MSW Field Practicum Manual

Northcentral University

MSW Program

Revised January 2020
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Welcome!
You are about to embark on one of the most interesting experiences of your career: Field Practicum (or Field Placement, if you prefer). Your field experiences are likely to remain in your memory for your entire career. Those memories will trigger many emotions, but the most important emotion should be gratitude for the opportunity to learn from your site agency and your colleagues.

So put on your seatbelts and prepare for an exciting ride in field practicum! We hope this Field Practicum Manual will help you negotiate the field process so that you have excellent learning, as you combine what you have learned in class with what you will learn in actual work in the field. The ultimate goal is for you is to achieve The Three E’s: to become an EFFECTIVE, EFFICIENT, AND ETHICAL PROFESSIONAL.

Good luck to you as you strive to achieve that goal!

MSW Program Director, Field Director, and MSW Faculty

Introduction to Your Practicum

This Master of Social Work (MSW) Field Education Manual will help you to understand the mission, goals, requirements, procedures, and policies for the social work field experience. It will also identify the roles of the field education staff, including field liaisons and instructors. And it describes the student’s role and responsibilities. The NCU MSW program recognizes field education as the ‘signature pedagogy’ of social work education and abides by the principal that ‘the purpose of social work education is to integrate the theoretical and conceptual contribution of the classroom with the practice setting’ (EPAS 2015 Standard 2.2)

Social work Practicum is focused on a generalist model—that means we focus on the MSW degree’s versatility. MSW graduates can work with a broad variety of people, problems, and issues. You can deal with individuals and families (micro practice), groups (mezzo practice), or institutions, communities, and governments (macro practice). This makes for an exciting and adaptable career!

The Practicum learning experience also emphasized a strengths-based model – a focus on strengths and abilities that people can activate, rather than focusing on pathology. The idea of identifying and building strengths is a historically-grounded social work emphasis.

Field education allows students to apply theory to practice. Through the combination of classroom instruction and agency experiences, students can apply and demonstrate their social work knowledge, values, and skills in relation to identified client/client group needs and the agency’s purpose. As students learn from the professional demands of agency life, they translate the knowledge, values, and skills acquired from all areas of the curriculum into performance and professional competence. Through Field instruction, students gain knowledge and understanding in all levels of practice (micro, mezzo, macro).
Field education is the signature pedagogy of social work education in which the profession socializes its students to perform the role of practitioner. Students in the field connect the theoretical and conceptual classroom contributions to the practical world of the practice setting. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria to demonstrate that the student has achieved program competencies.

The MSW practicum is a crucible into which you place all you are and all you have learned, and you are slowly refined through the fires of human interaction. Your illusions of omnipotence get burned away. You learn in your gut, not just your head. Life, in all its awful complexity, happens in front of you. You cannot enter the crucible and leave the same person, unless you cheat both yourself and individuals with whom you work.

Please read this manual carefully and keep it handy for ready reference. It will be your guide through your field practicum experience, helping successfully to emerge wiser and fitter to help those whose lives come into your professional life. The manual is designed to answer most of the questions that students just like you have asked over the years. It is your best source of help to successfully set up and complete your practicum experience. Be sure you also give a printed or digital copy of this document to your local practicum supervisor. There are sections specifically designed to help your supervisor help you.

Of course, you should read these sections, too.

**MSW Practicum Purpose**

The purpose of the MSW Practicum experience is to provide structured experiences for students to practice applying generalist social work principles to clients/client groups.

The MSW Practicum Program at Northcentral University (NCU) is the capstone experience in an MSW student’s professional training. NCU’s MSW Practicum Program consists of two (2) practicum courses at the Generalist Level and two (2) practicum courses at the Advanced level. The student takes the practicum courses when the student completes the Practicum Preparation Process (PPP). The student will begin the PPP after completing three courses and complete that process before the end of the sixth course.

The Three E’s

The ultimate goal of Practicum is to help students become EFFECTIVE, ETHICAL, AND EFFICIENT PROFESSIONALS. Students will demonstrate competence by learning how to effectively and efficiently apply a variety of social work knowledge and skills to clinical and organizational situations. Furthermore, students will demonstrate ethical competence in applying the NASW Code of Ethics and applicable state codes to given practicum situations.
Thus, the practicum experience provides the student with an opportunity for developing their social work skills. **Generalist skill development includes**, as a minimum, the following:

- Building a solid knowledge of **generalist theories** and models of change;
- Developing specific **interventions skills**;
- Understanding of and ability to use **conceptual skills**;
- **Personally growing and developing as a professional**, complete with a professional identity;
- Appreciating **human diversity**;
- Developing and demonstrating **professional communication skills and patterns**; ➢ Building an orientation of **professionalism and ethical behavior**.

Creating a professional identity involves creating a life narrative, in which the professional moves from “This is what I do” to **“This is who I am.”** The student consequently shifts the way they see the world, becoming more keenly aware of how relationships and interactions can powerfully influence our thinking, behaviors, and emotions—which involves systems thinking. Supervision of how the student applies generalist and clinical skills is necessary, but not sufficient, for this change in identity. The change comes from interactions with client systems, colleagues, and supervisors, all of whom influence the way the student thinks about themselves. The changed life-narrative implies not merely following the standards but actually internalizing those standards, making them part of “me.”

The MSW Practicum at NCU measures how students **accomplish these outcomes** through:

- Formally evaluating competencies; such evaluations are conducted by the local clinical supervisor and by NCU practicum faculty at the end of each practicum course.
- Formally and informally evaluating the student’s daily work; this is conducted by the local supervisor throughout each course.

There will be more information about specific learning outcomes in each practicum course, measures of outcomes, and evaluation procedures later in this manual.

**No Academic Credit for Life Experiences or Previous Work Experiences**

Though many NCU students start the MSW Program with life or work experiences that inform their understanding of social work practice, NCU does NOT grant academic credit for such experiences. In reality, people sometimes get faulty information from life or work experiences, or their perceptions are heavily clouded by personal emotions instead of objective facts, theories, and evidence. Consequently, to ensure the integrity of the NCU curriculum and to make sure students are prepared for the reality of complex client situations, we do not grant academic credit for life or previous work experiences.
Practicum Program Overview

The Prerequisites for Practicum are:
• Complete the Practicum Preparation Process in our clinical placement software.

For Generalist students, complete the following seven courses in the MSW curriculum and received a letter grade of a B or Higher.
  o MSW-5000 - Introduction to Social Work
  o MSW-5001 - Human Behavior and the Social Environment
  o MSW-5002 - Professional Practice with Individuals and Families
  o MSW-6003 - Professional Practice with Organizations and Communities
  o MSW-6004 - Social Work in Behavioral Health
  o MSW-6005 - Ethics and Diversity in Social Work
  o MSW-6007 - Research Methods in Social Work

For Advanced Standing students, complete the first six courses in the MSW curriculum and received a letter grade of a B or higher.
  o MSW-6101 - Advanced Social Work with Children and Families
  o MSW-6102 - Advanced Social Work Practice with Marginalized Populations
  o MSW-6103 - Advanced Social Work in Medical Practice
  o MSW-6104 - Advanced Social Work Practice in Mental Health
  o MSW-6105 - Forensic Clinical Social Work Practice
  o MSW-6106 - Advanced Leadership Skills for Clinical Practice

The Minimum Requirements for each 12-week Practicum Course:
• 200 minimum hours per each generalist practicum course and 250 hours for each advanced practicum.
  o Resulting in 400 hours in your generalist field agency and 500 in your advanced field agency - a minimum of 900 total practicum hours

• A minimum of twelve hours of supervision for each practicum placement (a minimum of 48 hours for four practicum courses).
  o You must meet at least weekly with your field instructor.
  o You must participate bi-weekly in your practicum course and complete all course requirements.
Roles and Responsibilities

**Field Director**

- The Field Director is the faculty member responsible for working closely with students to ensure that field experience is successful. The Field Director:
  - Contacts agency representatives to initiate the agency approval process.
  - Approves students’ field experience applications.
  - Supports students with locating field practicum agencies.
  - Conducts interviews with agencies to determine if they meet the criteria appropriate for field experience.
  - Collects and reviews local agency field instructor documents to ensure that the field instructor meets the criteria for supervision.
  - Responds to students’, field instructors’, and agency directors’ questions about the field experience.
  - Educates students, site directors, and field instructors about field policies and expectations.
  - Collects outcome data and field paperwork.

**Field Liaison**

The field liaison is the NCU faculty member responsible for working with students to integrate the field experience with classroom instruction. The liaison both teaches the field class and acts as a bridge between the university and the agency. Persons who serve as field liaison hold the MSW credential and have two or more years of practice experience; the liaison may provide required oversight of students at the agency if an MSW is not on-site. Specifically, the liaison:

- Communicates with the field agencies, as necessary, to:
  - identify appropriate learning opportunities for the student
  - consult with the student and field instructor on the progress of the experience
  - review student records
- Consults with field instructors and students regarding any field-related problems, suggesting appropriate problem-solving activities
- Evaluates the student’s performance and assigns a grade for field experience
- Assesses the student’s professional growth, identity, behavior, and ethical decisions to determine the student’s appropriateness for the social work profession
- Teaches field seminar courses to social work field students, helping them integrate social work theory and practice with real-world situations.
**Field Agency**

An agency’s decision to accept a social work student comes with certain obligations to invest time and agency resources necessary to deliver a quality field experience for student learners. Agencies are responsible for:

- Structuring the workload of field instructors so that instructors have sufficient time to supervise students.
- Providing the NCU MSW Program with descriptive agency information.
- Developing assignments that meet educational objectives, and adhering to expectations of social work field experience.
- Accepting students for field without regard to race, ethnicity, sex, age, sexual orientation, religion, political beliefs, or disability.
- Providing students with necessary workspace, resources, and support services.
- Allowing students to explore and experience all aspects of agency structure, policy, and program that are relevant to student learning objectives.
- Orienting students to agency policies, procedures, and programs, and informing students of significant revisions in each.
- Providing clear procedures and safety plans that ensure students are secure in the agency and during home visits; implementing processes to support students if safety issues arise; and ensuring that the field instructor or other agency staff will be on-site and available at all times while the student is engaged in field activities in the agency building on in the community.
- Keeping affiliation agreements up to date.
- Providing a Field Instructor who minimally has an MSW plus two year’s post-graduate experience.
- Providing the NCU MSW Program with all required education and licensure documentation of the Field Instructors(s) and/or Task Supervisor(s) upon request. Such information includes but is not limited to: graduate diploma, license, disclosure statement, and resume.
- Complying with all policies and procedures outlined in the Field Education Manual and the Family Educational Rights and Privacy Act (FERPA).
- Maintaining an open dialogue with the NCU MSW Program to discuss any issues affecting the agency’s organizational structure that may impact the student’s field education experience.
**Field Instructor**

The primary role that the agency field instructor fulfills is that of an educator. This agency staff member, who supervises the student in the field experience placement, typically holds an MSW degree from a Council on Social Work Education (CSWE)-accredited social work program. This demanding and potentially rewarding role involves the following varied responsibilities:

- Identifying student learning needs in collaboration with the student and field liaison and reflecting relevant competencies and behaviors at the generalist and specialized generalist levels.

- Selecting learning materials and activities relevant to the student’s learning needs and objectives, including:
  - the appropriate type and number of cases.
  - inter- and intra-agency meetings and community task groups.
  - assigned readings, including grant proposals written by the agency.
  - agency projects, including those that involve participation with other agencies and/or community groups.
  - group and community intervention, including activities such as assessment of community needs, functioning as a liaison between the agency and a community group, and facilitating and/or organizing an advisory group.

- Helping to ensure that the student is properly oriented to agency policies, procedures, norms, and the organizational structure.

- Helping to ensure that the student is behaving in a manner consistent with the Code of Ethics and applicable state law.

- Communicating field education program objectives to other agency personnel and eliciting both support for those objectives and acceptance of the student as a beginning level professional social worker.

