement in an alternative field education setting is not guaranteed in such circumstances.

PRACTICUM SITE SELECTION, MONITORING, AND DISENGAGEMENT

Purpose and Scope

The Northeastern State University School of Social Work establishes and maintains practicum placements that support student learning, ethical practice, and safety. This section outlines the program's procedures for approving practicum sites, monitoring placements throughout the practicum period, and disengaging from placements when necessary to protect student learning or well-being.

Practicum Site Approval

Practicum sites are approved through a structured review process to ensure alignment with program goals, CSWE accreditation standards, and student learning needs.

Site approval includes review of the agency's mission and services; the availability of learning opportunities aligned with MSW competencies; the qualifications of the proposed Field Instructor and, when applicable, Task Supervisor; and the agency's capacity to provide

appropriate supervision and a safe learning environment.

Approval decisions are made by the MSW Field Director or designee prior to student placement. Practicum sites are approved based on defined criteria and are subject to ongoing review to ensure continued alignment with program standards and student learning needs.

Ongoing Site Monitoring

Practicum sites are monitored throughout the practicum period to ensure continued alignment with program standards and student learning objectives.

Monitoring activities may include regular communication between the Faculty Field Liaison, Field Instructor, and student; review of supervision documentation and learning contracts; student feedback through supervision conferences, reflections, or evaluations; and scheduled or as-needed site visits conducted in person or virtually.

Monitoring is an ongoing process rather than a single evaluative event and allows the program to identify concerns early and provide support as needed.

Identification of Site-Related Concerns

Concerns related to practicum sites may include, but are not limited to, inadequate or inconsistent supervision; learning activities that do not support MSW competencies; changes in agency staffing or structure that impact supervision; safety concerns affecting the student or learning environment; and ethical concerns or boundary issues.

Concerns may be identified by students, Field Instructors, Task Supervisors, Faculty Field Liaisons, and/or Field and Program Administrators.

Program Response to Site Concerns

When site-related concerns are identified, the MSW Field Education Director, in collaboration with the Faculty Field Liaison and agency personnel, determines appropriate next steps.

Responses may include consultation and clarification with agency personnel; additional guidance or support for supervision; modification of learning activities or supervision arrangements; or increased monitoring of the placement.

The goal of program response is to preserve the educational integrity of the practicum while supporting students and agencies whenever possible.

Site Disengagement and Removal of Students

In circumstances where concerns cannot be resolved or when a site no longer meets program standards, the MSW Field Education Director may determine that disengagement from the practicum site is necessary.

Disengagement decisions may result in removal of a student from a specific site; suspension of placements at the site; or termination of the site's approval for future placements.

Decisions regarding site disengagement prioritize student learning, safety, and ethical practice. Students are supported through transition planning when removal from a site is required.

Relationship to Student Safety and Fitness for Practice

Concerns related to practicum sites may intersect with student safety or student performance.

Student safety concerns are addressed in accordance with the Student Safety in Field Education section of this manual. Concerns related to student performance, professional conduct, or fitness for practice are addressed through the program's Fitness for Practice and Student Review procedures located in the MSW Student Manual. These processes are distinct and applied based on the nature of the concern.

SUPERVISION AND LEARNING STRUCTURE

Practicum supervision is a structured, educational process designed to support the development of professional competence, ethical practice, and integration of theory and practice. Supervision occurs within a clearly defined framework that includes the Field Instructor, Faculty Field Liaison, and MSW Field Education Director, with additional support from a Task Supervisor when applicable. Supervision is educational in focus and supports the development of professional competence through integration of knowledge, values, skills, and cognitive and affective processes.

Supervision responsibilities and authority are aligned with program policies and Council on Social Work Education (CSWE) standards. All supervision arrangements must be approved by the MSW Field Education Director prior to the start of practicum hours.

Student progress is monitored through multiple, integrated methods designed to support competency development and ensure alignment with program expectations.

Primary Supervision Structure

- **Field Instructor (FI):**
Serves as the primary supervisor and provides a minimum of one hour of scheduled supervision per week. The Field Instructor is responsible for guiding learning activities,

supporting professional development, and evaluating student competence in social work practice.

- **Faculty Field Liaison:**

Supports and monitors the practicum experience by maintaining communication with the student and Field Instructor, facilitating integrative learning, and assisting with problem-solving as needed. The Faculty Field Liaison collaborates with the MSW Field Education Director at all times.

- **MSW Field Education Director:**

Provides administrative and programmatic oversight of supervision structures and holds delegated authority for practicum-related determinations, including supervision arrangements, placement concerns, and compliance with program and accreditation standards. Any time a concern arises regarding a student, field instructor, task supervisor, or site the MSW Field Education Director must be immediately informed and kept updated on the resolution processes so they may intervene when appropriate.

Supervision When a Task Supervisor Is Utilized

When a practicum site does not employ a qualified MSW Field Instructor, the program assigns an off-site qualified MSW Field Instructor to provide required supervision and participate in the evaluation of student competence. In these cases, the agency designates an on-site Task Supervisor to support the student's day-to-day learning activities. If the Task Supervisor holds a relevant graduate degree and 2 years of post-graduate experience, supervision may alternate between the Field Instructor and the Task Supervisor. Task Supervisors who do not meet this educational and experiential requirement may provide agency-based supervision, but this will not count towards programmatic requirements of supervision.

The Task Supervisor does not replace the Field Instructor and does not assume responsibility for competency evaluation, but may provide information to the field instructor towards evaluation of student competency. Supervision roles and responsibilities are clearly delineated and coordinated among the Task Supervisor, Field Instructor, Faculty Field Liaison, and MSW Field Education Director, as previously outlined in the manual.

Supervision Requirements

Students must receive regular, scheduled supervision in accordance with program and accreditation standards. Students are expected to attend supervision prepared to learn, engage, and accept feedback – at all times presenting themselves as a learner. It is understood that the best practice for student guidance is that formal supervision, whether group or individual, takes place on a weekly basis. It is a program expectation that when group supervision is the primary supervision mechanism that individual evaluation take place in an individual meeting with the student.

Evaluation and Monitoring of Student Learning

Student learning in field education is assessed through multiple measures of competency demonstration aligned with the CSWE 2022 Educational Policy and Accreditation Standards (EPAS). Students are evaluated at designated points during the practicum experience to ensure ongoing development of professional competence and fidelity to the educational purposes of field education.

Evaluation and monitoring are collaborative processes involving Task Supervisors (when applicable), Field Instructors, Faculty Field Liaisons, and the MSW Field Education Director, and are grounded in the Council on Social Work Education (CSWE) competencies, program expectations, and established technical standards for professional practice. Through structured tools such as the Field Education Contract, reflective assignments, supervision, and formal evaluations, students are assessed on their ability to demonstrate ethical and professional behavior, integrate theory and practice, engage in reflective learning, and meet the academic and professional requirements of the practicum. Evaluation processes are intended to support learning and growth while also ensuring accountability, consistency, and alignment with the standards of the social work profession.

The following methods will be utilized to monitor student progress and activity in the practicum:

1. **Education Contract:** The Education Contract serves as the primary mechanism for planning, monitoring, and evaluating student competency development in field education. It is a tool that can be referred to informally to guide planning, supervision, and learning, in addition to formal reviews of the evaluation. Within the first two weeks of the semester, the Agency Field Instructor and student will construct an education contract around the nine 2022 EPAS Competencies to ensure demonstration and mastery of all competencies through Agency-specific experiences. Students will develop learning tasks for each competency, conceptualizing the behavioral indicators relative to their educational and field duty. After the Faculty Field Liaison approves the Education Contract, the student will complete tasks by the end of the semester. The Education Contract is meant to be a living document that may change or grow throughout the placement experience. A new education contract is utilized every semester the student is in practicum. Building on a competency-based education, the outcome-oriented education contract ensures students are able to demonstrate the integration and use of the nine competencies in their practice.
2. **Evaluation:** The Agency Field Instructor and Faculty Liaison will complete a mid-term and final evaluation for each semester the student is in the practicum. The Agency Field Instructor will use the education contract, integrated with the nine 2022 EPAS Competencies, to discuss the evaluation outcomes with the student. This assessment includes a qualitative method and quantitative ranking addressing all of the core

competencies, which must be addressed with coinciding behavioral indicators and associated measurable tasks that are applicable to each. Ongoing evaluation occurs through weekly supervision conferences between the student and Agency Field Instructor.

- a. **Mid-Term Evaluation:** The Mid-Term Evaluation, found in the Education Contract/Evaluation, is considered a progress report and is to be reviewed with the student in order to identify learning deficiencies early enough to allow the student to formulate a plan for improvement. The assessment form can thereby provide a means of identifying areas of professional development made during the semester as well as increasing the student's awareness in need of areas for development. Any deficiency which is indicative of a serious problem must be reported in writing to the Field Education Director through the faculty liaison. When such a report is received, the faculty field liaison meets with the agency field instructor and the student, and includes the MSW Field Education Director on remediation plans.
 - b. **Final Evaluation:** The Final Evaluation is completed by the agency field instructor and student at the end of the semester and is the basis for the recommended final grade in practicum. The student's final grade for the course cannot be entered until the faculty liaison receives the completed final evaluation.
2. **Student Reflections:** MSW students will complete daily reflections where they connect their daily practicum activities to their classroom learning and CSWE 2022 EPAS in foundation practicum terms and specialization/advanced standing practicum experiences. In the MSW program students are expected to complete one reflection for each day of practicum activity is experienced. The Faculty Liaison will read the logs and provide feedback when necessary, and utilizes this as a monitoring and evaluation tool. Students utilize this as an opportunity to self-assess their activities at practicum with learning and the CSWE 2022 EPAS.
 3. **Supervision with Agency Field Instructor:** Agency Field Instructors will schedule regular supervisory conferences with the student to assess progress and address issues relevant to social work education within the Agency. This conference time will allow the student to demonstrate ethical and professional behaviors and the associated practice behavioral indicators. A conference sheet will be completed by the student and Agency Field Instructor to provide continuity between sessions and to identify core competencies practiced during the week.
 4. **Agency Visits:** Each Agency Field Instructor will receive a formal Agency visit a minimum of one time during the practicum semester. In addition, the Faculty Field

Liaison will make at least one direct contact via email or telephone every semester. In this way, Agency Field Instructors will receive training and support from the NSU School of Social Work. The Faculty Field Liaison will serve as an academic consultant to the Agency Field Instructor, assisting him or her in structuring appropriate and meaningful learning experiences for students. These visits will provide the basis of assisting in and providing instruction on the educational contract and the student evaluation at the end of the semester. The Faculty Field Liaison is also the student's seminar instructor and will provide information and feedback on the seminar assignments.

5. **Field Seminars:** In the seminar setting, active discussions with other students and the faculty liaison will offer another layer of learning that enhances the student's cognitive process in making connections to classroom learning and applying it to the practice setting. The field seminar will allow the liaison to monitor student cognitive and affective development in practice while objectively evaluating their professional development.

The foundation year practicum seminar will meet weekly and the Specialization year practicum will be held bi-monthly.