- Providing weekly supervision for students (minimum one hour), focused on identified learning needs and objectives.

- Assessing student performance and providing structured, constructive evaluative feedback to the student and faculty liaison, including completion of the Field Evaluation forms (Appendices A & B).

- Addressing any concerns or areas for student development with the Field Director or Field Liaison and collaborating with the student and the Field Liaison on developing a plan to address these concerns.

- Providing information to the student regarding safety and reviewing specific agency policies regarding safety; providing the student with supervision and support if safety issues arise.
**Task Supervisor (if applicable)**

A Task Supervisor is designated as the primary contact person and manager of the student's learning when the Field Instructor is not employed by the field placement agency, is off-site or located in another department. The Task Supervisor does not replace the role of the Field Instructor but does need to be well informed of educational objectives and understand his/her role in the student’s learning. Task Supervisors may be qualified Field Instructors, other social workers, or members of other disciplines.

Their roles and responsibilities include:

- Utilize staff with professional competence in supporting the learning activities the student is to undertake.
- Provide day-to-day management and oversight of the student’s activities.
- Meet with the student in weekly individual conferences.
- Maintain communication with the Field Instructor to coordinate the student’s overall field assignments and learning experiences.
- Participate in field conference(s) and provides oral/written input to evaluate the student’s performance.
- If the Task Supervisor is not a social worker, the Field Instructor should identify professional issues and differences between the social work profession and other disciplines and help the student integrate the Task Supervisor’s contributions into the overall educational experience.
- Respect and articulate the distinction between student learner and agency/organization employee.
- Be attentive to and address and ameliorate dual and/or multiple relationships.
- Provide the necessary resources (e.g. telephone, computer, office supplies, and adequate space) for the student to effectively work in the field.
- Maintain an open dialogue with the NCU MSW Program to discuss any issues affecting the agency’s organizational structure that may impact the student’s field education experience.

**NCU MSW Program**

- Provide a general orientation to Field Instructors and Task Supervisors regarding the policies, procedures and practices of the NCU MSW Field Program.
- Instruct students to comply with all required health screening, immunizations, criminal background checks and all other pre-employment requirements of the agency.
- Monitor and address identified student conduct and performance issues.
- Provide the agency with the necessary forms and documentation required by students and Field Instructors.
- Provide opportunity for Field Instructors and Task Supervisors to attend online training seminars.
- Maintain compliance with the regulations, policies and procedures of the Council on Social Work Education (CSWE).
- Provide proof of negligence/malpractice insurance coverage to cover the student’s field related activities.
- Provide a designated NCU Field Liaison to discuss all issues relevant to and impacting the field education experience.
o Provide the agency with timely notification of any changes in the procedures and policies governing Field Education.

o Monitor the quality of the field instruction to ensure compliance with the program, School, and University policy.

o Facilitate and offer consultation in all aspects of the field placement process.

**Student Responsibilities**

A productive field experience requires that the student actively participate in her or his field education process and field experience. Students have the following responsibilities:

**Before Beginning Field Experience, the Student**

- Collaborates with the Field Director to identify a field experience placement.
- Collaborates with the Field Director in the PPP.
- Secures appropriate liability insurance.
- Uploads necessary documentation to the Field Office in a timely manner.
- Communicates regularly with the field education coordinator to receive updates.

**During the Field Experience, the Student**

- Collaborates with the Field Instructor and the Field Liaison in identifying learning needs and specifying learning objectives related to competencies and behaviors at the generalist and advanced generalist levels.
- Engages in practices and behaviors consistent with the National Association of Social Workers (NASW) Code of Ethics, the CSWE EPAS standards, and applicable state law.
- Actively explores learning opportunities within the agency and participates with the Field Instructor in selecting appropriate learning materials and activities.
- Complies with agency and field experience policies, procedures, and standards, including background checks or drug screens if the agency requires them.
- Uses supervision and supervisory conferences appropriately, including participating in selecting content for conferences and using supervision to openly address needs, concerns, and issues.
- Tracks and schedules all client appointments and supervision sessions in the NCU Electronic system.
- Attends and participates in agency staff meetings and professional meetings or conferences that the field instructor recommends.
- Integrates field and classroom learning by applying theory and concepts to field assignments.
- Continually assesses the quality of the field experience, keeping the Field Instructor and the Field Liaison informed about any concerns. Practicum concerns should not be left until the final evaluation.
The student shares responsibility for helping to ensure that concerns are addressed as soon as they are identified. The student and the field instructor will notify the field liaison and the field coordinator immediately of any serious or potentially serious issues.

**During the Field Course, the Student**

- Actively participates in a bi-weekly seminar with the field liaison and peers.
- Submits all assignments in a timely manner.

**Students Need to Know….**

Consistent with other MSW programs, the NCU MSW Program uses the faculty liaison model in which the Field Director and teaching faculty monitor students and communicate with placement agency and supervisors.

Before enrolling in MSW Practicum at NCU, students must successfully complete the Practicum Preparation Process (PPP). This process assesses the student’s readiness to begin practicum as measured by an application-level test of theoretical knowledge, an application-level essay on a given ethical issue, and satisfactorily completing the requirements to secure a site and a secure a Field Instructor.

The Director of Field Education will help students find and vet placement sites and supervisors. Approving a practicum site is ultimately up to the Field Director’s discretion. The Program has a list of many sites across almost all states to help students secure a site. The Program cannot require placement sites to take any specific student; thus, students are primarily responsible for locating and securing a placement and local social work supervisor. The Program supports students in learning how to present themselves in a professional manner and can provide information about the university and MSW program to new potential placements sites the student is considering.

Appropriate field experience agencies for social work students are those that serve social work populations and meet the standards of the Program’s social work curriculum. Field instructors must have a minimum of an MSW degree from a CSWE-accredited program and specified credentials (based on state requirements). Each agency must be able to demonstrate program competencies and outcomes. Field placement sites will have an agency staff member—the Field Instructor—who supervises the student in the Field. If a Field Instructor with a MSW degree is not available, the student must work with the Field Director in determining if the site is appropriate and, if so, in securing the additional necessary supervision.

Once a student selects a potential site and supervisor, the Field Director will initiate a vetting process. NCU has developed a comprehensive process for vetting sites and supervisors for practicum over the last ten years; this process will guide the MSW Program. Once a site and supervisor has been selected, students, working collaboratively with the Field Director, will start the Practicum Preparation Process. Using a web-based software application, the supervisor and site will be requested to upload key documents (e.g., licensure verification if applicable, insurance, supervisor/site agreement form, demographic information about population served at the site, etc.). The Field Director will review and approve these documents, or request additional information, as part of the vetting process.
The MSW program will provide the supervisor and site information about NCU policies, practice, expectation, and competencies students are expected to learn. In addition, the MSW Field Director will facilitate a meeting with the supervisor, site, and student via video or audio conferencing so that they may discuss, as a group, expectations, roles, and logistics for the practicum process. Once the site and supervisor are approved and the practicum begins, the student and supervisor will complete evaluations on the student, site, and supervisor at the end of each 12-week practicum course to monitor the process.

In addition to this formal monitoring and evaluation process, students will meet for approximately one hour synchronously bi-weekly with faculty liaisons and students from a variety of field education sites to share the students’ experiences in the field sites. Students will integrate theoretical concepts taught in the classroom with the real-life events they are seeing on site. Students also will meet with their Field Instructor weekly for face-to-face supervision at their local agency.

Acceptable practicum sites must meet the following criteria and students must meet the following expectations:

- Students must be allowed to work directly with clients or client systems.
- Students must complete at least 200 hours in the two-generalist field practicum course and 250 hours per each of the advanced practicum courses. They must complete a total of 900 clock hours to finish the practicum sequence.

Prior to enrolling in the first of the four practicum courses, students must complete the Practicum Preparation Process (PPP) and receive practicum readiness approval. Students, as part of the PPP, are required to secure a local placement as well as a local supervisor who meets state requirements for supervision of post-graduate MSWs seeking state licensure within their jurisdiction. The practicum site and supervisor must be approved by the Field Director prior to the student enrolling in the practicum course. In order to finish the practicum requirements students must meet bi-weekly in the practicum sessions and complete at least 900 hours (for generalist plus advanced students) or 500 hours (for advanced standing students) in practicum. Students who have fewer hours than that will be asked to meet with the Field Director and may be required to complete a practicum extension course. Students must also receive satisfactory field evaluations from their Field Instructor and their Northcentral faculty liaison in order to complete the practicum sequence. Students must complete the required number of hours in order to graduate; additional practicum classes will be available to students who need additional time to complete field hours’ requirement. Students should plan to complete 18-20 hours per week in each twelve-week practicum course in order to meet the minimum 225-hour requirement.

While students should be looking for a practicum site and supervisor well before this time, the PPP begins during MSW-6003 for the generalist field placement and MSW-6901 for the advanced placement. Generally, the process is completed by the 6th course.
Completing Fieldwork at the Student’s Place of Employment

Occasionally, students who are already working in the human services field request that they carry out their practicum at their place of employment, which would be a desirable placement for many reasons for working students. However, because the practicum is designed to be a learning experience, there are certain criteria which must be satisfied before this type of placement can occur. Only one of the required field practica may be employment based. The approval of an employment-based field practica requires:

- The practicum activities must be qualitatively different from those which the student performs as a part of her/his employment.
- The student’s field instructor may not be her/his supervisor in the paid position.
- The agency must meet the same criteria as all other field agencies.
- All hours accrued for practicum fulfillment must occur either on formally arranged release time or during hours outside of those for which the student receives pay.

Requests for this type of placement are welcome, and faculty will work with agencies and students in order to arrive at a workable arrangement whenever possible.

Conflict of Interest

To avoid any conflict of interest, students are not permitted to complete the field placements in an agency, institution or organization that is owned, or partly owned, by a family member. Additionally, a student’s family member may not serve as a Field Instructor or Task Supervisor for the student. Students are obligated to notify their Field Liaison if a family member, quasifamily member or close personal friends are employed in any capacity with the placement agency or institution. This disclosure may not automatically preclude a placement, but is necessary to build in safeguards to maintain appropriate boundaries between the parties.

Transportation

Depending upon the nature of services provided by the field placement agency, students may be required to transport clients as part of their field experience. Some agencies provide agency vehicles for this purpose, for which students may need to provide driving record information and proof of driver's license. In these cases, the agency should provide insurance. In instances when students use their own vehicles, they are expected to have their own personal liability insurance policy. An Insurance Rider may be required. Students are encouraged to contact their insurance carrier for policy and cost information. The University does not provide such coverage and will not be responsible for injuries to students or agency clientele involving personal vehicles or the transportation of clients. Students are responsible for their own transportation costs to and from the agency and may be required to pay for parking. Students should discuss the reimbursement policies of the agency with the Field Instructor or other appropriate agency personnel prior to beginning placement.
Home Visits

Home visits are a regular part of many field placements. Even if they are not, a home visit may be clinically indicated in certain situations. All field placement agencies are expected to take appropriate measures to ensure the safety of all students. At a minimum, the same safeguards provided to staff must be provided to students. Students may also require additional support and security provisions.

Students are expected to receive the appropriate training and preparation before engaging in any home visits. When completing home visits or other off-site field placement activities, students must be able to access to the Field Instructor or another agency supervisor by phone. The field placement agency must always be aware of the student’s location when conducting home or community based activities. Refer to the section of this manual titled Safety placement in the Field for additional information regarding expectations and precautions for students competing home or off-site visits as part of the field placement. The following safety principles are strongly suggested:

1. All home visits must be made with the full knowledge of the agency.
2. The supervisor should be aware of time of departure, time of return, and other activities on the trip.
3. Students should know how to access a supervisor always while conducting a home visit.
4. Students should not conduct a home visit if they feel threatened or if they detect the presence of drugs or alcohol.
5. Students should be aware of dogs or other household pets which may be a threat.
6. Students should know whom to call and what steps to take if they should experience a vehicle breakdown.
7. **STUDENTS SHOULD NOT TAKE RISKS.**

Mandated Reporting

All of the states have laws that cover mandatory reporting of suspected child or elder abuse and the duty to warn if a client is harmful to self or others. Field agency supervisors are responsible for educating all students regarding their agency’s policy and procedures related to these laws.

Students should not be required to be the primary mandated reporter without the assistance of a staff at the agency while functioning as an intern in a field placement. This role is reserved for field site personnel who are responsible for ensuring that all field placement policies, regulations, laws, and ethical obligations are followed. (Students who have concerns about how these policies are being carried out in the agency, on a case-by-case basis, should contact their assigned field liaison). When possible, the student can assist and should have exposure to situations that involve mandatory reporting and duty to warn.

The Practicum Preparation Process

By your 6th course you will complete the Initial Review Process, which will include a “self-enrollment code” for the electronic tracking system. If you have trouble enrolling in the MSW Practicum Preparation Process you should contact your Academic Advisor immediately.
There are three sections to the PPP:

### Introduction to Practicum Preparation

| Review and Acknowledgment – MSW Practicum Preparation Welcome Letter |
| Review and Acknowledgment – MSW Field Education Handbook |
| Review and Acknowledgment – NASW Code of Ethics |
| Review and Complete - Your Informed Consent Form |
| Review and Acknowledgment – Confirmation of Completed Background Check |
| Review and Acknowledgment – NASW Student Membership |
| Review and Acknowledgment – Proof of Liability Insurance |
| Acknowledgment and Signature Needed – Technology Checklist |

### Practicum Readiness Activities

(Primary contact: Field Education Director – all activities required)

| 80% or higher Passing grades in Each Course – Pre-Requisite Course Review |
| 80% or higher passing score – |
| SOCW 6005 Ethics and Diversity in Social Work Week 8 - Signature Assignment: Create a Cultural Competency Toolkit to Assist in Working with Diverse Populations (Generalist Students). |
| 80% or higher passing score – |
| SOCW 6102 Advanced Social Work Practice with Marginalized Populations Week 8 – Signature Assignment: Assess Community Services and Programs for Marginalized Populations (Advanced Generalist Students). |
| Complete Evaluation – Social Work Self Efficacy Measure |
| 100% passing score – HIPAA Compliance Quiz |
| Schedule and attend – Social Work Advisement/Field Education Readiness Meeting |

### Site and Supervisor Vetting and Contracting

(Primary contact: Field Education Director – all activities required)

| Submit Information – Agency & Supervisor Proposal |
| Upload Video – Site Video Walkthrough |
| Complete and Forward - Agency and Supervisor Information and Documents |
| Complete and Forward – Four-Way Agreement |
| Schedule and Attend – Site Supervisor Check-In Meeting |
| Review – Clinical Management Software Handbook and Track |
| Confirm Field Education Class Enrollment and Live Class Session Dates and Time |

The MSW Field Education team will send you a set up invitation to the clinical placement software once you are eligible to start the PPP process. Within the clinical placement software and MSW Field Education NCU course you will go through the steps and provide the necessary documentation to enter
your field placement. Please consult the clinical placement software for information on how to use the system for your PPP.

Please note that many of the requirements in the Site and Supervisor Vetting and Contracting process are documents that your site and/or supervisor must complete within clinical placement software.

Remember you must complete all six of the prerequisite courses AND all of the PPP before you actually begin MSW-6009 Generalist Practicum I or MSW-6901 Advanced Practicum I.

**Failure to Secure a Field Site**

In the event a student is not accepted for placement after completing a minimum of three field placement interviews, the assigned Field Liaison will discuss the rationale for the decision with each placement site. The Field Liaison will also discuss the reasons for each placement site’s decision with the student, assist the student in identifying potential barriers impeding field placement assignment and as necessary, develop a written plan to address the concerns or issues. Should a student be unsuccessful in securing a field placement after three or more independent placement site interviews, the Field Liaison may petition the Director of Field Education and MSW Program Director for review and advisement. Additional planning for field placement may not begin until a meeting is held or an alternative action plans is developed as determined by the NCU MSW Program. Students without an approved field placement may be unable to move forward with the MSW program.

**Overview of the MSW Practicum Courses**

**Generalist Practicum I and Practicum II – The Beginning Practicum Student**

The focus of Practicum I and Practicum II is to begin practicing, under supervision, the skills that you learned about in your previous didactic course work. You will meet with your Field Instructor at least one hour each week, AND you will participate in the bi-weekly online practicum session with your NCU Social Work Faculty (Field Liaison) member and members of your Practicum group.

The following outcomes are based the Council on Social Work Education (CSWE) nine Core Competencies.

By the end of MSW-6009 Generalist Practicum I the student will be expected to demonstrate these competencies, known as the 2015 CSWE EPAS. Achieving these competencies is measured by the student’s field evaluations.

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

By the end of MSW-6009 Generalist Practicum I the student will be expected to demonstrate these competencies, known as Student Learning Outcomes.

1. Applying professional social work skills to a diverse client base.
2. Analyzing social work practice in authentic situations.
3. Assessing awareness in professional contexts.
4. Cultivating social work supervision and consultation skills.

By the end of MSW-6010 Generalist Practicum II, the student will be expected to demonstrate the following competencies coming from the CSWE 2015 EPAS. We measure the level of student achievement by the student’s field evaluations.

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
By the end of MSW-6010 Generalist Practicum II, the student will be expected to demonstrate the following competencies or Student Learning Outcomes.

1. Applying culturally appropriate specific skills to a diverse client base.
2. Exploring evidence-based implementation strategies.
3. Evaluating inter-professional collaboration in social work.
4. Selecting community resources relevant to client systems.
5. Integrating knowledge of behavioral and practice theories into work with stakeholders.

Advanced Practicum I and Practicum II – Emerging Practitioner

The focus of Practicum III and Practicum IX is to begin specialized generalist practicing, under supervision. You will meet with your Field Instructor at least one hour each week, AND you will participate in the bi-weekly practicum session with your NCU Social Work Faculty (Field Liaison) member and members of your Practicum group.

As demonstrated by the final grade received on the field evaluation for MSW-6901 Advanced Practicum I, the student will be expected to demonstrate these advanced competencies, as measured by the field evaluations:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

By the end of MSW-6901 Advanced Generalist Practicum I the student will be expected to demonstrate these competencies, known as Student Learning Outcomes.

1. Applying professional skills in culturally competent practice with at-risk populations.
2. Examining steps to engage in client interactions.

3. Maximizing agency supervision and consultation for professional practice.

4. Incorporating theory and research-based models in practice to address the needs of individuals, families, and communities.

As demonstrated through the field evaluation for MSW-6902, the student will demonstrate achieving these advanced competencies:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

By the end of MSW-6902 Advanced Generalist Practicum II the student will be expected to demonstrate these competencies, known as Student Learning Outcomes.

1. Classifying professional growth needs in clinical activities.

2. Exploring the assessment processes for various practice settings.

3. Assessing social and organizational policies and their implications for services to at-risk populations.

4. Evaluating case plans based on theoretical frameworks.

5. Integrating social work values in professional practice.
Frequently Asked Questions About Practicum

Q: Can I be paid for a Practicum?

A: Yes. To be absolutely safe, you should check to make sure your state has no such prohibition (most do not, but that is no help if your state prohibits practicum students from being paid).

Q: Can I do my practicum in a private practice setting rather than an agency?

A: Yes. Some states may not allow practicum students to work in private practice settings. As long as the private practice otherwise meets the standards given in the Application forms, there is nothing in NCU policy to prohibit this. However, you should be aware that since you are not licensed, the private practitioner will NOT be able to bill insurance companies for your work. Before you agree to work in a private practice setting, you need to be sure that the practice has a sufficient volume of clients that they can guarantee you will be able to see 10 or more clients per week who pay for services out of their own pockets, rather than billing any sort of third-party payer. Gaining sufficient direct hours, generally speaking has been the biggest struggles for students working in a private practice setting.

Q: Will I have to pay for supervision?

A: No. The majority of students are able to find sites that offer supervision for free. In some instances, a site where students want to do their practicum may not have a qualified site supervisor, and they may opt to contract with an “off-site” supervisor to provide the required supervision. Those who do pay for supervision typically pay whatever their supervisor normally charged for an hour of therapy. You are not required to select a placement site that will require you to pay for supervision, but some students, whether because they were seeking a specific type of practicum experience to further their career, or because of limited options available to them in their area have paid for supervision.

Q: How long will it take me to find a site and local supervisor?

A: At least four months. Based on the data from the School of Social and Behavioral Sciences MFT program, the average time to obtain a practicum site and supervisor was 15 weeks. Some students, unfortunately, took longer, up to a year. So allow yourself plenty of time to find a site and supervisor. Above all, network, network, network and start this process of looking and networking as soon as possible. Finding a site and local supervisor takes work and persistence on your part. This is the same kind of persistence and networking that you will need to build a successful practice after you are fully licensed, so this effort now can pay dividends later.

Q: Can I finish my practicum in less than 48 weeks?

A: No. Students must have 48 weeks of practicum courses and a minimum of 900 clock hours, which includes direct and indirect hours of client contact plus 48 hours of supervision. This equals approximately 19 hours of practicum time a week.
Technology for Practicum

Northcentral University makes extensive use of its own proprietary Virtual Campus interface. We make extensive use of web conferencing software, currently Zoom, for our bi-weekly online practicum seminars. Zoom supports both Apple Computers (OS 10.5 Leopard and above) and Microsoft Windows XP and above, so you should have no problems. For iPad users, there is even a Zoom app from the App Store (free) that works well as long as you have an adequate Internet connection. There are some tips you need to know, however. Follow this section closely and you should have very few problems. Many of these suggestions are based in past experience.

First, remember that we are, by virtue of the course material, talking about very sensitive material in your practicum sessions. You are ethically mandated to take reasonable steps to safeguard the client's confidentiality. This requirement is critically important due to the convenience that technology allows. It is all too easy to forget while sitting at home that this is a confidential, professional conference to which other family members, including children, have no business having access. Even more to the point, though the iPad app makes it very easy to attend your practicum session while sitting at your favorite coffee shop or fast food restaurant, that would be an even more serious breach of confidentiality due to the ease with which someone could intercept an insecure transmission (if you are using their free Wi-Fi) and/or overhear some or all of the conversation or see your screen. You are ethically responsible to treat every practicum session with the same degree of professionalism that you would any confidential client information.

Part of the requirements of the MSW includes high speed internet services. The main reason for the high-speed internet is for the courses which includes the bi-weekly practicum sessions. One suggestion: If you live in an area where broadband is not available, you might check the various cell phone companies (Verizon, Sprint, AT&T, T Mobile) for their data card coverage (aka 3G or 4G coverage - it will not necessarily be the same as their voice service). All of these companies are working hard to expand their broadband cell service, and you may find you can get a broadband cellular connection where nothing else will work.

Second, purchase a noise-canceling headset. Please note that a handheld microphone plus your computer speakers will NOT work. Neither will the microphone built into your webcam (or laptop) plus your computer speakers. If you do not use a head set or ear buds it will create a very annoying echo for everyone trying to listen to you, which makes understanding you very difficult. You also want to make sure that the audio card in your computer is full duplex. In essence, this means that when you plug your headset in, your speakers are muted. That, too, is essential to keep down the echo. This is an easy test. Plug in your headset but do not put it on your head. Speak into the microphone. If you hear anything from the speakers, you have to take one additional step. If your speakers do NOT mute when you plug in the headset and you have external speakers (not built-in like most laptops), try turning the volume on your external speakers all the way down. There is almost always a volume control/on-off switch on one of the external speakers or on the speakers’ power supply. Do not mute the volume control in your system tray of your computer (the little icon that looks like a speaker in the lower right hand corner of your Windows screen; upper right of the Apple screen); that will mute your headset, too, and you won’t be able to hear anything. If that doesn’t work, contact the NCU IT Service Desk for other
assistance. Once you have the headset properly installed and working, make sure you do NOT turn the audio up too high.