Communication and Escalation of Concerns

Concerns related to supervision, student performance, professional conduct, or practicum conditions should be addressed promptly through established communication pathways to support timely intervention and resolution. Concerns may be initiated by students, Field Instructors, Task Supervisors, or Faculty Field Liaisons.

When concerns arise, students are expected to first consult with their Field Instructor. When concerns originate from the practicum site, Field Instructors or Task Supervisors should address concerns directly with the student and document them in writing. Field Instructors and Task Supervisors are expected to communicate concerns to the Faculty Field Liaison and include the MSW Field Education Director to ensure timely awareness and oversight.

The Faculty Field Liaison will provide consultation and facilitate communication among all parties and will inform the MSW Field Education Director immediately of significant concerns. The Faculty Field Liaison maintains communication with the student, Field Instructor, and Task Supervisor (when applicable) and supports coordination of next steps.

When concerns require additional structure, corrective action or remediation is implemented in accordance with the Resolution Process outlined in the **Changes, Interruptions, and Concerns** section of this manual. This may include the development of a formal remediation plan with clearly defined expectations, benchmarks for improvement, and a timeline for evaluation.

Corrective action and remediation decisions are made on a case-by-case basis to support student learning and professional development. The MSW Field Education Director provides

oversight of the process and determines next steps in consultation with the MSW Program Director and Social Work faculty as appropriate.

Fitness to Practice Policy

Social work is a demanding profession that requires physical, mental, and emotional fortitude from its practitioners. Students will work with vulnerable populations and must demonstrate a high fitness level for practice at the student-learner level, exhibiting high academic and professional standards. The Northeastern State University School of Social Work (the “School”) takes very seriously ensuring that every social work student can effectively engage as a learner – in the classroom and practicum. This means giving students feedback and clear direction when concerns are raised about performance or concern about a student’s well-being. Faculty members and field instructors are responsible for providing feedback to address concerns clearly and promptly.

Some examples of behaviors that warrant a concern may include:

- Concerning behaviors, statements, or written work
- Substance misuse/abuse
- Excessive absences in the classroom or practicum
- Disruptive behaviors in the classroom or living community
- Threats of harm to self or others
- Possession or suspected possession of weapons
- Angry/hostile behaviors
- Concerning posts on social media – Facebook, Instagram, Snapchat, TikTok, etc.
- Odd or bizarre behaviors
- See Student Contract for additional concerns

Additional circumstances that may warrant concern include:

- Functional limitations that impact the student’s ability to meet essential academic or practicum requirements, with consideration of reasonable accommodations in accordance with university policy.

Student social workers are to adhere to the NASW Code of Ethics (the “Code”), which states that social workers should not allow their problems, psychosocial distress, legal issues, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of the people for whom they have a professional responsibility (NASW Code of Ethics, § 4.05a). The Code encourages social workers, including social work students, who believe that these difficulties are interfering with their professional judgment and performance to "seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others" (NASW Code of Ethics, § 4.05b).

According to the NASW Code of Ethics § 2.09, social workers are responsible for addressing unprofessional behavior and assisting the social work student “in taking remedial action.” By this standard, the NSU School of Social Work faculty are responsible for acting as gatekeepers to the profession. As such, the School and its constituents are responsible for reviewing the facts presented by all parties involved. They will implement the following procedure to respond to students actively exhibiting mental health, academic, or physical difficulties.

A review process will be activated when a student does not meet academic requirements, exhibits behavior judged to be unprofessional or in violation of the NASW Code of Ethics, or threatens or attempts to self-harm, among other indicators. The University and the School reserve the right to investigate and address concerns related to the student's fitness for practice in social work. An improvement plan may be implemented to support the student's growth and success and to ensure the protection of self and future clients. Final outcomes may include continuation with conditions, continuation without conditions, delayed progression, reassignment of practicum, or dismissal from the program, in accordance with program and university policies.

STUDENT SAFETY IN FIELD EDUCATION

Purpose and Scope

The Northeastern State University School of Social Work is committed to protecting the safety and well-being of MSW students engaged in field education. Student safety in field education refers to the program's policies and procedures designed to reduce risk, respond to safety concerns, and support students when safety-related incidents occur during approved practicum activities.

This section addresses field-specific safety considerations and is distinct from policies related to fitness for practice, professional conduct, or gatekeeping, which are addressed elsewhere in the Practicum Manual.

Shared Responsibility for Safety

Student safety in field education is a shared responsibility among the University, practicum agencies, Field Instructors, Task Supervisors (when applicable), Faculty Field Liaisons, and students.

The MSW Field Education Director provides oversight of field safety policies and responds to reported safety concerns. Practicum agencies are responsible for maintaining a learning environment that adheres to their organizational safety policies and applicable laws and regulations. Field Instructors and Task Supervisors support students by orienting them to agency safety protocols and addressing safety concerns as they arise. Students are

responsible for following agency safety policies, participating in required safety orientations, and promptly reporting safety concerns.

Safety Orientation and Preparation

Prior to beginning practicum hours, students are required to participate in program-sponsored practicum orientations. These orientations include discussion of field-specific safety considerations, including agency safety protocols and emergency procedures, professional boundaries, reporting procedures for safety concerns, and guidance related to travel, home visits, and community-based practice activities when applicable. Student safety is reinforced throughout the practicum experience through supervision, practicum seminars, and ongoing communication with Faculty Field Liaisons, allowing for continued assessment of risk and support as needed.

Attendance at required practicum orientations is mandatory. Students may not begin or continue practicum hours until all orientation requirements are satisfied.

Agency Safety Protocols

Practicum agencies are expected to maintain and communicate safety policies relevant to their setting, including procedures for emergencies, reporting incidents, and addressing threats to personal safety. During the placement process, agencies verify their ability to provide a safe learning environment and appropriate supervision.

Students are oriented to agency-specific safety protocols at the start of the practicum and are expected to adhere to those protocols throughout the placement.

Background Checks and Liability Coverage

To support student safety and risk management, students must complete required criminal background checks through the University's designated vendor prior to beginning practicum hours. Students are also required to obtain and maintain professional liability insurance with minimum coverage of \$1,000,000 per occurrence and \$3,000,000 aggregate.

Proof of required background checks and liability insurance must be submitted to and approved by the MSW Field Office before practicum hours may be accrued. Failure to maintain required clearances or coverage may result in delayed or suspended practicum participation.

Sexual Harassment Policy

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

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

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

Any student who believes they are being or has been sexually harassed while in the conduct of practicum related activities by a client or by any person outside the practicum agency should immediately notify the field instructor or agency administrator and the faculty liaison or field director.

Any student who believes they are being or has been sexually harassed by a field instructor or any other staff member or agency employee should notify the faculty liaison and/or the field director immediately. The NSU School of Social Work will initiate appropriate action to protect the student and assist the student to deal with any negative repercussions. Additional information and reporting procedures are available in Student Affairs, Human Resources and online at

https://offices.nsuok.edu/studentaffairs/compliance/default.aspx?_ga=2.59380589.1599414546.1771941952-1763614922.1754505641

Responding to Safety Concerns and Incidents

Safety concerns may include, but are not limited to, threats of violence, harassment, unsafe working conditions, boundary violations by clients or staff, or other circumstances that place a student at risk during practicum activities.

When a safety concern arises, students should prioritize personal safety and follow agency emergency procedures. The student should promptly notify their Field Instructor and Faculty Field Liaison, and the MSW Field Education Director must be informed as soon as possible. Safety concerns and incidents are documented through established program communication

channels.

The MSW Field Education Director, in consultation with the Faculty Field Liaison and agency personnel, assesses the situation and determines appropriate next steps, which may include temporary modification of practicum activities, increased monitoring, additional supports, or removal from the site if necessary.

Support Following Safety Incidents

When a safety incident occurs, the program works collaboratively with the student and agency to provide appropriate support. This may include consultation with field personnel, adjustments to learning activities or supervision arrangements, and referral to University or community-based support resources when appropriate.

Drug and Alcohol Policy

It is the responsibility of the practicum student to familiarize themselves with the policies of their practicum agency related to the possession or use (or being under the influence) of drugs and/or alcohol while at the agency or functioning in any role related to the practicum agency. The use of alcohol and other drugs represents a serious threat to health, safety, and to the quality of life. It has also many ethical and practice ramifications for the practicum student and may influence the quality of services to the client and the integrity of the social work profession.

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

Relationship to Fitness for Practice and Professional Conduct

Safety-related responses are distinct from processes used to evaluate student performance or fitness for practice. When concerns involve professional conduct, ethical behavior, or a student's capacity to continue in practicum, those matters are addressed through the program's Fitness for Practice and Student Review policies, in accordance with University procedures and due process protections. Concerns related to student performance, professional conduct, or fitness for practice that arise during or following a safety incident are

addressed through the procedures outlined in the *Changes, Interruptions, and Concerns* section of this manual.

HOURS, DOCUMENTATION, AND REPORTING

Required Hours by Practicum Level

Students must complete required hours by program level and semester.

Foundation Year students complete 225 hours/semester for a total of 450 practicum hours. They may exceed this, but must continue through practicum until the Friday preceding finals week if hours are met prior to then.

Specialization year students complete 500 hours in a block practicum during their final semester of the program. While they may exceed this, they must continue through the practicum until the Friday preceding finals week if hours are met prior to then.

Regardless of level, students must spend a minimum of 4 scheduled hours at practicum. Deviation from this must be proposed and submitted to the Faculty Field Liaison and the MSW Field Education Director, with approval by the Field Instructor and Task Supervisor. Acceptable reasons for this may be irregularly scheduled training opportunities, a specific staffing opportunity, etc.

It is expected that students adhere to the University Calendar when creating their schedule. Students may begin one week prior to the beginning of the semester pending all documentation is approved by Field Office. Any time extension passed the last week of the semester must have site, Faculty Field Liaison, and MSW Field Education Director approval.

In rare exceptional circumstances, there may be a medical or military-related need to end practicum early. These will be reviewed on a case by case basis by the MSW Field Education Director, the MSW Program Director, and the Chair of the School of Social Work with measures taken to ensure student is able to complete requirements for successful completion hours.

Attendance, Absences, and Inclement Weather

Regular attendance and punctuality are expected throughout the practicum experience and are reflective of professional behavior. Attendance is considered as part of the student's overall performance and may be addressed within supervision and formal evaluation processes.

Absences due to illness, emergencies, or other unavoidable circumstances must be communicated promptly to the Field Instructor and, when appropriate, the Faculty Field Liaison. Missed practicum hours must be made up in a manner determined by the Field

Instructor and aligned with the Field Education Contract. Makeup hours should be completed within the established practicum timeframe whenever possible.

Excessive, unexcused, or unreported absences may be considered a performance concern and may result in corrective action, up to and including termination of the practicum placement or assignment of a failing grade, in accordance with program and university policies.

Students are expected to follow the practicum agency's policies and procedures related to inclement weather and emergency closures. If the university cancels on-campus classes but the agency remains open, students are expected to attend practicum as scheduled. If the agency is closed, students should not attend practicum and will not accrue hours for that day.