Check your router. Ideally, you should plug directly into your router rather than working on a wireless connection. A wireless connection is usually quite satisfactory for text-based work like email and some web pages, but for video and for graphics intensive work you will want to be plugged in to your router directly if at all possible. Check to be sure that your router is an 802.11g or 802.11n or newer.

You will also need a webcam. Most laptops built in the last few years have built-in webcams, and these should work well with Zoom. For those of you who do not have a built-in webcam, you will have to purchase one that plugs into your computer.

Be aware of your surroundings. Most webcams have a broad focus, which means we can typically see you and everything behind you — typically up to 150 degrees. You might think about what is in your background before you set up your camera. Family members should never come into the room where you are discussing cases, but if they do, remind them that they are being observed by people literally all over the USA — and perhaps several foreign countries. Also, do provide sufficient light for us to see you. Most students will be in a well lit room so this should not be an issue. But if you work or prefer to work in a dimly lit room several stores sell some relatively cheap “natural daylight” lamps in desk and floor models. These daylight lamps are also very important if you are working with bright sunlight behind you — all we will see is a shadow. Set one of these daylight lamps BEHIND the camera pointing at you and it should greatly help. Don’t put the lamp too close to the camera or it may overpower the camera, effectively leaving you in the dark. Likewise, don’t put it too close to you or it may leave you looking “washed out.” A little experimentation will allow you to quickly set up the same way each week. Pay attention to your video in the Zoom preview so you can see what others are seeing.

One final suggestion. If you find you are having problems, by all means, contact our excellent folks at the NCU IT Service Desk as far in advance of your participation as possible. If you give them enough time, they can probably walk you through resolution of most of the technical problems you are likely to have.

Safety During Practicum

Because of the populations served within certain field placements and/or the location of certain field placements, students may encounter risks to their personal safety or property during their field placements. These dangers may include the risk of personal injury or property damage from accidents, incidents involving clients, or crime committed by third persons. While the NCU MSW Program will make every effort to assist students in averting and handling dangerous situations, the NCU MSW Program or the University cannot control the actions of third persons. To significantly minimize any risk to students or clients or client groups, the NCU MSW Program prohibits students from engaging in the following activities:

- Students are not permitted to restrain clients under any circumstances nor should they be placed in a situation that would necessitate performing a restraint.
- Students are not permitted to be on-call for clinical or administrative emergencies.
o Students are not permitted to conduct home visits without being accompanied or having a specific predetermined safety protocol in place. Students must receive appropriate training prior to completing home visits and must have phone access to the Field Instructor or an agency supervisor while completing home visits or other off-site activities. The field placement agency must always be aware of the student’s location when conducting home or community based activities.

o Students are not permitted to work for extended and prolonged periods of time where there is no other agency staff present.

o Students are not permitted to handle or distribute medications.

o Students are not permitted to drive clients in their personal or agency automobiles without the proper insurance coverage.

o Students are not permitted to work with potentially violent clients without the proper supervision and oversight.

o Students are not permitted to work with clients who have demonstrated a history of violence or aggression towards staff.

o Students are not permitted to engage in any activities, responsibilities or duties that extend beyond the scope of practice of social worker agency staff present.

Social work students work with clients in a wide variety of settings and situations. Some of these settings include work with individuals dealing with overwhelming emotions and stressors that may result in behaviors that are or appear to be threatening in nature. Examples of these behaviors may include swearing, yelling, insulting, threatening or acting to cause physical harm, and other out-of-control behavior. Field placement agencies should have written policies to address any work situation that entails potential risk, such as home visits, services conducted outside the agency in isolated or high crime areas, services provided at night or on weekends, services to clients who may become volatile, or who may be intoxicated or under the influence of controlled substances, and services that are politically sensitive which may result in threats of violence.

Each site is responsible for orienting students to the safety policies and procedures of that setting during the agency orientation, as well as in supervision. Agencies are required to immediately notify any safety incident involving a student to the NCU Field Liaison. If the Field Liaison is unavailable, notification should be made to the Director of Field Education or the MSW Program Director.

All students should be provided with timely information on basic safety, medical, health and emergency procedures during orientation to the field placement agency. These procedures should be carefully discussed with the students, and reviewed periodically. Students are advised to take advantage of any additional specialized trainings provided by the field placement site and to take all necessary precautions to protect their personal safety and property during field placements. Students should also be informed of and trained in health precautions and protocols appropriate for the setting. Procedures for the student(s) to follow in the event of a safety or security problem or potential health risks should be reviewed. The Learning Agreement should include information about the agency’s safety orientation and training opportunities provided to students to support the development of skills and knowledge that will maximize safe practice.
These additional tips are good safety precautions when in the field:

- Students should read and be familiar with the safety policy and procedures of the School and of the field placement agency and abide by health precautions and protocols related to the specific agency setting.
- Students should not see clients alone unless they have clearly demonstrated the knowledge and skills to do so.
- When conducting office based meetings, it is important to consider what is in the room, whether there is more than one exit, and where each person will sit.
- When in the field, students are reminded to carry cell phones, notify their supervisor of their whereabouts and refrain from carrying valuables or wearing expensive jewelry.
- When conducting home or community based field placement activities, students should be aware of parking locations. Do not allow another vehicle to block your own in a driveway or other location.
- Lock vehicle doors and do not leave any valuables in sight. Valuables should be stored in a locked location, preferably in the field placement agency.
- Students should carry a cell phone while in the field, in order to call for help in the event of an emergency or to contact the Field Instructor or another agency supervisor for support if needed. The field placement agency must always be aware of the student’s location when conducting home or community based activities.
- When traveling by foot or public transportation, it is advisable that students know where they are going and the route by which they will travel.
- It is helpful to wear sturdy, flat walking shoes for safety reasons.
- It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination.
- Be aware of people and animals in the immediate area. Students have a right and responsibility to refuse any assignment where they feel physically at risk or in which they deem too dangerous to pursue at the time. Students should immediately report any dangerous or adverse situations or incidents encountered during field placement to their Field Instructor and Field Faculty Advisor.

Self-Care During Practicum

Your practicum will be a time of tremendous growth for you, providing many joys and accomplishments—as well as many stressors. It will be emotionally and intellectually intense. During practicum make a point of practicing good self-care. Start the habits that you will need to carry you though your entire career – good self-care is essential for every MSW to prevent burn out, or worse. Good self-care includes:

- Physical – adequate rest and sleep; physical exercise for at least 30 minutes at least 3 times a week (check with your physician before beginning any exercise program).
- Emotional – time to de-stress in ways that do not jeopardize client confidentiality; conversations with your supervisor and with trusted peers about what you are experiencing; appropriate sharing with your significant other so you do not grow apart; doing “fun” things.
• Relational – time with your significant other and your family and your friends keeping your own relationships healthy; building and maintaining peer consultation networks so you do not feel isolated and alone.
• Spiritual – time connecting with your spiritual self, whatever that means for you.

It would be tragic to spend time learning how to help others and in the process to find you and your relationships are broken. Good self-care is an essential skill for every MSW, and this is an excellent time to develop that habit.

**The Process of Practicum**

The four Practicum classes are academic classes. Like any other academic classes, there are course requirements. The Syllabus for each course lists the specific academic learning activities you will need to complete during the course. There are some general requirements that apply to all of the practicum courses.

**Course Requirements**

All students will:

• Engage in the provision of ongoing practicum responsibilities during each course. Students should average at least 200 hours of practicum hours for each generalist course and 250 hours for each concentration course plus 12 hours of supervision during each 12-week course. Students will complete a minimum of 18-20 hours of field education at their agency during the 12 week course.
• Obtain professional liability (malpractice) insurance before beginning the Practicum course and submit proof of insurance to the Field Director. You can also obtain liability insurance from various other insurance carriers such as Healthcare Provider Service Organization (HPSO): [https://www.hpsocom](https://www.hpsocom) and CPH & Associates: [https://www.cphins.com/social-work-bsw-lcsw-lsw-msw/](https://www.cphins.com/social-work-bsw-lcsw-lsw-msw/).
• Insure each and every client receives an informed consent document (a copy is provided in Practicum I). In addition to the site’s standard informed consent, the informed consent document must tell each client about the student licensure status as a trainee (which includes participation in the Practicum class) and inform each client that the Field Instructor supervises the student’s work. Additionally, this informed consent serves as the client’s release to allow video or audio recording of the sessions.
• Track all practicum work and supervision session in the clinical placement software.
• Check with the Field Instructor to see if the clinical site requires a background check, a record of inoculations, or other actions. If so, the student will comply with the site’s requirements before beginning their practicum.


**Supervision**

All students will:

- **Participate in individual (and possibly group supervision) every week** with the Field Instructor and participate in regular MSW practicum seminars which meet bi-weekly.
- Ensure that they keep their Field Instructor **apprised of ALL clients**.
- Actively **protect client confidentiality** during all supervision and practicum sessions. This means, among other things, that students have an ethical responsibility to be sure that during online practicum sessions no one other than NCU social work faculty and the practicum session members is able to overhear any of the conversations or see the student’s computer/tablet screen. This means that students are to be sure that no personally identifiable information is transmitted during practicum seminars; students transmit only the minimum amount of information necessary to help the class instructor and other students understand the case or situation.
- Ensure that **documents** sent to the instructor and to other students will **never contain names** (other than the student’s name and the supervisor’s name) or any other personally identifiable information about the client. **Protecting client confidentiality is a prime ethical responsibility** of all MSWs, including practicum students.

**Records**

All students will:

- Schedule appointments and **track practicum and supervision hours** in the clinical placement software. The Field Instructor will digitally sign a log of all practicum activity and direct service at the end of each week. The seminar instructor will review and approve the hours submitted.
- Maintain all client contact records in accordance with the site’s requirements and in a secure manner. **Students are responsible for guarding the confidentiality of information related to all clients with whom they work.** This includes written documents (including PowerPoint slides). Client names are **never used** in any work sent to NCU.
- Students will never discuss case or PowerPoint material either from their own work, or information reviewed with their site supervisor, or case material reviewed during the practicum seminars with anyone other than their supervision group at the site, their site supervisor, or the social work faculty for the practicum seminars, or course colleagues.
  - This specifically prohibits discussing case material with spouses, friends, and family members, to name only a few.

**Practicum PowerPoint Presentations**

After a reasonable orientation period (usually no more than a week or two), you will start working with clients or client systems.

In addition to your work with your Field Instructor, you will also **meet with the NCU Practicum class biweekly in your practicum seminars.** Each of these seminars meets bi-weekly online. Currently, we use Zoom conference software for our face-to-face conversations. Your seminar will consist of your social work faculty, who is a NCU faculty member with an MSW from a CSWE-approved program, an earned doctorate, plus six to eight students. Since NCU has students from all over the world, you will gain an
opportunity to experience the work of your fellow group members through their shared practicum experiences. This sharing allows you to directly experience, through discussions, a variety of cultures, practicum settings, presenting problems, and styles of engaging with clients that would simply not be possible in any other way.

**Bi-weekly participation in the Practicum seminar is required**, and your level of participation, along with your work at your practicum site, will directly affect your grade in your practicum course. The only exceptions to active participation will be genuine emergencies approved by your course instructor. Remember, this is not about earning a piece of paper. It is about constructing your identity as an MSW.

The more actively you participate in your practicum and practicum seminars, the more solid your generalist will be, the more meaningful your preferred stories of identity will be, and the more you will gain from your field instructor, your faculty, and fellow students in your practicum sessions. Students may miss no more than 2 live seminar meetings. If a student misses more than two seminar meetings they will be required to retake the field education course.

**Evaluation of Your Practicum Experience**

Since the focus of the NCU Practicum Experience is your growth in competence and in your professional identity, having both formal and informal evaluations is expected and necessary. At the end of each course, you will receive a formal evaluation from your site supervisor and another, very similar, evaluation from your NCU practicum faculty member (see Appendices A & B). Your site supervisor and your practicum faculty member should discuss these evaluations with you for your continued growth.

One of the things you should expect to find is that as you progress through your practicum, your self-evaluation should more and more closely match the evaluation given to you by your fellow students in the NCU practicum classes and given by your local supervisor and your NCU practicum instructor. The information for the Supervisor section of this manual will give you more information about this to help you grow in your ability to self-evaluate. The ability to accurately self-evaluate your work is a vital professional competence you will want to cultivate during your time at NCU and during your post-degree work as an MSW.

Your experience is a critical part of the evaluation process, so you can expect to complete some formal evaluations, too. You can expect to submit a formal evaluation of your practicum site. All of these evaluations are completed online. Your practicum instructor will view your evaluation of the practicum site. The Field Director will view the evaluation of the NCU practicum faculty.

**Documentation of Your Practicum Experience**

NCU has an ethical, legal and moral responsibility to verify that all students have, in fact, completed the required practicum. From the legal perspective, our diploma is verification to a licensing board that you have met the standards contained in this document. Additionally, licensing boards and accrediting agencies (such as CSWE) may ask us how we know that students who live at some distance from campus, and who may never have come to a physical campus, have met these standards. We have two means of fulfilling our ethical, legal, and moral responsibility, both of which have been described in the
Course Requirements section of this manual. This section provides a rationale for and amplification of those requirements.

All MSW practicum students (and clinicians) have an ethical and legal responsibility to maintain accurate client records and to maintain those records in such a way as to protect the client’s confidentiality. Practicum students and clinicians who do not properly maintain records leave themselves open to an ethics complaint to the professional association ethics’ committee or to the state licensing board, and possibly to civil court action (a malpractice suit). Please remember that, according to well-established practice in the profession, the supervisor (including the NCU Field Liaison and the Field Director) is bound by the same standards of confidentiality as the client’s own therapist.

The Field Instructor will verify this knowledge and activity by completing, at the end of each course, a digital form in the electronic system. Additionally, the Field Instructor submits a formal evaluation of the student’s work. The due date for these assignments is specified in the course syllabi. These two sets of documentation – the evaluation and the logs – complement each other and provide us at NCU the confidence that we can indeed certify that our students have met the standards for competence and professional identity.

Field Conferences

The field conference serves two primary functions between the student, Field Instructor and Field Liaison. The first function is educational, to support students in learning and developing their skills. The second function is administrative, ensuring that students are accountable to the agency for completing field placement activities and all of the necessary requirements for each field period, and that the agency is providing the student with the appropriate learning opportunities and supervision. The field conference is conducted each field period after the Learning Agreement has been developed and is ready for review. It is primarily the student’s responsibility to schedule the field conference between Week 6 and Week 12 of each practicum course. The scheduling process should be initiated by the student in a proactive manner by the required due dates outlined in the course syllabus and in NCU One. Finding a date that will be acceptable for all parties may be difficult when not initiated early in the semester. During the field conference, all parties will review the Learning Agreement to ensure the student’s learning objectives are being met by the assigned tasks. Students also have the opportunity to raise and discuss any issues or concerns regarding the field placement or the field education process during this time. Students should feel comfortable to speak freely about their concerns, as the conference is the forum to support and validate the student’s experience. Specific information regarding the due dates for scheduling the field conference each field period is provided within each field education course syllabus and in NCU One.

Completion of Practicum

There are two equally important requirements to mark the completion of Practicum. One is the hours (both direct hours - practice - and supervision) requirements. Your Field Instructor is primarily responsible for certifying your completion of these requirements to the standards specified in this manual. The other is the academic requirements. The four practicum courses are academic classes, just
like any other course at NCU. You must complete all of the syllabus requirements to pass the course, and you must pass all four of these courses to meet the practicum requirements of the MSW degree plan.

Students entering as Generalist Students (those without a BSW from a CSWE-accredited program) must take Generalist Practicum I, Practicum II, and Advanced Practicum I and II in sequence. If students are entering as Advanced Standing Students (those with a BSW from a CSWE-accredited program) they must take Advanced Practicum I and II in sequence.

**Failure to Meet Standards**

*We want all our students to succeed.* However, research and experience both confirm that a certain percentage of students in MSW programs throughout the United States fail to satisfactorily complete their degree, for a variety of reasons. MSW students follow the same process for grievance and termination as students in all other NCU programs and consistent with University policy and practices. Students should refer to the course syllabi and the Code of Conduct section found in the Northcentral University catalog, [https://catalog.ncu.edu](https://catalog.ncu.edu) for a clear statement of what kinds of behavior might result in a student failing the program. In essence, any serious violation of the NCU Code of Conduct or any serious violation of the NASW Code of Ethics can result in a failure in the Program. Clear statements and procedural steps for Student Grievances can be found in the Student Rights and Responsibilities section of the NCU catalog. Expectations and procedures for Attendance Requirements, Grade Appeals, Time Limits, Academic Dismissal, and Administrative Dismissal can be found in the Academic & University Policies section of the NCU catalog. Students are responsible for knowing and following the information in all of these documents.

**Difficulty in the Field**

There are several ways in which the NCU MSW Program supports students who experience difficulty in the field. The major effort is through consultation, advising and support. In the field placement setting, students experiencing difficulty are encouraged to discuss concerns directly with the Field Instructor and Task Supervisor (as appropriate), and in the School setting: the Field Faculty Liaison, Director of Field Education, MSW Program Director or Dean of Student Services.

When a Field Instructor has attempted to work with a student around a practice or performance issue and has seen little progress in resolving the identified concerns, the student’s Field Liaison should be contacted immediately for additional consultation. The Field Liaison will work with both the student and Field Instructor, sometimes jointly, to clarify the issues of concern and suggest strategies to work towards resolution. If there is no resolution at that level, the next step in the process is to notify the Director of Field Education.

The NCU MSW Program has a responsibility to the profession and to the future clients of their students to maintain high professional standards. Though infrequent, there are occasions when the Field Liaison,
Director of Field Education, and MSW Program Director may conclude that a student is not able to provide competent, ethical service to clients or other constituents.

**Student Performance Issues**

When students encounter difficulties in field education, the first step is for the student to raise the issue with the Field Instructor. The NCU MSW Program encourages student self-advocacy. However, if the student’s efforts do not lead to a resolution of the problem, the student should notify the Field Liaison to receive guidance, support and coaching, as well as to discuss problem-solving strategies. When there are serious concerns about a student’s field performance, the Field Liaison should be notified by the student and the Field Instructor.

The Field Liaison has the responsibility to coordinate a meeting to develop a plan of action. The result of this meeting often takes the form of a written Remediation Plan with specific, time sensitive performance expectations for all parties. All parties should review the recommendations and a timeframe for reassessment of the identified concerns.

Issues addressed by a remediation plan might include, but are not limited to the following:

- Failure to prioritize duties, responsibilities, and complete assignments.
- Unsatisfactory progress towards completing learning objectives, required field practicum hours or in acquiring the required social work competencies.
- Inadequate concern and sensitivity for human needs. Violating professional boundaries with clients/client groups and/or staff.
- Inability to integrate theoretical concepts into practice.
- Failure to demonstrate the ability to effectively regulate a range of emotions.
- Demonstrating inflexibility in working with agency and School personnel.
- Failure to work as part of a collegial network.
- Failure to seek appropriate resources to help insure that personal issues do not interfere with field performance.
- Failure to communicate in a professional, effective and timely manner in interactions with other students, faculty, Field Instructors, Task Supervisors, staff, clients and client systems, and other professionals the student may come in contact with in the field education placement and related experiences.
- Demonstrating inappropriate attitudes toward diversity.
- Demonstrating inadequate professional awareness, insight and social consciousness.
- Inadequate professional responsibility to placement site.
- Excessive tardiness or absenteeism or failure to notify the field placement site in a timely manner of absences.
- Terminating the field placement without the advanced written permission of the Director of Field Education.
- Failure to demonstrate professional assertiveness.
- Failure to recognize and resolve ethical conflicts and dilemmas within social work practice.
- Advocating for change in an inappropriate, unprofessional and/or unproductive manner.
- Inability to follow agency policies, procedures and directives.
- Violation of NASW and State Licensing Board Codes of Ethics and/or the NCU Code of Conduct.
In some cases, a significant extension of time in the field placement may be indicated to appropriately address a remediation plan. If performance indicates the need for an extension beyond the end of the semester, a grade of Incomplete may be requested at the end of the semester, in accordance with NCU Academic policy. The Request for Incomplete form must include a specific remediation plan with a non-negotiable due date for the completion of all requirements. The Field Instructor and Field Advisor must agree to the plan. The Director of Field Education provides final approval of all remediation plans and requests for Incomplete grades. The Request for Incomplete form is not approved until signed by the student’s Field Liaison. Students must comply with all conditions and dates specified in the Request for Incomplete form as well as the requirements of the field education period in order to receive a grade. Students will receive a grade of No Pass “F” and be required to repeat the field period if the requirements are not fulfilled by the agreed upon date. An Incomplete in any course cannot extend beyond one additional semester.

Students who have not satisfactorily completed at least three-quarters (75%) of their field hours prior to a Request for Incomplete may not be permitted to register for the subsequent field period. Evidence of successful completion of field education requirements and all evaluative and remediation plans (where applicable) by the date documented in the Request for Incomplete form will allow a grade of Incomplete to be converted to a final grade required for students to proceed to the next field period.

Severe circumstances or student behaviors may warrant an immediate suspension of field hours or dismissal from placement. Field placement agencies are able to terminate students from placement at their discretion, although these decisions should only be made in severe circumstances. Termination is regarded as a last resort in problem-solving. Once the decision has been made to terminate the placement, the student is expected to formally disengage from the agency. This may include turning in keys and agency property, removing personal items, etc. and is completed in cooperation with the agency. It is the responsibility of the student and Field Instructor to provide a final evaluation of the student’s performance and account for the number of hours completed. The Director of Field Education may temporarily or permanently suspend or remove students from placement as a result of serious performance, behavioral or conduct concerns. A decision to suspend field hours or remove a student from placement is made in consultation with the Field Liaison, Field Instructor and agency. Students suspended or removed from placement will be referred to the Committee on MSW Students for further consultation and action. Any circumstance involving student falsification of field hours, activities or field education documentation will result in an immediate referral to the Committee on MSW Students.

**Banking Hours**

Students may not accumulate (bank) field hours beyond those required for current field period. Many students will choose to continue to maintain some field placement assignments during the protracted winter break to ensure continuity of services for clients/client groups and to maximize their educational experience. Many agencies appreciate and value students’ willingness to be attentive to the needs of the organization and its consumers. Field hours may only be accumulated for students officially registered for a field period. Please Note: While completing field hours during school breaks may help you to meet the needed hours, it is important to remember that the school breaks are important for you to maintain self-care and decompress from the rigors of
an academic program. **Students may not bank hours. You must remain in your agency practicum for the 12 weeks you are in the concurrent practicum course.**

**Repeating Placements**

Students are discouraged from completing their field placement in one agency setting/department for two year-long placements. A special written request must be made to the Director of Field Education outlining the rationale for completing field requirements in the same agency twice, specifically explaining how specialization year learning objectives will be achieved and **what new learning opportunities** will be available. Students are required to use different MSW/LCSW supervisors for their generalist year and advanced generalist year field placements. Submitting this request does not guarantee approval of the request. All requests are considered on a case-by-case basis.

**Field Absences**

All absences from field must be made up in order to reach the required hours necessary for the completion of each field period. Students who are absent from their field placements for any reason must incorporate a plan to address the deficit hours. Reasons for absences may include circumstances such as illness, death of a family member, family emergencies, school or agency closings due to weather, administrative closings, etc. A plan to make up missed field hours must be developed with and approved by the Field Instructor. In any situation where a student will be absent from the field site, the specified agency contact(s) must be notified by the student at the earliest possible time in order to arrange for coverage. Students who are habitually absent from the field placement or who do not appropriately notify the placement of plans to be absent may be suspended or dismissed from the placement. Any student requesting a long term absence or leave from field education for medical or personal reasons must notify the Field Liaison, Director of Field Education, and MSW Program Director in writing. The student will then receive follow up communication that outlines the appropriate next steps based on individual circumstances and student needs.