Students are expected to exercise professional judgment regarding personal safety in situations involving inclement weather or natural disasters and should communicate with their Field Instructor and Faculty Field Liaison when conditions impact their ability to attend practicum.

Timekeeping and Documentation

Students are required to accurately document practicum hours using the approved program hours log. Hours must be recorded on a weekly basis and reflect practicum activity completed during approved agency hours.

Practicum hours are subject to regular verification. Each completed week must be reviewed and verified by the student and the Field Instructor, and by the Task Supervisor when applicable. Verification confirms the accuracy of reported hours and alignment with approved practicum activities. Field Instructors verify only completed practicum weeks during supervision.

Hours logs must be submitted monthly in accordance with program deadlines. Logs that are not submitted as required, or that are submitted incompletely or without required verification, may result in practicum hours not being approved or counted.

At designated evaluation points, including midterm and final evaluation, students are required to resubmit hours documentation with evaluation materials. At these points, Faculty Field Liaisons will review and verify documented hours as part of ongoing monitoring of practicum participation.

Submission and Review Process

Field documentation is reviewed on a regular basis by faculty and field personnel to monitor student progress, ensure fidelity to field education requirements, and maintain alignment with program and accreditation standards. Faculty Field Liaisons may request access to practicum documentation more frequently as part of ongoing monitoring, supervision support, or in

response to identified concerns. At any time, the MSW Field Education Director and the Chair of the Social Work Program may review practicum documentation for purposes of compliance, student evaluation, or program oversight. Practicum documentation is maintained and submitted through the program's designated electronic portfolio system, which serves as the official record for review, verification, evaluation, and, when necessary, remediation processes.

PROFESSIONAL CONDUCT AND EXPECTATIONS

Students are expected to adhere to professional, ethical, and confidentiality standards in all practicum-related activities. These expectations are fundamental to competent social work practice and are evaluated throughout the practicum experience.

Professional Behavior and Communication

Students are expected to demonstrate professional conduct in all practicum-related activities and interactions. This includes maintaining appropriate professional boundaries; adhering to agency policies and procedures; demonstrating reliability, punctuality, and accountability; and engaging in respectful, timely, and professional oral, written, and electronic communication with clients, supervisors, faculty, and agency personnel. Professional behavior is an essential component of practicum performance and is evaluated throughout the placement as part of the student's development as an emerging social work professional.

Ethical Conduct in Practicum Settings

Students are required to practice in a manner consistent with the NASW Code of Ethics, program expectations, and applicable laws and regulations governing social work practice. Ethical conduct includes, but is not limited to, respect for client dignity and self-determination, appropriate management of boundaries and dual relationships, adherence to confidentiality requirements, and responsible decision-making when ethical dilemmas arise. Students are expected to seek supervision and consultation when ethical questions or concerns emerge and to demonstrate ethical reasoning and professional judgment throughout the practicum experience.

Use of Technology and Confidentiality

Appropriate use of technology and protection of confidentiality are essential components of practicum participation. Students must comply with agency, university, and program policies related to documentation, electronic communication, record keeping, and use of technology in practice settings. Confidential client, agency, and program information must be protected at all times, including in written work, electronic communications, supervision, and academic

assignments. Breaches of confidentiality or misuse of technology may result in corrective action, remediation, or removal from practicum.

CHANGES, INTERRUPTIONS, AND CONCERNS

Changes in Placement or Supervision

Students are expected to remain in the same practicum site for the duration of the academic year. Requests for a change in practicum site are considered only under limited circumstances, such as significant educational, supervisory, or agency-level concerns, and some instances may require review by the Social Work Faculty.

The student or the practicum agency may initiate requests for a change in placement for reasons consistent with what has been described above, and these must be reviewed through established program processes – first by the MSW Field Education Director who may, at their discretion, request a review by the MSW Program Director. Decisions regarding practicum site changes are communicated in writing and are made with consideration of educational impact, feasibility, and program standards, and must be given to the Faculty Field Liaison and the MSW Field Education Director, and the MSW Field Education Director will confer with the MSW Program Director and Chair of the School of Social Work to determine next steps, which may include calling for a MSW Faculty Review before making final decisions.

Student Performance Concerns

Field-related concerns typically develop over time and may involve student performance, professional conduct, ethical behavior, supervision challenges, or agency circumstances that affect the quality of the practicum experience. Early identification and communication of concerns are essential to supporting student learning and maintaining the integrity of field education.

Concerns may include, but are not limited to, failure to meet professional or ethical standards outlined in the program's Student Contract or the NASW Code of Ethics; unsatisfactory practice performance; violations of agency or program policies; interpersonal conflicts that disrupt the learning environment; or agency-level issues that negatively impact the practicum experience. Students, Field Instructors, Faculty Field Liaisons, and Task Supervisors (when applicable) share responsibility for documenting concerns and informing the MSW Field Education Director when they arise.

Remediation

The MSW program utilizes a progressive, educationally focused approach to addressing field-related concerns. Initial efforts emphasize communication, consultation, and collaboration among the student, Field Instructor, and Faculty Field Liaison. When concerns persist or

require additional structure, a formal resolution or remediation plan may be implemented to clarify expectations, support corrective action, and assess progress.

The MSW Field Education Director is informed when formal remediation may be required to support student development and provides oversight to ensure consistency, fairness, and alignment with program and accreditation standards. Resolution processes are intended to support student development while also upholding technical, professional, and ethical standards required for continuation in practicum.

Resolution Process

Field-related concerns are addressed through a structured, progressive process to support timely intervention, clear communication, and documented resolution. Concerns are elevated early to ensure appropriate oversight and coordination. *NOTE: The NSU School of Social Work MSW Program and/or practicum agency reserve the right to remove a student from the practicum setting immediately when necessary to protect client safety, agency functioning, or the integrity of the educational environment.*

1. Initial Identification and Notification

Concerns are addressed as soon as they are identified. The student and Field Instructor discuss the issue and attempt initial resolution. When concerns are identified by the practicum site, the Field Instructor or Task Supervisor documents the concern and communicates it to the Faculty Field Liaison and MSW Field Education Director. If not done, the Faculty Field Liaison informs the MSW Field Education Director immediately of concerns to ensure timely awareness and oversight. *NOTE: Many issues in field can be resolved at this stage.*

2. Consultation and Coordination

The Faculty Field Liaison provides consultation and facilitates communication among the student, Field Instructor, and Task Supervisor (when applicable) when issues are brought to their attention. The MSW Field Education Director is engaged early in the process and provides guidance as needed to support appropriate next steps. *NOTE: If at this stage it is determined that a formal resolution/remediation plan is needed, the student is formally notified in writing when performance concerns rise to the level of requiring structured remediation and a meeting is scheduled that includes the student, the Faculty Field Liaison, the Field Instructor, and the MSW Field Education Director (if necessary).*

3. Development of a Formal Resolution or Remediation Plan

When concerns persist or require additional structure, a written resolution or remediation plan is developed collaboratively. The plan includes:

- A clear description of the concern
- Specific expectations and tasks for improvement

- Behavioral indicators of progress
- A defined timeline for completion
- A process for evaluating outcomes

The plan is documented by the Faculty Field Liaison with the Site and the Student, reviewed by the MSW Field Director, and finalized with the Student and Site. It is placed in the student's file.

4. Monitoring and Evaluation of Plan

Progress toward resolution is monitored through supervision and Faculty Field Liaison contact, with ongoing communication provided to the MSW Field Education Director. Outcomes are evaluated to determine whether concerns have been satisfactorily addressed.

5. Escalation and Program-Level Review

If concerns are not resolved, the MSW Field Education Director reviews the case and determines next steps in consultation with the MSW Program Director and Social Work faculty as appropriate. Actions may include continuation with conditions, continuation without conditions, delayed progression, reassignment of practicum, or dismissal from the program, in accordance with program and university policies.

Termination of Practicum

Termination of a practicum placement may occur due to illness or emergency, unsatisfactory performance, or professional or ethical misconduct. In cases of illness or emergency, students may withdraw from practicum in accordance with university policies; practicum credit is awarded only upon full completion of practicum requirements.

Placements may be terminated when a student's performance or conduct is determined to compromise client welfare, agency functioning, or the integrity of the educational experience. Decisions regarding termination, continuation, reassignment, or grading outcomes are made in accordance with program and university policies and may affect a student's progression in the MSW program.

The NSU School of Social Work MSW Program and/or practicum agency reserve the right to remove a student from the practicum setting immediately when necessary to protect client safety, agency functioning, or the integrity of the educational environment.

Continuation and Re-Enrollment

Students whose practicum placement is terminated due to performance or conduct concerns may be considered for future re-enrollment only after formal review by Social Work Faculty and satisfaction of any recommended remediation requirements. Re-enrollment is not guaranteed.

Students are afforded due process and the right to appeal practicum-related decisions in accordance with university and program policies. Appeals follow established institutional procedures, and final determinations rest with the appropriate academic and administrative authorities. The program reserves the right to review practicum documentation and performance at any time to ensure compliance with professional, academic, and accreditation standards.

Relationship to Fitness for Practice

When concerns related to student performance, professional conduct, or well-being indicate potential issues with fitness for practice, the matter may be referred to the Student Fitness to Practice Policy for further review in accordance with program and university procedures.

Appeal Process

An appeal request allows a student to bring forward concerns about the outcome of the termination process. An appeal may be requested for one or more of the following:

1. New Information becomes available which could significantly impact the final decision and was not available during the initial termination process (This new information must be included with the written appeal request).
2. Errors in procedure occurred which may have significantly impacted the outcome.

Department Level: The student may submit a written appeal (typed, not handwritten) of the recommendation to the department chair via NSU email and within five workdays. The department chair will decide within seven workdays following receipt of the student's appeal. The student will be contacted via NSU email of the decision.

College Level: If the student disagrees with the department Chair's decision, the student may submit a written appeal to the College of Liberal Arts Dean within five workdays. The dean will review the recommendation by the faculty and department chair and make a decision within seven workdays following receipt of the appeal. The decision by the college dean is final. Additional appeals are prohibited.

PROGRAM EVALUATION AND CONTINUOUS QUALITY IMPROVEMENT

Purpose and Scope

The Northeastern State University School of Social Work engages in ongoing evaluation of its field education program to ensure alignment with program goals, CSWE accreditation standards, and student learning outcomes. Information gathered through multiple sources is used to inform continuous quality improvement of field education policies, procedures, and practices.

Sources of Evaluation Data

The field education program utilizes multiple sources of information to evaluate the effectiveness and quality of practicum experiences, including student feedback regarding practicum sites, supervision, and learning experiences; Field Instructor and Task Supervisor feedback related to student preparedness, supervision structures, and agency collaboration; faculty observations and documentation from site visits, supervision conferences, and liaison communications; and student performance data derived from competency-based evaluations and learning contracts.

Students complete evaluations of practicum sites, supervision, and overall field experience at the conclusion of placement. This feedback is reviewed by the MSW Field Education Director and used to inform site approval decisions, supervision support, and ongoing program improvement.

Collection and Review of Data

Evaluation data are collected on a regular basis throughout the academic year and reviewed by program leadership. Review activities may include analysis of student and site evaluation feedback; review of recurring themes related to supervision quality, learning opportunities, or site capacity; and consideration of student outcomes related to achievement of field education competencies.