**Field Placement Reassignment/Change of Placement Request**

If at any time after the student has started the field placement, the agency, Field Instructor or student raises questions or concerns regarding the viability of the placement, the information is reviewed by the Field Liaison in consultation with the Director of Field Education and all involved parties. A meeting may be convened to facilitate the problem solving or decision-making process. In some circumstances, a decision may be made to move the student to a different field placement setting. When a field placement is changed, the student may be delayed in completing field education hours and course requirements. In this circumstance, the student and Field Liaison will work to identify possible next steps and options. Students who do not have the opportunity to develop the required field education competencies or that have not successfully completed a minimum of three-quarters (75%) of the field hours required for their respective course may not be permitted to register for the subsequent field period. Refer to the section of this manual titled Field Education Grading Criteria for additional information. Students may not terminate or switch field placement settings at any point without the prior written approval of the Director of Field Education.
**Change of Field Liaison Request**

Students requesting a change in Field Liaison should make the request in writing to the Director of Field Education. A request for a change of advisement assignment is predicated on a serious problem or concern that can be remedied only by a change in the assignment. The written request must clearly stipulate the reasons for requesting the change. The director will consult with the student and field liaison prior to making a final decision to determine if both parties are in agreement with the request to change. The procedure for change is as follows:

1. The student and Field Liaison will meet to discuss the need for a change of advisement before making the written request to the Director of Field Education.

2. When the request for a change is granted, the Director will inform the student, the current Field Liaison, and the newly assigned Field Liaison of the change. The current and new Field Liaisons will consult with each other regarding the advisement that has occurred.

3. When the request for a change is denied, the Director will notify the student and Field Liaison explaining why the assignment should remain the same.

4. An appeal of the Director’s decision must be made to the MSW Program Director in writing within five days of notification.

**Field Placement Withdrawal**

Field education is distinct from most other courses in that field placement in the community entails not only the educational objectives of student, but also professional responsibilities to clients, organizations and the community. When students engage clients, organizations and communities and assume service responsibilities, there are ongoing professional, educational and ethical responsibilities to be considered. Also, considerable time and effort is spent on the part of the Field Instructor to balance the educational needs of the student with those of the placement agency and the clients, client groups and communities that is serves.

**New Field Placements-Implications for Grades and Field Hours**

Students withdraw from courses for many reasons, including educational considerations, serious illness or personal crisis and performance problems. Should a student need to withdraw from field education for any reason, the student should notify the Field Liaison and the Field Instructor to discuss the intent to withdraw. Together, the student, Field Liaison, and Field Instructor must develop a plan to terminate from the agency in a clinically and administratively appropriate manner. Should a student withdraw from a field course, the course will need to be successfully completed before moving onto subsequent field periods.

There are circumstances that may necessitate a change in the student’s field placement. They include:

- A change of agency;
• A change of job responsibilities;
• A change of Field Instructor; or
• Loss of employment due to layoff or termination

In the event any of these conditions should arise, the student should immediately contact the Field Advisor to develop an alternative plan. The NCU MSW Program retains the right to grant employment-based exceptions for students who change employment prior to the beginning of the online MSW program. The new employment may not meet criteria for social work learning for the student. Students should not assume that the placement will be automatically approved. The employment date with an entirely new employer or the date of reassignment to new work responsibilities within the agency must be no more than 60 days from the first day the student is required to start placement.

A new Field Education Proposal, job description, Field Instruction Application and complete agency information confirming the student’s employment and agency approval of the plan must be submitted prior to approval of this change.

Upon receipt and review of the change, the Field Liaison or the Director of Field Education will notify the student to proceed with the development of a plan, or outline a rationale why such a plan would be inappropriate.

A student changing placements prior to the mid-point of the field experience must have the Field Instructor evaluate their field performance. If the performance was satisfactory, the field hours earned in the placement will carry over to the new Field site. If the Field performance was marginal or unsatisfactory, the field hours will need to be repeated.

A student changing placements after the mid-term point of the field experience must have the former Field Instructor complete the evaluation based on the learning contract developed for that field period. An additional and supplementary learning contract and evaluation will be completed by the Field Instructor at the new Field site and both documents will be submitted and utilized by the Field Liaison to determine the grade for that field period. If the field performance was satisfactory, the field hours earned will carry over to the new Field site. If the field performance was marginal or unsatisfactory, the field hours will need to be repeated.

**Request for an Incomplete**

An “Incomplete” grade is appropriate only under the following circumstances:

- A student has been unable to meet the requirements of the field period due to compelling extenuating circumstances and there is agreement between the Field Instructor and Field Liaison that submission of a Request for Incomplete form is appropriate.
- 70% of the coursework and course requirements must be completed in order to request an incomplete (I grade).
- Students must comply with all conditions and dates specified in the Request for Incomplete form as well as the requirements of the Field Education period in order to receive a passing grade.
• Students will need to repeat the field period if the requirements are not fulfilled by the agreed upon date.
• Field performance is of sufficient concern to warrant a Corrective Action Plan to provide additional evidence of at least satisfactory performance in the field placement before a grade can be assigned.
• The Field Instructor and/or Field Liaison may require that a student submit a Request for Incomplete form.
• The form must include a specific remediation plan with a non-negotiable due date for the completion of all requirements.
• The Field Instructor and Field Faculty Advisor must agree to the plan.
• Final approval of all remediation plans must be made by the Director of Field Education.
• Students who have not satisfactorily completed at least three-quarters of their field hours prior to a Request for Incomplete may not be permitted to register for the subsequent field period.
• Evidence of completion of field work and all evaluative and remediation plans (where applicable) by the date documented in the Request for Incomplete form will allow a grade of Incomplete to be converted to a final grade required for students to proceed to the next field period.
• The NCU MSW Program follows the NCU Policy regarding the conversion of grades from “Incomplete” to a final grade.

**Information for Site Supervisors**

Northcentral University (NCU)'s practicum program lasts approximately 48 weeks and consists of four courses that are taken successively. These courses are, in order, Generalist Practicum I, Practicum II, and Advanced Practicum I and II. The four courses fill the 48 weeks. During these four courses the student will accumulate a total of at least 900 hours and will receive a minimum of 48 hours of supervision. This is in addition to any case preparation or administrative time the student may be required to accumulate.

NCU requires that all MSW students have a field instructor and appropriate agencies for the practicum experience. Appropriate field experience agencies for social work students are those that serve social work populations and meet the standards of the program's social work curriculum. Field Instructors will have the specified credentials and practice experience necessary to design practicum learning opportunities for students to demonstrate program competencies and outcomes. Field placements will have an agency staff member who supervises the student in the field. This individual is the Field instructor and is employed by the agency. In addition, it is preferred that she or he holds an MSW degree from a CSWE-accredited social work program and has a minimum of two years of post-MSW experience. Practicums without a MSW on staff may be approved at the discretion of the Field Director.

For all legal and ethical purposes, the Field instructor will be the supervisor-of-record and is responsible to provide adequate supervision for students to practice ethically and legally within their assigned placement. The Field Instructor will provide supervision in sufficient volume to provide students ample opportunity to observe and engage in the agency’s services, answer questions, and grow as a professional.
Field Instructors will review all clinical or case notes and client/client group records as required by their local state and/or site policies. Field Instructors approve accurate student hours in the clinical placement software, and complete student evaluations in the clinical placement software when required.

**NCU Practicum Courses vs. Local On-site Supervisor**

It is important to distinguish between the role of the NCU practicum faculty (field liaisons) and the field instructor. NCU students will attend bi-weekly practicum sessions with practicum faculty. These practicum sessions are facilitated by MSW faculty who are both MSWs and hold a doctorate, Faculty liaisons and students from a variety of field education sites will process and integrate theoretical concepts taught in the classroom and students’ experiences during on-site learning.

We expect that site supervisors will provide sufficient supervision to allow students ample time and access to review and discuss each of their practicum cases, in addition to reviewing and signing all case records as required by their local state and/or site policies. For all legal and ethical purposes, the Field Instructor is the supervisor-of-record and is responsible to provide adequate supervision for students to practice ethically and legally within their assigned placement.

**Supervision**

The student attends supervision meetings as scheduled and is prepared to discuss cases with colleagues, to formally present her or his own cases, and to present audio or video material as requested. The student is respectful and positive about other students’ cases and presentations, always aiming to be helpful and not demeaning about a fellow student’s skills. The student makes use of supervision by accepting and using supervisory feedback. The student uses supervision and consultation to guide professional judgment and behavior.

**Recognizing Ethical Issues**

A social work student makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context. The student follows the supervisor’s policies regarding reporting and consulting with the supervisor and/or other authorities; the student appropriately uses supervision and consultation regarding ethical issues. The student avoids potentially exploitative relationships with clients and other students. The student deals appropriately with his or her own issues as they affect their work as a practicum student and is willing to take responsibility for her or his own actions.

**Students Are Ethically And Professionally Bound To:**

- Appreciate the value of diversity by demonstrating effective and nonjudgmental relationships and to work with others who are different than oneself; and
• Adhere to issues of confidentiality as they relate to human services, classroom activities, and field placement.

**Paperwork**

The student maintains case files appropriately and follows clinic procedures for paperwork in a timely manner. The student uses technology ethically and appropriately to facilitate practice outcomes.

**Professional Image**

The student dresses appropriately according to the standards of the setting. The student is able to present an aura of confidence without arrogance and presents herself/himself to other professionals in an appropriate manner. The student is on time for practicum work and supervision and treats staff with respect. Field placement agency policies including, but not limited to, dress, tattoos, and/or piercings, must be strictly adhered to by students.

**Professional Conduct**

- Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Behavior judged to be in violation of the current NASW Code of Ethics, as well as the State Licensing Codes, may result in a consultative review and/or administrative action by the Committee on MSW Students.
- Demonstrates commitment to the essential values of social work, which includes respect for the dignity and worth of every individual and his/her right to a just share of society’s resources (social justice).

The student must have the ability to:

- Initiate and maintain appropriate contact with other professionals along with maintaining a personal professional image.
- Consult with professionals and others involved with cases appropriately, with appropriate signed releases, and in a professional manner, always keeping the client’s welfare foremost.
- Handle unexpected and crisis situations with poise and skill, using consultation when appropriate. The student is punctual with practice sessions and other professional meetings.
- Follow clinic policies in setting and collecting fees.
- Exhibit behaviors that are in compliance with program policies, institutional policies, professional ethics standards, and societal laws in classroom, field, and community.
- Maintain appearance and personal demeanor reflect a professional manner.
- Use sound judgment in decision-making.
- Show potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, an accepting supervision and criticisms in a positive manner.
• Show potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticisms in a positive manner.
• Work and communicate effectively with others, regardless of level of authority.
• Advocate for himself/herself/their self in an appropriate and responsible manner and uses proper channels for conflict resolution.
• Show a willingness to receive and accept classroom feedback and field supervision in a positive manner and uses such feedback to enhance professional development.
• Exhibit appropriate professional and respectful interpersonal behavior towards colleagues, faculty, and staff in class and field.

Social Media Policies

Students are expected to understand and adhere to the social media policies of the field placement agency. The Standards for Technology in Social Work Practice specifically address the need for social media policies, to “inform clients regarding their social worker’s professional use of social networking sites, email, text messaging, electronic search engines, smart phone applications, blogs, business review sites and other forms of electronic communication” (2017). A carefully constructed social media policy that social workers and agencies share with clients can enhance protection of private information and maintain clear boundaries.

Students are expected to maintain professional boundaries at all times in field education. Personal contact with clients of field placement agencies on social media is prohibited by the School and most field placement agencies. Students are encouraged to seek direction from the Field Instructor and/or Field Advisor should they have questions regarding appropriate use of social media as it relates to the field placement setting or clients.