Data review is conducted by the MSW Field Education Director, in consultation with Faculty Field Liaisons and other program faculty as appropriate.

Use of Data for Program Improvement

Information gathered through program evaluation is used to support continuous quality improvement in field education. Examples of program improvements informed by evaluation data may include refinement of site approval criteria or placement processes; clarification or revision of practicum policies and procedures; targeted support or training for Field Instructors and Task Supervisors; and modifications to orientation content or supervision guidance.

Changes implemented as part of continuous quality improvement are documented and communicated as appropriate.

Feedback Loops and Communication

The field education program values transparent communication regarding program evaluation and improvement efforts. Feedback from students, field partners, and faculty informs decision-making and supports collaborative improvement of field education. When appropriate, program updates related to field education are shared with students, Field Instructors, Task Supervisors, and faculty through established communication channels.

NSU SCHOOL OF SOCIAL WORK CONTACT INFORMATION

<p>Chair, and Director of MSW Program Dr. Eun-Jun Bang, Ph.D., MSW, MS Professor bang@nsuok.edu BALA 258: (918) 449-6564 (Broken Arrow Campus) Wilson Hall 141 (918) 444-3610 (Tahlequah Campus)</p>
<p>Director of BSW Program Dr. Kendra Zoellner, Ph.D., LMSW Associate Professor zoellner@nsuok.edu BALA 250: 449-6553 (Broken Arrow Campus)</p>
<p>Director of BSW Field Education Dr. Carolyn Cox, Ph.D., LCSW Associate Professor green@nsuok.edu Wilson Hall 147: (918) 444-3531 (Tahlequah Campus)</p>
<p>Director of MSW Field Education Professor Allison Mason, LCSW BAS Clinical Assistant Professor mann@nsuok.edu Wilson Hall 140: (918) 444-3611 (Tahlequah Campus)</p>
<p>Dr. Chris Garland, Ph.D., LSW Associate Professor garlancc@nsuok.edu Wilson Hall 142: (918) 444-3601 (Tahlequah Campus)</p>
<p>Dr. Toni Hail, Ph.D., LCSW Associate Professor hail@nsuok.edu Wilson Hall 145: (918) 444-3533 (Tahlequah Campus)</p>
<p>Director of Online Social Work Education Dr. Samuel Asante, Ph.D., LMSW Associate Professor asante@nsuok.edu BALA 254: 449-6553 (Broken Arrow Campus)</p>
<p>Dr. Allen Shamow, Ph.D., MSW Associate Professor shamow@nsuok.edu Wilson Hall 147: (918) 444-3504 (Tahlequah Campus)</p>
<p>Professor Leigh-Anna Miller, LCSW-RPT Clinical Assistant Professor bennet09@nsuok.edu Wilson Hall 144: (918) 444-3686 (Tahlequah Campus)</p>

APPENDIX

1. MSW FIELD PLANNING AND PLACEMENT CONTRACT
2. MSW EMPLOYMENT-BASED PRACTICUM REQUEST
3. NSU MSW PRACTICUM SELECTION FORM
4. MEMORANDUM OF UNDERSTANDING (AGENCY FORM)
5. MEMORANDUM OF AGREEMENT (STUDENT FORM)
6. NSU RISK AND LIABILITY WAIVER FORM
7. AGENCY PROFILE FORM
8. FIELD INSTRUCTOR/TASK SUPERVISOR FORM
9. FOUNDATION YEAR EDUCATION CONTRACT
10. SPECIALIZATION YEAR EDUCATION CONTRACT
11. MSW JOURNAL ENTRY PROMPT FORM
12. PRACTICUM SUPERVISION FORM
13. PRACTICUM HOURS LOG
14. MSW FIELD EDUCATION EVALUATIONS



NORTHEASTERN STATE UNIVERSITY

SCHOOL OF SOCIAL WORK

MSW Field Planning & Placement Contract

Form should be typewritten for legibility. Provide all information requested, including your most recent resume, to MSW Field Director Allison Mason mann@nsuok.edu

Date: _____ Practicum Semester/Year: _____

Check one: Foundation 1st Year

Specialization 2nd Year

Personal Information

Name: _____ NSU Banner ID: _____

Date of Birth: ____ / ____ / ____ NSU Email Address: _____

Permanent Telephone: _____

Transportation

Do you have a valid driver's license? Yes No

Will you have access to drive a car during practicum? Yes No

Do you have insurance? Yes No

Practicum geographic area of interest: _____

Work Schedule & Availability for Field Practicum

Practicum Work Schedule: Are you going to work during practicum: Yes No
Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Please fill out the grid to the right to indicate your availability for field placement

Work Schedule:							
Availability for Field:							

Placement Considerations:

If you have special circumstance which preclude you from working with a population or agency, please specify the population(s) and/or clinical issue(s) and explain below.

Please list any specific agencies of interest. It is important to note that by providing these agencies of interest is not a guarantee of placement. All agencies must go through the NSU qualification and approval process and may not be available as a practicum site

1. _____
2. _____
3. _____

Are you currently affiliated with the military? Yes No Current status: _____

Criminal History Background. If so, please list: _____

MSW Field Practicum Planning & Placement Contract Page 2 of 3

As a social work student in Northeastern State University's Social Work Program, I will uphold and abide by the NASW Code of Ethics.

I understand that I may be counseled out of the program:

Poor Academic Performance. If I do not meet grade requirements, or if I fail to demonstrate that grade deficiencies can be corrected within a reasonable time, or if I participate in academic misconduct. Furthermore, I understand that plagiarism falls into this category and it is unethical, unprofessional and a violation of the university's academic misconduct policy. Plagiarism includes but is not limited to copying others' work and claiming it as your own, failing to use citations properly, cheating on tests and homework assignments, and copying or purchasing papers from the internet or other sources.

Chronic Absenteeism. If I have a pattern of unexcused absences that makes effective learning and discharge of responsibilities impossible.

Unprofessional Behavior. If my behavior is in violation of the NASW Code of Ethics. Examples would be, but are not limited, misrepresenting my qualifications; exploiting professional relationships; or if I fail to treat my peers, agency staff, or faculty with respect, courtesy, fairness, and good faith.

Assaultive or Threatening Behavior. If I participate in assaultive or threatening behavior that is directed at clients, colleagues, or instructors.

Behavior Damaging to Clients. If I demonstrate habitual hostility, disparaging remarks, violations of client confidentiality, ridicule of clients, violation of client civil or legal rights, or related behaviors which do not change in response to warnings or efforts at remediation.

Persistent Ineffectiveness in Work with Clients. If I do not demonstrate minimal levels of effective performance and give no evidence of progress in working with clients, including violation of practicum agency policy; whether due to emotional immaturity, personal prejudice, resistance to learning, inability to complete assigned tasks, or a persistent incapacity of mastering the necessary skills for interpersonal helping.

Student Signature

Date



Field Practicum Planning & Placement Contract Page 3 of 3

This contract is to acknowledge that I have read the field practicum placement process outlined below and that successful completion of the field practicum requirements is necessary to earn the MSW degree.

I agree to:

1. Attend the Northeastern State University MSW Practicum Orientation Meeting. The purpose of the meeting is to review the placement process, discuss questions I may have regarding the practicum policies and the practicum planning and placement process, the student contract and acknowledge my understanding of, and agreement with, the process and policies and contract by signing both pages of this form.
2. Note that most practicum sites require students to be available during typical business hours, Monday-Friday, 8 a.m. – 5 p.m. A very limited number of field placement sites may be able to accommodate internship hours in the evenings and on weekends and cannot be guaranteed.
3. Provide the Social Work Field Education Office with an electronic copy of my resume and complete the Student Practicum Placement Form *prior* to my meeting with agencies.
4. Adhere to the time frame agreed upon in meeting with my assigned Social Work Field Education staff and keep them informed as to the progress of my placement interviews.
5. Make contact with agencies discussed with MSW Field Education Director, and notify the Social Work Field Education staff when contacted for an interview, and after the interview, if an offer is extended or not.
6. Check my NSU email and voicemail daily and inform the Field Director and/or Faculty Field Liaison of any change in my contact information.
7. Students who would like to utilize the “Request for Practicum Placement in an Agency of Employment Internship at Employment” option must have this approved by the Social Work Faculty and have the associated paperwork completed and submitted prior to the semester.
8. Contact the NSU Social Work Office, Field Director, Field Liaison if additional assistance would be helpful or if I have any questions regarding this process.

I understand that:

As part of the placement process, students will select 1-2 sites where they would like to contact for consideration of an interview. If a student goes on three interviews and either chooses to decline or is declined an internship, the MSW Field Director reserves the right to consult the program chair about the student moving forward in the field selection process. It will be the responsibility of the MSW Field Director, MSW Program Director, and the NSU School of Social Work Chair to determine if the student is an appropriate fit for the practicum at the current time

The Social Work Field Education Office staff member has reviewed my responsibilities with me and has answered my questions to my satisfaction.

I understand that failure to carry out the obligations outlined above will result in a delay in the practicum planning and placement process and, consequently, in a reduced pool of available practicum sites for me.

Student Signature

Date

Print Student Name



NORTHEASTERN STATE UNIVERSITY

SCHOOL OF SOCIAL WORK



Student Request for Practicum Placement in an Agency of Employment

(Must be typed)

Student Name: _____ **Banner #:** _____

Program: BSW _____ MSW Foundation (1st year) _____ MSW Specialization (2nd/Adv) _____

Agency: _____ Faculty Liaison: _____

Proposed or Current Agency Field Instructor:

Name: _____ License #: _____ State: _____

Position: _____ Date of Hire: _____

Email: _____ Phone #: _____

Degree & Level (i.e., BSW, MSW, other): _____

Degree Date: _____ University: _____

Agency or Work Supervisor:

Name/position: _____

Agency Address: _____ City: _____ State: _____

Description and Mission of Agency:

Student Current Employee Status at Agency (Circle One): Full-Time Part-Time None

Days performing work: _____ # Hours per week: _____

Job Title: _____ Hire Date: _____

Job Description (duties, function, client population served, etc.):

Student's Employment Supervisor: _____

Phone: _____ Email: _____

3. Describe how your current workload will be adjusted to ensure that the required time for your Field Practicum is available each week to complete practicum specific tasks.

4. The NSU Social Work Field Education program is designed to be solely educational and provide training to prepare the professional graduate level social worker. The intent of the field placement is to provide an educational foundation within an agency setting. For students completing field education in a paid practicum, it is imperative to differentiate and maintain division of obligations/duties as a student and employee. How will the agency distinguish the student's educational learning tasks evaluation and employment evaluation?

Signatures

By signing this Request for Practicum Placement in an Agency of Employment, you affirm that you have reviewed this request and the Guidelines for Field Practicum Placement at Agency Workplace, and hereby approve the same. Any misleading or falsified information on this form or during the Agency Workplace Practicum arrangement may lead to student and/or agency dismissal.

Printed Name Agency Administrative Supervisor

Date: _____

Agency Administrative Supervisor Signature.

Printed Name – Proposed Field Instructor

Date: _____

Proposed Agency Field Instructor Signature

*Note: A minimum of one (1) hour of actual field practicum instruction/supervision time per week by a social worker is required per student in a field placement. This person is preferably not the work supervisor.

Student: I am authorizing my employer/placement agency to release to the Northeastern State University Social Work Program information regarding my performance, if said performance results in termination, disciplinary action or employment suspension. The NSU Social Work Program may consider this information in rendering a decision about my continued participation in the field practicum course. I do hereby agree to hold such employers/agencies, references, persons, etc., harmless from liability for releasing said information.

Printed Name of Student

Date: _____

Student



NORTHEASTERN STATE UNIVERSITY

MSW Foundation & Specialization

Practicum Request Form

The student will complete this form *after* an interview with the agency has been completed to identify their agency of preference for placement - student is encouraged to have an understanding with agency of student's intent to request placement for specified agency from the program. Student will submit this form, **typed in completion**, to the Director of MSW Field Education at Mann@NSUOK.edu.

Student Name: _____

Phone: _____ School Email: _____

Form Completion Date: _____

STUDENT AGENCY REQUEST

Agency: _____

Address: _____

Field Instructor: _____

FI Academic Credentials and License Number: _____

Email: _____ Phone: _____

Task Supervisor (if needed): _____

TS Academic Credentials and License Number: _____

Email: _____ Phone: _____



**NORTHEASTERN
STATE UNIVERSITY**

SCHOOL OF SOCIAL WORK

Memorandum of Understanding 2025-26
Between
Northeastern State University School of Social Work

AND

Agency Name: _____

Address _____

City, State, Zip _____

Telephone: _____

Field Instructor: _____

Task Supervisor: _____

General Policy

1. The primary concern of this agreement is the education of the social work student.
2. The duration of the Education Contract:
 - a. BSW and MSW foundation practicum will be a total of 450 hours.
 - b. MSW specialization practicum will be a total of 500 hours.

Students will be available during regular work hours of the agency, no more than five days per week (and may not conflict with scheduled seminar times or other social work course schedules), or at other times by arrangement between the student and field instructor, with the approval of the Social Work Program Office of Field Education. Social Work student hours should coincide with times when the Agency Field Instructor, Agency Task Supervisor, or another appointed designee is present.

3. Students will observe the University breaks and holiday schedule as a general rule. During the fall semester these are Labor Day and the Fall Break (Thanksgiving week); during the spring semester this is the Martin Luther King holiday and Spring Break (one week); and during the summer term Memorial Day and the Fourth of July are observed. In addition, agency holidays will be observed as appropriate.
4. No financial remuneration from either party to either party is involved in this agreement.
5. This agreement remains in effect until either party elects to withdraw from or renegotiate

the agreement.

Responsibilities of the Social Work Program

1. The Social Work Program will be responsible for the academic administration of the field practicum experience, including identification, selection and assignment of students to field practicum sites.
2. The Social Work Program will provide information regarding its curriculum and program sufficient to enable the agency field practicum instructor to plan and conduct a field placement experience consistent with the expectation of the Social Work Program. Most of this information will be in the Field Practicum Manual provided to the student as well as the agency field instructor. Additional information will be provided by the Field Director as needed to facilitate the practicum experience of the student.
3. The Social Work Program will appoint a field practicum liaison from the NSU faculty. This liaison will work with the agency practicum instructor and the student throughout the practicum experience.

Responsibilities of the Agency and the Field Instructor

1. The agency, through the field instructor, agrees to provide the student with experiences commensurate with the field instruction objectives as defined by the Social Work Program.
2. The field instructor will attend the yearly orientation practicum.
3. The agency ensures the appointed field instructor will meet the academic and experience qualifications established by the social work program.
4. The agency agrees to provide the student with needed supplies and equipment, and an appropriate work space to complete the field experience.
5. The field practicum instructor agrees to work with the student and the field practicum liaison to design a meaningful field experience, clarifying for the student the general nature of the field work expected.
6. The field practicum instructor agrees to provide competent supervision, including orientation to the agency, and provide a **minimum of one (1) hour** of instructional conferences each week for the educational training of the student.
7. The agency field instructor agrees to confer with the field practicum liaison regarding individual students' educational needs and progress, and agrees to attend scheduled conferences (virtual) in the agency with the field liaison.
8. The agency field instructor agrees to complete an evaluation of the student's practicum work, using the form required by the school, midway through the practicum and again at

the end of the practicum. It is agreed that the final evaluation will be completed by the last day of the practicum, or the last day of the semester, whichever occurs first. Any other schedule for completing the student's evaluation will be worked out in advance with the field liaison.

9. The agency field instructor and the agency at large agree to contact the field practicum coordinator in the event of any problems in the placement, especially those that may interfere with the continuance of the placement and pledges to work with the student and Field Director toward a mutually satisfactory solution before taking any action to terminate the placement.
10. The agency and field instructor will provide a learning experience that supports the social work perspective and the NASW Code of Ethics.

For the NSU Social Work Program:

Agency Field Instructor:

Date: _____

Date: _____

Agency Administrator:

Date: _____



**NORTHEASTERN
STATE UNIVERSITY**

SCHOOL OF SOCIAL WORK

**NORTHEASTERN STATE UNIVERSITY
SOCIAL WORK SCHOOL OF SOCIAL WORK
MEMORANDUM OF AGREEMENT FOR STUDENT**

Student Confidentiality Statement

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

Insurance and Health Coverage Statement

All agencies, colleges and universities of the State of Oklahoma are provided with liability coverage through the State of Oklahoma Risk Management Program which administers a self-insurance pool for all State entities under authority of 74 O.S. § 85.58 A. The State of Oklahoma enjoys sovereign immunity and waives its immunity only to the extent of the Governmental Tort Claims Act 51 O.S. § 151, et seq. or any other statute if such statute raises the limits of liability above those stated in the GTCA. The College does not provide professional liability insurance for Student(s). Student(s) must purchase and provide proof of professional liability insurance with limits of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate. Student(s) understand that if they do not provide proof of insurance and/or maintain professional liability insurance, they may not be allowed to remain in the clinical experience.

Also, the University does not provide health care coverage for students. Insurance coverage and payment for all health care services, including but not limited to emergency health care and/or first aid treatment, is the sole responsibility of the student.

I agree to these conditions.

Student Signature

Date



**NORTHEASTERN
STATE UNIVERSITY**

SCHOOL OF SOCIAL WORK

**NORTHEASTERN STATE UNIVERSITY SCHOOL OF SOCIAL WORK
FIELD EDUCATION ASSUMPTION OF RISK, WAIVER AND RELEASE OF LIABILITY**

READ THIS WAIVER AND RELEASE OF LIABILITY BEFORE YOU SIGN IT. IT AFFECTS YOUR LEGAL RIGHTS.

I, _____ [print student's name], agree to act in a responsible and safe manner when I participate at _____ [insert internship/practicum]. I understand that my participation in field education is voluntary, and I may be exposed to risks and hazards that could result in serious illness, bodily injury, disability, or death. These risks and hazards may include, but are not limited to: (i) vehicular, pedestrian, or other accidents, (ii) storms, floods, fires, earthquakes, and other natural disasters, (iii) infectious diseases or viruses, including but not limited to COVID-19, (iv) limited or inadequate medical care, (v) different standards of design, safety, and maintenance of buildings and public places, (vi) terrorist activities, and (vii) allergic reactions to food, insects, or other allergens. I acknowledge and agree that the Northeastern State University (including its faculty, employees, and representatives) and the State Institutions of Higher Learning cannot forecast or foresee all potential risks.

I knowingly and voluntarily assume all risks associated with my participation at _____ [insert internship/practicum site], including any related travel to and from any internship/practicum destination, events, or activities. I knowingly and voluntarily waive and release NSU as well as my practicum agency _____ (agency name) from all present and future claims of any type for any harm or loss, including economic loss, personal injury, death, or property damage suffered by me and arising out of my internship/practicum. I agree to indemnify, hold harmless, and covenant not to sue NSU for any damages, personal injury, death, medical expenses, disability, lost wages, loss of capacity, property damage, court costs, attorney's fees, or any other loss of any kind. I acknowledge and agree that: (1) this WAIVER AND RELEASE OF LIABILITY is intended to be as broad and inclusive as authorized under law, and (2) if any part of this WAIVER AND RELEASE OF LIABILITY is deemed by a court to be invalid, the remaining provisions of the WAIVER AND RELEASE will continue in full force and effect.

I am aware of no health condition that precludes or restricts my participation and/or travel. I understand that NSU does not provide medical or accident insurance for me and has advised me to obtain insurance. If the circumstance presents, I authorize NSU to seek emergency medical, rescue, or evacuation services for me should I become injured, ill, or incapacitated and lack the ability to make such decisions for myself. I understand that I am financially responsible for any medical or other expenses incurred because of my illness, injury, or incapacitation. I agree to reimburse NSU for any such expenses incurred on my behalf. I further agree to release, hold harmless, and covenant not to sue NSU for any damages, injury, loss, expenses, disability, or death arising out of any emergency medical, rescue, or evacuation services that I receive.

Please Initial the following:

_____ I certify that I am at least eighteen (18) years old. I have read and understand this ASSUMPTION OF RISK, WAIVER AND RELEASE OF LIABILITY and agree to its terms. I further understand that this ASSUMPTION OF RISK, WAIVER AND RELEASE OF LIABILITY shall be legally binding upon me, my family, estate, representatives, heirs or assigns.

Student's Name (Please Print): _____

Student ID# _____

Primary Address _____ City _____

State _____ Zip _____ Phone _____

Email _____

Student's Signature _____

Date _____



**NORTHEASTERN
STATE UNIVERSITY**

SCHOOL OF SOCIAL WORK

Agency Profile Form

This form documents practicum site characteristics, supervision capacity, learning opportunities, and readiness to support graduate social work education in alignment with the CSWE 2022 Educational Policy and Accreditation Standards (EPAS). Once completed, please upload to the google form provided. Information collected is used for initial site approval and ongoing field education oversight.

1. Agency Information

Agency Name:

Physical Address:

Website: _____

Main Phone Number: _____

Levels of Practicum Student Supported

BSW Practicum

MSW Practicum – Foundation Year

MSW Practicum – Specialization Year

2. Primary Site Contact

Name: _____

Title: _____

Credentials: _____

Email: _____

Phone: _____



**NORTHEASTERN
STATE UNIVERSITY**

SCHOOL OF SOCIAL WORK

3. Supervision Capacity

NSU Social Work practicum students must receive social work field instruction from a qualified Field Instructor who holds an MSW degree from a CSWE-accredited program and has a minimum of two (2) years of post-graduate professional social work experience; field instruction may be provided on-site or through an approved off-site arrangement coordinated by the NSU School of Social Work. When off-site field instruction is utilized, an in-agency Task Supervisor is required to support the student's day-to-day learning and practice activities. For placements in which students engage in graduate-level clinical or specialized practicum activities, the Task Supervisor must hold a relevant graduate-level degree in a human services or related discipline and have at least two (2) years of post-graduate clinical or specialized practice experience. Task supervision complements, but does not replace, required social work field instruction.