Nondiscrimination Statement

The NCU MSW Program does not discriminate unlawfully on the basis of race, color, national origin, age, sex, sexual orientation, or disability in the selection, placement, support and evaluation of students and all other activities related to its program.

Culturally Competent Practice

A major objective of field education is to prepare students to practice in a culturally competent manner and with cultural humility and self-reflection. The goal is to educate students to be attentive to the spectrum of human diversity, which includes; race, ethnicity, culture, ability, age, gender, and sexual orientation. Field education is a key setting in which these skills are applied and mastered. Therefore, it is important that Field Instructors assign students a diverse array of clients/client groups and provide
supervision that addresses the student’s progressive development of knowledge, skills, values and
cognitive and affective processes within this critical domain of practice.

**Harassment**

There will be zero tolerance for any form of harassment, which includes the following:
- Conduct that intimidates, threatens, or endangers the health or safety of any person.
- Behavior that intentionally or negligently causes physical, financial, or emotional harm to any person.
- Behavior that is construed as a nuisance, including prank phone calls or abusing or harassing another user through electronic means.

**NCU Sexual Harassment Policy**

Northcentral should be a place of work and study for Students, Faculty Mentors, and staff, free of all forms of sexual intimidation and exploitation. Therefore, Northcentral policy prohibits sexual harassment between or among all members of the Northcentral community in all areas of the Northcentral work and educational environments. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance, and creating a hostile, abusive and offensive working or academic environment.

Sexual harassment of any faculty or staff member is a form of sex discrimination prohibited by Title VII of the Civil Rights Act of 1964. Sexual harassment of Students is a violation of Title IX of the Education Amendments of 1972. These laws apply both to the Northcentral and to individuals. Those who engage in sexual harassment may be subject to legal consequences, including civil and criminal penalties, and monetary damages.

Violations of sexual harassment laws create a hostile and abusive work environment. When speech and/or conduct of a sexually discriminatory nature, neither welcomed nor encouraged, is committed or permitted by a superior, and found to be so offensive to a reasonable person as to create an abusive working or learning environment, and/or impair his/her job or academic performance.

**Responsibility to Report:** Any Student, Faculty Mentor, staff member or visitor to Northcentral University who has experienced or witnessed sexual harassment is strongly urged to report the incident. Northcentral must know about incidents of sexual harassment in order to stop them, protect victims, and prevent future incidents. It is the responsibility of Northcentral Faculty Mentors and staff to report complaints of sexual harassment that they receive, as well as of possible sexual harassment of which they become aware, to a sexual harassment officer.

**Reporting Procedure:** Students, Faculty Mentors, staff members or visitors to Northcentral may report allegations of sexual harassment to a Northcentral harassment officer. They may discuss with the harassment officer any situation that they believe may constitute sexual harassment. Reports may be made by the person experiencing the harassment, or by a third party, such as a witness to the harassment, or someone who is told of the harassment. Sexual harassment should be reported immediately, but must be reported within 180 days of the occurrence. However, under compelling circumstances, a delayed report of sexual harassment may be made, provided it is made within 180 days.
after a Student has graduated from Northcentral, or 180 days after an employee has left his or her current position at Northcentral. Willfully making a false report of sexual harassment is a violation of Northcentral policy and a serious offense. Any person who willfully makes or participates in making a false or frivolous report of sexual harassment will be subject to disciplinary action.

**Investigation of Complaints**: A Northcentral harassment officer will investigate every allegation of sexual harassment, including informal and third party reports. Directors, Department Chairs and other administrators and supervisors who are responsible for personnel matters will participate with the harassment officer, as appropriate, in investigating charges of sexual harassment, and following procedures for the informal and formal resolution of sexual harassment complaints.

**Resolution and Grievance Procedures**: Individuals who make complaints of sexual harassment, and individuals who are accused of sexual harassment, are entitled to due process, and a fair and prompt resolution of the complaint. Resolution may be attempted through direct informal action, through an informal resolution process, or through a formal grievance process. Both parties will be informed in writing of the resolution and grievance procedures, and reminded of Northcentral’s policy. In some instances, it may not be possible to determine whether sexual harassment has occurred. Allegations of sexual harassment that are not eventually substantiated are not necessarily false allegations.

**Prohibition of Retaliation**: Northcentral University policy and federal law prohibit any form or retaliation against a person who makes a sexual harassment complaint, participates in an investigation of sexual harassment, or participates in formal grievance or disciplinary procedures. Retaliation against a complainant or witness is, in itself, a violation of Northcentral policy and of the law, and is a serious separate offense. Northcentral University's harassment officer is Angie Walker (480) 253-3550.

**Evaluation Skills**

**Engage with Clients**

A practicum student learns how to effectively engage with clients through the generalist model of social work. Students will present themselves as learners and engage clients and constituencies as experts of their own experiences. The student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in analyzing assessment data from clients and constituencies. Students use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. The student will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

**Self**

The student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations. The student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. The student is open to feedback and able to **integrate multiple perspectives** and incorporate them into a plan for enhancing his or her development as a social worker.
**Intervene with Clients**

The student understands that engagement is an ongoing component of the dynamic and interactive process with, and on behalf of, diverse individuals, families, groups, organizations, and communities. The student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies. The student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. Students negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies.

**Graduation, Accreditation, and Licensure Requirements**

Students are sometimes confused by what a licensing body or an accrediting body requires versus what NCU requires. Though these two sets of requirements do not always mesh, here is the bottom line.

To **graduate** from Northcentral University with a MSW, the student must accumulate at least **900 practicum hours**. Students must also spend **48 weeks** (four 12-week courses) completing this requirement.

**Accreditation** is the process that relates to an oversight body determining that an educational program meets standards for high-quality instruction. The Council on Social Work Education is the oversight body for social work programs. It sets standards and closely reviews curriculum and instruction to ensure that program graduates have gotten an education that will equip them to become successful professionals. Graduating from an accredited program has a big impact on licensure, as most jurisdictions require that social workers have graduated from a CSWE-accredited program in order to be licensed. As of October 2019, the NCU MSW Program has been granted Candidacy status in this accreditation process. NCU is committed to ensuring that the MSW Program becomes accredited, and that will likely happen in 2021. Accreditation will be retroactive to the year in which the Program was established: 2018.

**Licensure** is a legal process which is established by statute and is operationalized through state rules. Every US state, the District of Columbia, various US holdings, and all Canadian provinces (as well as many foreign countries) license the practice of social work in order to protect the public. In the U.S., this process stems from the Constitutional right that each state holds to protect the welfare of its citizenry; the fact that each state has this responsibility explains why licensing rules and processes differ from state to state.

To become licensed, an individual must meet the **Four E's**: **Education**, **Experience**, **Ethics**, and **Examination**. In addition, licensees pay a modest fee, and they must maintain a clean criminal record. The state (or jurisdiction) owns the license and can remove it if a licensee is found guilty of violating the licensing law or rules. The examinations, however, are national exams (Baccalaureate, Masters, Advanced Generalist, and Clinical) owned and maintained by Association of Social Work Boards (aswb.org). Licensure is a critical component of creating a profession of the social work discipline. In fact, in most jurisdictions, a person cannot call him/herself a social worker without benefit of licensure. All social workers should be licensed and should value and maintain that license as part of their identity.
as professionals, and as part of their commitment to be accountable for their practice, regardless of the size of the client group (individual, families, groups, organizations, communities) the professional serves.

You should use your state license board requirements and the CSWE standards given here to guide how you complete the NCU MSW graduation requirement.

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>CSWE EPAS Competencies (Comp)</th>
</tr>
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<tbody>
<tr>
<td>1. Apply professional social work skills to a diverse client base.</td>
<td>Comp #2 Engage in diversity and difference in practice.</td>
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<tr>
<td></td>
<td>Comp #3 Advance human rights and social, economic, and environmental justice.</td>
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<tr>
<td></td>
<td>Comp #5 Engage in policy practice.</td>
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<tr>
<td></td>
<td>Comp #6 Engage with individuals, families, groups, organizations, and communities.</td>
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<td></td>
<td>Comp #8 Evaluate practice with individuals, families, groups, organizations, and communities.</td>
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<tr>
<td></td>
<td>Comp #9 Evaluate practice with individuals, families, groups, organizations and communities.</td>
</tr>
<tr>
<td></td>
<td>Comp #7 Assess individuals, families, groups, organizations and communities.</td>
</tr>
<tr>
<td>3. Assess awareness in professional contexts.</td>
<td>Comp #1 Demonstrate ethical and professional behavior.</td>
</tr>
<tr>
<td>4. Cultivate social work supervision and consultation skills.</td>
<td>Comp #1 Demonstrate ethical and professional behavior.</td>
</tr>
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**Appendix A: CSWE EPAS Competencies and Practicum Learning Outcomes**

Practicum Course Learning Outcomes Mapped to EPAS Competencies

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If there is ever a disagreement between your state licensure standards and the NCU graduation standards, always go for the higher standard. You will almost always be safe that way.
5. Apply culturally appropriate specific skills to a diverse client base.

- **Comp #2** Engage in diversity and difference in practice.
- **Comp #3** Advance human rights and social, economic, and environmental justice.
- **Comp #5** Engage in policy practice.
- **Comp #6** Engage with individuals, families, groups, organizations, and communities.
- **Comp #7** Assess individuals, families, groups, organizations and communities.


- **Comp #8** Evaluate practice with individuals, families, groups, organizations, and communities.
- **Comp #9** Evaluate practice with individuals, families, groups, organizations and communities.

7. Evaluate inter-professional collaboration in social work.

- **Comp #7** Assess individuals, families, groups, organizations and communities.
- **Comp #8** Evaluate practice with individuals, families, groups, organizations, and communities.
- **Comp #9** Evaluate practice with individuals, families, groups, organizations and communities.
8. Select community resources relevant to client systems.

   Comp #2 Engage in diversity and difference in practice.
   Comp #3 Advance human rights and social, economic, and environmental justice.
   Comp #5 Engage in policy practice
   Comp #6 Engage with individuals, families, groups, organizations, and communities.
   Comp #7 Assess individuals, families, groups, organizations and communities.

9. Integrate knowledge of behavioral and practice theories into work with stakeholders.

   Comp #4 Engage in practice-informed research and research-informed practice.
   Comp #7 Assess individuals, families, groups, organizations and communities.
   Comp #8 Evaluate practice with individuals, families, groups, organizations, and communities.
   Comp #9 Evaluate practice with individuals, families, groups, organizations and communities.

Appendix B – NCU Ethics Protocol for MSW Students

NCUs MSW program is committed to the highest standards of professional competence and excellence. We expect MSW faculty and students to abide by both the letter and the spirit of the NASW Code of Ethics (hereafter referred to as “the Code”), as well as applicable state and federal codes and statues. This protocol is intended to provide guidance on actually implementing the Code. If you have any questions, you should always consult your local supervisor and/or your NCU social work faculty.

Duty to Clients

Everything we do should be for the good of the client. This has two direct implications for NCU practicum and internship students.

Competence

During your course work, you have been introduced to the generalist model of social work. You have also been introduced to articles that support best practices for certain kinds of presenting problems. While it is true that there is no such thing as a “one size fits all” intervention, you should select the intervention for your client that evidence suggests has the best chance of actually benefiting the client.
Your supervisor can help you choose the best “fit” for you and your client until you gain the experience to make these choices alone. The point is, you chose based on the needs of the client, not based on what you happen to like best.

**Professional impairment**

The NASW Code of Ethics, as well as all licensing codes, reflects that social workers seek assistance for any situation that could impair their professional judgment or ability to work for the good of the client or client group. Going to graduate school, and especially going to graduate school while working full time, is inherently stressful. You need to monitor yourself and the feedback you receive from others (spouse or significant other, friends, supervisors, co-workers, etc.) for any signs that the stress may be causing a degradation of your performance, in your practicum or in any other area of your life. Your supervisor can, if necessary, refer you to appropriate professional resources to help you with the situation. Remember, it is never a problem to have a problem. It is only a problem if you do not deal with the problem.