Does the site have an MSW-degreed professional with at least two (2) years of post-graduate experience who can serve as Field Instructor?

Yes

No – Off-site Field Instructor will be requested to provide social work supervision.

Does the site have a professional with a relevant graduate-level degree and at least two (2) years of post-graduate experience to provide in-agency task supervision for clinical or specialized practicum placements (if applicable)?

Yes

No

4. Population(s) Served

Brief description of client populations served:

5. Services Provided

(Check all that apply)

Clinical Services

Case Management

Community-Based Services

Program Development / Evaluation

Medical Social Work

Policy / Macro Practice

Other:



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6. Learning Opportunities

Briefly describe the departments, activities, and tasks an MSW student may engage in during practicum at this site:

Learning activities are structured to support NSU Social Work students' development and demonstration of CSWE social work competencies through supervised practice.

7. Supervision Structure

Primary Supervision Format:

- In-person
- Virtual
- Hybrid

8. Additional Agency Information:

Agency Profile

This form collects key information about practicum agencies to verify they meet CSWE standards and provide appropriate learning environments for MSW students. Information is also used to maintain a database for matching students with potential placement sites and arranging interviews.

* Indicates required question

1. Agency Name *

2. Agency Address *

3. Agency Mission Statement *

4. Agency Key Contact Name *

5. Agency Key Contact Email *

6. Agency Key Contact Phone Number *

7. Populations Served *

8. Types of Practicum Opportunities *

Check all that apply.

- Undergraduate Practicum (Fall-Spring Placement, Generalist)
- Foundation Year (Fall-Spring Placement, Generalist/Adv Generalist,)
- Specialization Year (Spring Placement, Clinical and/or Macro Focused)
- Other: _____

9. Do you offer employment-based practicum opportunities (i.e. Are you open to hiring a student while they are in practicum if there is a role that is open that you feel they would be a fit for, and allow them to do practicum and be employed by your site at the same time)? *

Mark only one oval.

- Yes
- No
- Other: _____

10. MSW Practicum Agency Profile *

Files submitted:

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FIELD INSTRUCTOR AND TASK SUPERVISOR PROFILE

NAME _____

AGENCY _____

EMAIL _____ PHONE CONTACT: _____

JOB TITLE AND DESCRIPTION:

Years Employed at this agency: _____

PROFESSIONAL EXPERIENCE:

<u>PLACE</u>	<u>DATES</u>	<u>POSITION</u>
--------------	--------------	-----------------

EDUCATION:

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

Licensure and/or Credentials (if applicable):

Type: _____ Date Expires: _____

Type: _____ Date Expires: _____

Field Instructor/ Supervisor Experience:

Agency: _____ Length of Time: _____

Agency: _____ Length of Time: _____

Date Application Completed: _____

Please attach a current resume, proof of Degree and/or Licensure with this form and return to the MSW Field Education Director. This form should be uploaded via the *Field Instructor and Task Supervisor Google Form* that was shared via email.

Field Instructor and Task Supervisor Profile

This form collects the professional qualifications and role information for all individuals providing supervision to MSW practicum students. The information ensures compliance with CSWE accreditation requirements and allows the MSW Field Education Program to verify that supervisors meet or exceed standards for field supervision. Field Instructors are responsible for competency-based educational supervision and must hold an MSW from a CSWE-accredited program with at least two years of graduate level experience. Task Supervisors may provide day-to-day oversight and supervision of tasks and must have relevant professional credentials or expertise in the practice setting with two years of professional experience, as well as a minimum of a graduate degree within their field with two years of post-graduate experience for specialization student support.

All supervisors agree to collaborate with the Faculty Field Liaison and respective Field Directors, participate in required orientation or training, and uphold the mission, ethics, and learning objectives of the MSW program.

Please upload your resume, completed FI/TS profile sheet, and proof of highest degree earned and/or licensure information at the end of this form.

* Indicates required question

1. Name *

2. License Type (check all that apply) *

Check all that apply.

LCSW-BAS

LCSW

LMSW

LMSW-P

LCSW-P

LPC

LADC

LBHP

Other: _____

3. Other Credentials *

4. Agency *

5. Do you have Board Approved Supervisor Status with the OBLSW or ABLSW? *

Mark only one oval.

Yes

No

6. There are times that we have students interested in sites in which do not have a qualified field instructor. If you meet that criterion, are you interested in meeting this need should it arise? *

Mark only one oval.

Yes

No

Maybe

I do not hold a MSW degree.

7. If you are a MSW degreed individual, was your MSW degree earned at a CSWE accredited program? *

Mark only one oval.

Yes

No

Does not apply

8. Do you have 2 or more years of post graduate experience? *

Mark only one oval.

Yes

No

9. Resume *

Files submitted:

10. Profile Sheet *

Files submitted:

11. Proof of Highest Degree Held (Licensure Verification, Photo of Diploma, etc all acceptable forms of evidence) *

Files submitted:

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Google Forms

Northeastern State University School of Social Work

MSW Foundation Practicum Education Contract

Student: _____ Phone: _____
Agency: _____ Practicum Date: _____ to _____
Practicum Days and Hours: _____
Field Instructor: _____ Phone: _____
FI Email: _____
Task Supervisor: _____ Phone: _____
Field Instructor/Student Conference Day and Time: _____

The purpose of the Education Contract is to identify and document competency-based learning activities that support MSW Foundation students in developing and applying the CSWE 2022 Educational Policy and Accreditation Standards (EPAS) competencies and practice behaviors in practicum. These competencies and practice behaviors provide the framework for evaluating student performance and progress throughout the field placement.

Students are required to identify a minimum of two learning tasks for each competency that directly align with and fully address the corresponding practice behaviors. Learning tasks identified in the first semester should establish a foundation for continued skill development in the second semester. Tasks must be written in clear, specific terms and must be observable and measurable to allow the Field Instructor to assess student performance and competency development at the midterm and final evaluation points. At the mid-term and end of the semester, the field instructor will complete the evaluation by rating the student's performance in their completion of the identified tasks according to the following criteria:

4. Exemplary:	Consistently exhibits mastery of competency
3. Accomplished:	Consistently meets competency
2. Developing:	Dependably meets basic competency
1. Deficient:	Rarely meets competency

Comments may be made under any competency statement if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. Half scores (2.5, 3.5, 4.5) are allowable ratings for practice behaviors. NOTE: Learning tasks may only be adjusted at midterm evaluation.

Student:

-Ensure the field instructor receives the evaluations in sufficient time to complete.

Field Instructor:

-At the designated time, complete the evaluation of the student, utilizing the above rating scale.

-Review ratings and comments with your student and complete the appropriate signature page.

-Accept feedback from Task Supervisor when forming midterm and final evaluation of the student.

Faculty Liaison:

-Review all ratings and discuss with the student and/or field instructor areas of concern.

-Complete the appropriate evaluation page, providing comments, as needed.

-Forward a copy to the Field Director and return the original to the student.

Competency 1: Demonstrate Ethical and Professional Behavior

Mid-term Evaluation by Field instructor (1-4)	Final Evaluation by Field instructor (1-4)	Practice Behaviors	Activities related to this competency:
		Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context	
		Demonstrate professional behavior; appearance; and oral, written, and electronic communication	
		Use technology ethically and appropriately to facilitate practice outcomes.	
		Use supervision and consultation to guide professional judgement and behavior.	

Comments:

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

Mid-term Evaluation by Field instructor (1-4)	Final Evaluation by Field instructor (1-4)	Practice Behaviors	Activities related to this competency:	
		Advocate for human rights at the individual, family, group, organizational, and community system levels; and		
		Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.		
Comments				

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

Mid-term Evaluation by Field instructor (1-4)	Final Evaluation by Field instructor (1-4)	Practice Behaviors	Activities related to this competency:		
		Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;		Activities related to this competency:	
		Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences			Activities related to this competency:

Comments:

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

Mid-term Evaluation by Field instructor (1-4)	Final Evaluation by Field instructor (1-4)	Practice Behaviors	Activities related to this competency:
		Apply research findings to inform and improve practice, policy, and programs; and	
		Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	

Comments:

Competency 5: Engage in Policy Practice

Mid-term Evaluation by Field instructor (1-4)	Final Evaluation by Field instructor (1-4)	Practice Behaviors	Activities related to this competency:	
		Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;		Activities related to this competency:
		Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		
Comments:			Activities related to this competency:	

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

Mid-term Evaluation by Field instructor (1-4)	Final Evaluation by Field instructor (1-4)	Practice Behaviors	Activities related to this competency:	
		Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and		Activities related to this competency:
		Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies		

Comments:

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

Mid-term Evaluation by Field instructor (1-4)	Final Evaluation by Field instructor (1-4)	Practice Behaviors	Activities related to this competency:
		Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and	
		Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan	

Comments:

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

Mid-term Evaluation by Field instructor (1-4)	Final Evaluation by Field instructor (1-4)	Practice Behaviors	Activities related to this competency:
		Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	
		Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	
<p>Comments:</p>			

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

Mid-term Evaluation by Field instructor (1-4)	Final Evaluation by Field instructor (1-4)	Practice Behaviors	Activities related to this competency:
		Select and use culturally responsive methods for evaluation of outcomes; and	
		Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	

Comments:

EDUCATION CONTRACT ACKNOWLEDGEMENT AND APPROVAL

This section confirms approval of this education contract, including identified competency-based activities and expectations. Students may engage in onboarding activities while the agreement is under development and final approval by the Faculty Field Liaison. Hours accrued during this period must be recorded as pending and are subject to Faculty Field Liaison approval.

Learning activities may be revised only at the midterm evaluation point and only with the approval of the Field Instructor and Faculty Liaison.

By signing this, I affirm that as the student, Field Instructor, and Task Supervisor (where applicable) I have participated in the formation of this education contract.

Student Name: _____

Date: _____

Field Instructor: _____

Date: _____

Task Supervisor (if applicable): _____

Date: _____

MSW FOUNDATION SOCIAL WORK MID-TERM EVALUATION

By signing below, the undersigned affirm that the information contained in this midterm evaluation is accurate and reflects the student's performance and progress to date. The Field Instructor verifies that the practicum hours reported at midterm are accurate and were completed under appropriate supervision. This midterm evaluation reflects the student's current level of competency development; it does not constitute a final determination of successful completion of practicum. Any required revisions to learning activities have been reviewed and approved in accordance with program policy.

Midterm Hours Total: _____

The FIELD INSTRUCTOR should complete the following section:
Identify the student's areas of strength and growth at the mid-term:

Identify the student's areas that require development for the remaining of the semester. List any concerns regarding the student at this time:

Signature of Field Instructor: _____
Date: _____

STUDENT comments:

Student's Signature: _____
Date: _____

Liaison Faculty Signature: _____
Date: _____

***Before liaison receives this Mid-term Evaluation, FI and Student signatures are required.*

The FACULTY LIAISON should complete the following scale:

	1	2	3	4	5
Participation in Seminar					
Comments:					
Attendance to Seminar					
Comments:					
Assignment Quality					
Comments:					
Communication with Faculty Liaison					
Comments:					

Additional Comments:

MSW FOUNDATION YEAR SOCIAL WORK FINAL EVALUATION

By signing below, the undersigned affirm that the practicum hours reported for this placement are accurate, complete, and were accrued in accordance with program requirements and under appropriate supervision. The Field Instructor verifies that the student has been provided the opportunity to demonstrate the required Foundation-level social work competencies and practice behaviors.

Based on the final evaluation ratings and narrative assessment, the Field Instructor confirms that the student **has demonstrated** / **has not demonstrated** the competencies required for successful completion of the practicum experience.

This final evaluation constitutes the formal determination of the student's practicum outcome and completion status. Based on the Final Evaluation of the Education Contract, the Faculty Field Liaison will assign the final grade in accordance with NSU School of Social Work Program Policy.

Final Hours Completed at End of Semester Total: _____

The FIELD INSTRUCTOR should complete the following section:

|Student comments on areas of strength and growth over the semester:

Student's professional growth and development goals for future:

Signature of Field Instructor: _____

Date: _____

STUDENT comments:

Student's Signature: _____

Date: _____

Faculty Liaison Signature: _____

Date: _____

***Before liaison receives this Mid-term Evaluation, FI and Student signatures are required.*

<p>Northeastern State University School of Social Work <i>Specialization Practicum Education Contract</i></p>
--

Student: _____ Phone: _____

Agency: _____ Practicum Date: _____ to _____

Practicum Days and Hours: _____

Field Instructor: _____ Phone: _____

Task Supervisor: _____ Phone: _____

Field Instructor/Student Conference Day and Time: _____

The purpose of the Education Contract is to document competency-based learning activities that guide MSW students in the Specialization Practicum in developing and applying the CSWE 2022 Educational Policy and Accreditation Standards (EPAS) competencies and practice behaviors. These competencies provide the framework for evaluating student progress and performance throughout the practicum experience.

This contract establishes graduate-level learning through clearly defined activities and tasks that operationalize advanced social work skills, knowledge, and values within the program’s specialized practice area of Indigenous and/or Rural Communities. Within the first two weeks of the practicum, the student and Field Instructor, in collaboration with the Task Supervisor when applicable, will develop and finalize learning tasks specific to the specialization placement. Tasks must be written in clear, observable, and measurable terms to support evaluation of competency development at the midterm and final assessment points, using the criteria outlined below.

4. Exemplary:	Consistently exhibits mastery of competency
3. Accomplished:	Consistently meets competency
2. Developing:	Dependably meets basic competency
1. Deficient:	Rarely meets competency

Comments may be made under any competency statement if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. Half scores (1.5, 2.5, 3.5) are allowable ratings for practice behaviors. **NOTE: Learning tasks may only be adjusted at the midterm evaluation.** *Reminder: All tasks need to address the specialized area of practice.*

Student:

- Ensure the FI receives the evaluations in sufficient time to complete.
- Review the evaluation with the FI, leave comments as desired and complete the final pages.

Field Instructor:

- At the designated time, complete the evaluation of the student, utilizing the above rating scale.
- Review ratings and comments with your student and complete the appropriate signature page.
- Accept feedback from Task Supervisor when forming midterm and final evaluation of the student.

Faculty Field Liaison:

- Review all ratings and discuss with the student and/or field instructor areas of concern.
- Complete the appropriate evaluation page, providing comments, as needed.
- Forward a copy to the Field Director and return the original to the student.

Competency 1: Demonstrate Ethical and Professional Behavior				
Mid-term Evaluation by Field Instructor (FI)	Final Evaluation by FI	Practice Behaviors	Activities related to this competency:	
		Make ethical decisions by applying the NASW Code of Ethics while being aware of the dual roles and relationships that can occur in blood and “like kin” relations that are found in Indigenous groups and rural communities or specialized area.		
		Manage, develop, and engage in ongoing assessment of therapeutic relationships within the person-in-environment framework and the strengths perspective that are particular to the sensitivities of diverse cultures and age.		
		Demonstrate self-awareness by identifying professional strengths, limitations, and challenges in clinical practice with specialized populations and by actively using supervision and consultation to guide ethical decision-making and professional growth.		
		Demonstrate advanced professional demeanor in behavior, appearance, and oral, written, and electronic communication that is ethically grounded, culturally responsive, and appropriate to specialized practice settings.		
		Ethically use technology tools for clinical social work practice and the associated delivery to rural locales as applicable		
Field Instructor Comments:				

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice			
Mid-term Evaluation by FI	Final Evaluation by FI	Practice Behaviors	Activities related to this competency:
		Use a combination of knowledge and skills to aptly understand and apply specific strategies to advocate on micro, mezzo, and macro levels while valuing the dignity and self-determination of the specialized and diverse needs of the client system(s).	
		Recognize and demonstrate understanding that community members of rural geographic areas and Indigenous populations are vulnerable to specific at-risk factors such as poverty and substance abuse that require special skills when seeking to advance social, economic, and environmental justice.	
Field Instructor Comments:			

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice			
Mid-term Evaluation by FI	Final Evaluation by FI	Practice Behaviors	Activities related to this competency:
		Recognize the importance of diversity and difference in the application of research toward best practices that effectively address the uniqueness and well-being of the client(s).	
		Identify the risk-related factors that are associated with living medically underserved communities, rural geographic locations, etc and how these diverse needs can be effectively addressed in clinical social work practice.	
		Demonstrate professional self-awareness by critically reflecting on personal identities, values, and biases that may influence working relationships with diverse clients, communities, and populations, and use supervision and self-reflection to address any barriers to effective practice.	
Field Instructor Comments:			

Competency 4: Engage in Practice-informed Research and Research-informed Practice			
Mid-term Evaluation by FI	Final Evaluation by FI	Practice Behaviors	Activities related to this competency:
		Acquire evidenced-based knowledge from the literature, interviews, existing data, and other data collection methods that assist with clinical skills application of the specialized client/population.	
		Employ critical thinking to determine the fit and applicability of specific treatment modules and engage in ongoing analysis of research methods and findings.	
		Use and translate new research evidence that is specific to clinical practice within a specialized area of practice, including Indigenous and/or rural communities to inform effective policy, practice, and service delivery.	
Field Instructor Comments:			

Competency 5: Engage in Policy Practice			
Mid-term Evaluation by FI	Final Evaluation by FI	Practice Behaviors	Activities related to this competency:
		Identify social policy at the county, state, and federal level (especially as pertinent to Federally recognized tribes), that impacts the well-being, service delivery, and access to social services Indigenous and/or rural communities;	
		Know how to assess the needs and delivery of social welfare and how economic policies support the delivery of and access to social services for Indigenous and/or rural communities.	
		Use critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice for those who are underserved due to geographical local; age and racial minority status.	
Field Instructor Comments:			

Competency 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities			
Mid-term Evaluation by FI	Final Evaluation by FI	Practice Behaviors	Activities
		Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks for engagements that are specific to rural communities and/or Indigenous populations.	
		Demonstrate professional self-awareness of how personal identities, experiences, and perspectives may influence the effectiveness of practice with diverse populations, and intentionally use empathy, reflection, and interpersonal skills to support effective engagement across differences at the individual, family, group, community, and organizational levels, as applicable.	
Field Instructor Comments:			

Competency 7: Assess Individuals, Families, Groups, Organizations, and/or Communities				
Mid-term Evaluation by FI	Final Evaluation by FI	Practice Behaviors	Activities related to this competency:	
		Acknowledge the importance of inter-professional collaboration within various tribal, state, and county social delivery systems.		
		Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.		
		Understand and apply knowledge of human behavior and diverse social environments, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.		
		Develop mutually agreed-on intervention goals and objectives based upon the client's age, tribal affiliation, cultural identities, etc and accessibility of services		
		Provide through utilization of an evidenced based theoretical orientation a critical assessment of diverse strengths, needs, and challenges within clients and constituencies.		
Field Instructor Comments:				

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and/or Communities			
Mid-term Evaluation by FI	Final Evaluation by FI	Practice Behaviors	Activities related to this competency:
		Apply critically evaluated, mutually agreed-on, and culturally responsive intervention goals, objectives, and evaluation based upon the age, tribal and/or cultural affiliation, and accessibility and/or delivery of services.	
		Use interprofessional and/or interdisciplinary collaboration through resource referrals as appropriate to achieve beneficial practice outcomes;	
		With consent and collaboration from the client(s) and/or their parent(s)/guardian, negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	
		Facilitate effective transitions and endings that advance mutually agreed-on goals, specific to the client's needs and treatment.	
		Select and apply appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	
Field Instructor Comments:			

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and/or Communities			
Mid-term Evaluation by FI	Final Evaluation by FI	Practice Behaviors	Activities related to this competency:
		Select and use appropriate methods for evaluation of outcomes at various levels (micro, mezzo, and macro) appropriate for practice within specialization that are culturally responsive for the client/community.	
		Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	
Field Instructor Comments:			

EDUCATION CONTRACT ACKNOWLEDGEMENT AND APPROVAL

This section confirms approval of this education contract, including identified competency-based activities and expectations. Students may engage in onboarding activities while the agreement is under development and final approval by the Faculty Field Liaison. Hours accrued during this period must be recorded as pending and are subject to Faculty Field Liaison approval.

Learning activities may be revised only at the midterm evaluation point and only with the approval of the Field Instructor and Faculty Liaison.

By signing this, I affirm that as the student, Field Instructor, and Task Supervisor (where applicable) I have participated in the formation of this education contract.

Student Name: _____

Date: _____

Field Instructor: _____

Date: _____

Task Supervisor (if applicable): _____

Date: _____

MSW SPECIALIZATION SOCIAL WORK MID-TERM EVALUATION

By signing below, the undersigned affirm that the information contained in this midterm evaluation is accurate and reflects the student's performance and progress to date. The Field Instructor verifies that the practicum hours reported at midterm are accurate and were completed under appropriate supervision. This midterm evaluation reflects the student's current level of competency development; it does not constitute a final determination of successful completion of practicum. Any required revisions to learning activities have been reviewed and approved in accordance with program policy.

Midterm Hours Total: _____

The FIELD INSTRUCTOR should complete the following section:

Identify the student's areas of strength and growth at the mid-term:

Identify the student's areas that require development for the remaining of the semester. List any concerns regarding the student at this time.

Signature of Field Instructor: _____

Date: _____

STUDENT comments:

Student's Signature: _____

Date: _____

Liaison Faculty Signature: _____

Date: _____

***Before liaison receives this Mid-term evaluation, FI and Student signatures are required*

MSW SOCIAL WORK MID-TERM EVALUATION

The FACULTY LIAISON will complete the following scale:

	1	2	3	4	5
Participation in Seminar					
Comments:					
Attendance to Seminar					
Comments:					
Assignment Quality					
Comments:					
Communication with Faculty Liaison					
Comments:					

Additional Comments:

MSW SPECIALIZATION YEAR SOCIAL WORK FINAL EVALUATION

By signing below, the undersigned affirm that the practicum hours reported for this placement are accurate, complete, and were accrued in accordance with program requirements and under appropriate supervision. The Field Instructor verifies that the student has been provided the opportunity to demonstrate the required Foundation-level social work competencies and practice behaviors.

Based on the final evaluation ratings and narrative assessment, the Field Instructor confirms that the student **has demonstrated** / **has not demonstrated** the competencies required for successful completion of the practicum experience.

This final evaluation constitutes the formal determination of the student’s practicum outcome and completion status. Based on the Final Evaluation of the Education Contract, the Faculty Field Liaison will assign the final grade in accordance with NSU School of Social Work Program Policy.

Final Hours Completed at End of Semester Total: _____

The FIELD INSTRUCTOR should complete the following section:

|Student comments on areas of strength and growth over the semester:

Student’s professional growth and development goals for future:

Signature of Field Instructor: _____

Date: _____

STUDENT comments:

Student’s Signature: _____

Date: _____

Liaison Faculty Signature: _____

Date: _____

***Before liaison receives this final evaluation, FI and Student signatures are required to be completed.*

MSW Practicum Journal Entry

Instructions:

- You are required to submit **a journal for every day that you are at practicum or accruing hours**, even if you are at your practicum site more than two days. Each entry must thorough and thoughtful summary of your experiences - it should give the program a window into your practicum day as well as what and how you are learning.
 - Best practice is to complete your journal either same day, or within 24-48 hours of the date for accurate and timely documentation and reflection.
 - **All sections below must be completed in full, and students may select 3 prompts to respond to for that day.** Incomplete or partially completed journal entries will **not be approved** and may result in a **loss of hour accrual** for the period covered. Ongoing issues with documentation will necessitate a meeting to intervene with a student behavior plan.
 - **Do NOT include any client names, identifying details, or protected health information (PHI).** Journal entries must comply with HIPAA and all agency confidentiality policies. Failure to maintain confidentiality is a serious ethical and academic concern, Faculty Field Liaison will inform the MSW Field Director of this breach.
-

Name & Agency:

Date:

Hours logged on this Date:

Cumulative Hours to Date:

Reflection Prompts

Respond thoughtfully to each of the prompts below. Reflect across the days you are summarizing and consider how your experiences are shaping your professional identity. You are required to utilize 3 prompts per journal entry.

1. **Successes:**

What went well during this time period? Describe any tasks, interactions, or moments where you felt effective or made progress.

2. Challenges:

What aspects of your practicum experience were difficult? Were there specific incidents or patterns that felt challenging?

3. Thoughts and Feelings:

What thoughts and emotions came up for you in response to the people you interacted with and the situations you encountered?

4. Feedback and Response:

Did you receive any feedback from your supervisor or colleagues? How did you respond? What did you learn from it?

5. Growth and Development:

What areas of personal or professional growth can you identify from this period? How are you developing as a social worker?

6. Competencies Practiced:

Refer to your education contract. Identify which core competencies you practiced during this time and describe how you applied them.

7. Integration of Theory and Practice:

How do your practicum experiences connect to what you're learning in your MSW courses? Discuss any relevant theories, frameworks, or concepts that helped you understand or navigate your experiences.

WEEKLY FIELD INSTRUCTOR/STUDENT CONFERENCE

Student: _____ Agency: _____ Date: _____

Start: _____ End: _____

Type: Individual Group Mode: In-Person Virtual

Reviewed student's practicum hours form: Confirmed hours as of initialled week: _____

Student Identified Agenda Items:

1. Competencies/Areas Discussed (check all)

- Professional behavior/ethics Human rights & justice Diversity & difference in practice
 Research-informed practice Policy practice Engagement Assessment
 Intervention Evaluation

2. Progress on Education Contract

3. Summary of Supervision

4. Action Items / Follow-Up

5. Well-Being Check-In

On a scale of 1-5, how is the student feeling this week? 1 = Overwhelmed, 5 = Doing well): _____

Comments (specifically note strategies planned for self and professional wellness if below 3)

Supervisor Signature Date: _____

Student Signature: Date: _____



**NORTHEASTERN
STATE UNIVERSITY**

SCHOOL OF SOCIAL WORK

Week #	Date Range	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Weekly Total	Running Semester Total	Student Initials	FI Initials	TS Initials	FFL Initials
Week 1									0	0				
Week 2									0	0				
Week 3									0	0				
Week 4									0	0				
Week 5									0	0				
Week 6									0	0				
Week 7									0	0				
Week 8									0	0				
Week 9									0	0				
Week 10									0	0				
Week 11									0	0				
Week 12									0	0				
Week 13									0	0				
Week 14									0	0				
Week 15									0	0				
Week 16									0	0				
Week 17									0	0				
Week 18									0	0				
Week 19									0	0				
Week 20									0	0				

This is the hours log completed by students - it is provided to students via either the Foundation or Specialization Year Practicum Repository, and is in an excel document format to allow for data tracking, automatic tabulation of hours. Additional weeks may be added in the event a student needs to go past finals week for hours completion, most students complete their practicum hours inside of the semester.

Foundation Year students complete this form each semester, one for SOWK 5204 Practicum I and Seminar and one for SOWK 5404 Practicum II and Seminar.

Specialization Year students complete this form during their final semester, and include SOWK 5604 Advanced Practicum I and Seminar and 5804 Advanced Practicum II and Seminar in one document.

MSW FIELD EDUCATION EVALUATION

This evaluation is an important component of the MSW Field Education program's ongoing efforts to monitor, support, and strengthen the quality of field education experiences. Student feedback provides valuable insight into the learning environment, supervision practices, and overall effectiveness of field education settings.

Your feedback is instrumental in identifying ways to support and enhance supervision practices and training for our field site partners.

Information gathered through this evaluation is used as part of a broader, ongoing review process that includes collaboration with field instructors, task supervisors, and faculty field liaisons. Feedback is considered alongside multiple sources of information and is not used in isolation to make determinations about field placements or supervision.

The goal of this process is to ensure that all students have access to high-quality competency-based learning experiences and to provide support to our field partners in fostering effective and meaningful practicum opportunities.

Students are encouraged to provide honest, constructive feedback. Responses are reviewed by the MSW Field Education Director and may be used to inform program improvement, training, and support efforts.

MSW FIELD PRACTICUM EVALUATION – AGENCY / SITE

Instructions: This evaluation is completed by the student at the end of practicum. Responses are used by the MSW Program to evaluate the quality of field education settings and to inform future placement decisions.

Rating Scale: 5 = Excellent | 4 = Very Good | 3 = Adequate | 2 = Below Expectations | 1 = Poor

A. Learning Environment & Opportunities

#	Item	1	2	3	4	5	N/A
1	The agency provided a structured orientation to its policies, procedures, and services.						
2	The agency offered consistent, competency-						

MSW FIELD EDUCATION EVALUATION

	based learning opportunities aligned with social work practice.						
3	I had opportunities to engage in practice across system levels (individuals, families, groups, organizations, and/or communities).						
4	The agency provided opportunities to work with diverse and/or vulnerable populations.						
5	The agency environment supported my development as a professional social worker (e.g., space, resources, inclusion in team).						

B. Professional Environment & Ethics

MSW FIELD EDUCATION EVALUATION

#	Item	1	2	3	4	5	N/A
1	The agency demonstrated ethical and professional social work practice.						
2	I felt psychologically safe to ask questions, make mistakes, and engage in learning.						
3	The agency supported and protected time for supervision and learning.						
4	I was not used as staff in a way that replaced employee responsibilities without appropriate supervision.						

C. Overall Quality

#	Item	1	2	3	4	5	N/A
1	Overall, this agency provided a high-quality						

MSW FIELD EDUCATION EVALUATION

	learning experience for MSW- level practice.						
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D. Decision & Feedback (REQUIRED)

Would you recommend this agency for future MSW students?

Yes Yes, with reservations No

Are there any concerns the program should follow up on?

No Yes (please explain below)

E. Open-Ended Reflection

What aspects of this placement contributed most to your learning?

What should future students know about how to be successful at this placement site?

MSW FIELD EDUCATION EVALUATION

MSW FIELD PRACTICUM EVALUATION – FIELD INSTRUCTOR (FI)

Instructions: This evaluation focuses on your Field Instructor (MSW supervisor). Your feedback is instrumental in identifying ways to support and enhance supervision practices and training for our field site partners. If you had a Task Supervisor, you will complete a separate section.

Rating Scale: 5 = Excellent | 4 = Very Good | 3 = Adequate | 2 = Below Expectations | 1 = Poor

A. Supervision Structure

#	Item	1	2	3	4	5	N/A
1	My Field Instructor demonstrated interest in my learning and professional development.						
2	I received regular, protected supervision consistent with program expectations.						
3	My Field Instructor was accessible when needed outside of scheduled supervision.						

B. Teaching & Learning

#	Item	1	2	3	4	5	N/A
1	My Field Instructor provided clear						

MSW FIELD EDUCATION EVALUATION

	expectations for my role and learning tasks.						
2	Supervision supported integration of classroom learning with field practice.						
3	My Field Instructor helped me develop practice skills and intervention strategies.						
4	Supervision supported my clinical reasoning, critical thinking, and case conceptualization (MSW-level learning).						

C. Feedback & Professional Development

#	Item	1	2	3	4	5	N/A
1	I received constructive, ongoing feedback that supported my growth.						
2	My Field Instructor supported my professional identity and						

MSW FIELD EDUCATION EVALUATION

	self-awareness as a social worker.						
3	My Field Instructor modeled ethical, professional social work practice.						
4	My Field Instructor supported increasing independence with appropriate guidance.						

D. Evaluation & Overall Quality

#	Item	1	2	3	4	5	N/A
1	My Field Instructor provided fair, accurate, and timely evaluation of my performance.						

E. Decision & Feedback (REQUIRED)

Would you recommend this Field Instructor for future MSW students?

Yes Yes, with reservations No

Are there any concerns the program should follow up on?

No Yes (please explain below)

MSW FIELD EDUCATION EVALUATION

F. Open-Ended Reflection

In what ways did your Field Instructor most support your learning?

What could your Field Instructor do differently to enhance student learning?

What recommendations do you have for improving supervision at this placement?

MSW FIELD EDUCATION EVALUATION

TASK SUPERVISOR ADD-ON (ONLY IF APPLICABLE)

Instructions: Complete this section only if you had a Task Supervisor (on-site supervisor who is not your MSW Field Instructor). Your feedback is instrumental in identifying ways to support and enhance supervision practices and training for our field site partners.

Rating Scale: 5 = Excellent | 4 = Very Good | 3 = Adequate | 2 = Below Expectations | 1 = Poor

#	Item	1	2	3	4	5	N/A
1	My Task Supervisor provided appropriate day-to-day guidance and support.						
2	Tasks assigned were appropriate for my learning level and role as a student.						
3	My Task Supervisor communicated effectively with my Field Instructor (if applicable).						
4	My Task Supervisor supported my learning and skill development.						
5	My Task Supervisor modeled professional						

MSW FIELD EDUCATION EVALUATION

	and ethical behavior.						
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Open-Ended

What feedback do you have regarding your Task Supervisor?



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