NCU Academic Success Center (ASC): [https://ncu.libguides.com/academicsuccesscenter](https://ncu.libguides.com/academicsuccesscenter)

NCU Student Resources:

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<tr>
<th>DEPARTMENT</th>
<th>EMAIL</th>
<th>PHONE</th>
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<tbody>
<tr>
<td>Admissions:</td>
<td><a href="mailto:Information@ncu.edu">Information@ncu.edu</a></td>
<td>866-776-0331</td>
</tr>
<tr>
<td>Financial Aid:</td>
<td><a href="mailto:FinancialAid@ncu.edu">FinancialAid@ncu.edu</a></td>
<td>888-327-2877 x7488</td>
</tr>
<tr>
<td>Office of the President:</td>
<td><a href="mailto:President@ncu.edu">President@ncu.edu</a></td>
<td>888-327-2877 x6014</td>
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<tr>
<td>Office of the Provost:</td>
<td><a href="mailto:Provost@ncu.edu">Provost@ncu.edu</a></td>
<td>888-327-2877 x6014</td>
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<tr>
<td>Office of the Registrar:</td>
<td><a href="mailto:Registrar@ncu.edu">Registrar@ncu.edu</a></td>
<td>888-327-2877 x8081</td>
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</table>
Informed consent

Social workers must provide an informed consent process/form to the client. To be valid, an informed consent must be INFORMED (the client or client representative must know what the consent form is used for) and it must be CONSENT (the client or client representative must agree to the use of the form). This is firmly rooted in the ethical principle of autonomy: clients have a right to the information they need to be able to make an informed choice about what happens to them. Since this principle is also found in numerous statutes, state and federal, it is highly probable that your site will have an informed consent that all clients receive. Follow your local supervisor’s directions in providing and briefing the standard informed consent to your clients. You need to also provide information about your student status. The NCU Informed Consent document, found in the Resources section of your course syllabi, is intended for that purpose. Be sure you provide your clients with a copy of this informed consent at the same time and in the same manner as you do your site’s regular informed consent.

Client Confidentiality

Short of an intimate relationship with a client, there is little that will put your future career at greater jeopardy than violating client confidentiality. All states list violating client confidentiality as an unintentional tort and therefore grounds for a malpractice suit against the professional.

Mandated reporting. Every state has statutory limits to confidentiality. Among these are the mandated reporting laws. You must be aware of these limits and brief them to clients as early in the practice environment as possible. Discuss your state’s mandated reporting requirements and processes with
your local supervisor. This is the other side of maintaining confidentiality. Failure to report something that should have been reported could be a very serious offense on your part.

**Discussing cases.** Discussing cases with a supervisor is the norm in our profession, and all states require supervision of clinical work as part of their license requirements. You should remember that discussing cases with your supervisor is for the good of the client. However, discussing your cases outside of these tightly constricted exceptions is strictly prohibited. You should always be aware of the possibility of your conversations being intercepted or overheard. To guard client privacy and confidentiality, you should only use the minimum necessary identifying information (or use a code name) about your client so that even if the conversation should be intercepted, electronically or any other way, or overheard, the client’s confidentiality is still protected. Outside of the secure location of your local supervisor’s physical office, you should never use the first and last name of your client.

**Using email and social media.** It is so common to use email and social media that we often do not think of the confidentiality risks associated with them. Email and posts are never gone, even when we delete them. Cases involving charges of misbehavior on the part of social workers almost always involve evidence in the form of email or social media posts. Consider very carefully what you say in email—make it short and business-like with no personal assessments or comments. Do not post anything about clients—and certainly no photos—on social media! Even saying something seemingly innocuous, such as “I’m at the courthouse for a hearing” can trigger someone checking the public court records and ultimately identifying a client. Be very mindful of the potential dangers of breaching confidentiality on these methods of communication.

**Security of client records.** Most states have requirements for how long client records must be maintained. Your site will most probably have procedures for secure, proper storage of client records. Follow your site’s protocols for client records exactly. For any notes you make for your own use follow those same security protocols.

**Summary**

This protocol is not intended to be exhaustive. Follow the NASW Code of Ethics, plus your state and federal laws. Where there appears to be a conflict, always follow the most restrictive or the most stringent guidelines or rules. This is a way you build for yourself a narrative of success.
Field Evaluation—Generalist

Student:

Seminar

Instructor:

Agency:

Field Site

Instructor:

Dates of placement:

Summary of Student’s Primary Responsibilities:

Please rate students on each of the following competencies using the following scale:

5 Mastered -- Student exhibits a superior mastery of core competencies, resulting in practice behaviors and field tasks consistent with generalist social work standards and skills.

4 Advanced -- Student excels at demonstrating the mastery of core competencies, resulting practice behaviors and field tasks, recognizing and applying generalist social work skills.

3 Competent -- Student demonstrates the mastery of core competencies, resulting practice behaviors and field tasks, recognizing and applying generalist social work skills.

2 Beginning Level Skill -- Student needs more time to develop skills and demonstrate core competencies, appropriate practice behaviors, and field tasks.

1 Unsatisfactory -- Student fails to demonstrate mastery of the core competencies, resulting practice behaviors, and field tasks.

EPAS 2.1.1 - Demonstrate Ethical and Professional Behavior

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<th>Competency</th>
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<tr>
<td>a. Makes ethical decisions by applying the standard of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</td>
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<tr>
<td>b. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
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<td>c. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
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<tr>
<td>d. Uses technology ethically and appropriately to facilitate practice outcomes</td>
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<tr>
<td>e. Uses supervision and consultation to guide professional judgement and behavior</td>
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| Corresponding Field Tasks/Activities |  |
| Field Supervisor Comments |  |
| Student Comments |  |

**EPAS 2.1.2 - Engage Diversity and Difference in Practice**

| a. Applies and communicates understanding of how important diversity and difference can be in shaping life experiences in practice at the micro, mezzo, and macro levels | 1 | 2 | 3 | 4 | 5 |
| b. Presents him or herself as a learner, engaging clients and constituencies as experts of their own experiences | 1 | 2 | 3 | 4 | 5 |
| c. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | 1 | 2 | 3 | 4 | 5 |

| Corresponding Field Tasks/Activities |  |
| Field Supervisor Comments |  |
| Student Comments |  |

**EPAS 2.1.3 - Advance Human Rights and Social, Economic, and Environmental Justice**

| a. Applies understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | 1 | 2 | 3 | 4 | 5 |
b. Engages in practices that advance social, economic, and environmental justice

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**EPAS 2.1.4 - Engage In Practice-informed Research and Research-informed Practice**

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<tr>
<td>a. Uses practice experience and theory to inform scientific inquiry and research</td>
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<tr>
<td>a. Engages in critical analysis of quantitative and qualitative research methods and research findings</td>
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<td>b. Uses and translates research findings to inform and improve practice, policy, and service delivery</td>
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**EPAS 2.1.5 - Engage in Policy Practice**

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<td>a. Assesses how social welfare and economic policies impact the delivery of and access to social services</td>
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<td>b. Critically analyzes and promotes policies that advance human rights and social, economic, and environmental justice</td>
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### EPAS 2.1.6 - Engage with Individuals, Families, Groups, Organizations, and Communities

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- **a.** Applies knowledge of human behavior and the social environment and practice context to engage with clients and constituencies

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- **b.** Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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### EPAS 2.1.7 - Assess Individuals, Families, Groups, Organizations, and Communities

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- **a.** Collects, organizes, and critically analyzes and interprets information from clients and constituencies

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- **b.** Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to analyze assessment data from clients and constituencies

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- **c.** Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

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- **d.** Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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### Corresponding Field Tasks/Activities

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### EPAS 2.1.8 - Intervene with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>EPAS 2.1.8 - Intervene with Individuals, Families, Groups, Organizations, and Communities</th>
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<tbody>
<tr>
<td>a. Implements interventions to achieve practice goals and enhance capacities of clients and constituencies;</td>
</tr>
<tr>
<td>b. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
</tr>
<tr>
<td>c. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
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<tr>
<td>d. Negotiates, mediates, and advocates with and on behalf of clients and constituencies</td>
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<tr>
<td>e. Facilitates effective transitions and endings that advance mutually agreed-on goals</td>
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### EPAS 2.1.9 - Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>EPAS 2.1.9 - Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</th>
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</thead>
<tbody>
<tr>
<td>a. Selects and uses appropriate methods for evaluating outcomes</td>
</tr>
<tr>
<td>b. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes</td>
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</table>
c. Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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<tr>
<th>Corresponding Field Tasks/Activities</th>
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<td>Field Supervisor Comments</td>
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**Field Supervisor Comments Regarding Overall Performance:**
Field Evaluation—Advanced Generalist

Student:

Seminar

Instructor:

Agency:

Field Site

Instructor:

Dates of placement:

Summary of Student’s Primary Responsibilities:

Please rate students on each of the following competencies using the following scale:

6 Mastered -- Student exhibits a superior mastery of core competencies, resulting in practice behaviors and field tasks consistent with advanced generalist social work standards and skills.

5 Advanced -- Student excels at demonstrating the mastery of core competencies, resulting practice behaviors and field tasks and recognizes and applies advanced generalist social work skills.

4 Competent -- Student demonstrates the mastery of core competencies, resulting practice behaviors and field tasks and recognizes and applies advanced generalist social work skills.

3 Beginning Level Skill -- Student needs more time for skills development and demonstration of the advanced core competencies, resulting practice behaviors and field tasks.

2 Unsatisfactory -- Student fails to demonstrate mastery of the advanced core competencies, resulting practice behaviors and field tasks.

EPAS 2.1.1 - Demonstrate Ethical and Professional Behavior
<table>
<thead>
<tr>
<th>EPAS 2.1.2 - Engage Diversity and Difference in Practice</th>
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<tbody>
<tr>
<td><strong>a. Advocates for the needs and services of diverse populations</strong></td>
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<tr>
<td><strong>b. Honors others as experts of their own experience.</strong></td>
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<tr>
<td><strong>c. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents</strong></td>
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<tr>
<th>Corresponding Field Tasks/Activities</th>
<th>Field Supervisor Comments</th>
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**EPAS 2.1.4 - Engage In Practice-informed Research and Research-informed Practice**

|   |   |   |   |   |   |
|-------------------------------------|---------------------------|-----------------|
| a. Honors the importance of evidence that informs practice and multiple ways of knowing | 1 2 3 4 5 |   |   |
| b. Produces, uses, and translates research evidence to inform and improve practice, policy, and service delivery | 1 2 3 4 5 |   |   |
| c. Uses the principles of logic, scientific inquiry, and culturally informed and ethical approaches in academic and professional work | 1 2 3 4 5 |   |   |

**EPAS 2.1.5 - Engage in Policy Practice**

|   |   |   |   |   |   |
|-------------------------------------|---------------------------|-----------------|
| a. Recognizes the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy | 1 2 3 4 5 |   |   |
| b. Actively engages in policy practice and advocacy to improve client system outcomes for marginalized populations | 1 2 3 4 5 |   |   |
c. Evaluates strategies to eliminate oppressive barriers for members of marginalized populations

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**EPAS 2.1.6 - Engage with Individuals, Families, Groups, Organizations, and Communities**

<table>
<thead>
<tr>
<th>a. Uses helpful, ethical, evidence based, and effective skills to engage with client systems to include marginalized populations</th>
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<tbody>
<tr>
<td>b. Examine implications of personal values for working effectively with vulnerable populations</td>
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**EPAS 2.1.7 - Assess Individuals, Families, Groups, Organizations, and Communities**

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<tr>
<th>a. Identifies ways to develop mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies</th>
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<tr>
<td>b. Uses appropriate interventions that are based on assessment, research knowledge, values, and preferences of clients and constituencies that enhance client capacities to resolve problems</td>
<td>1</td>
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<tr>
<td>c. Demonstrates knowledge and skill, in applying a wide range of assessment and intervention models relevant to marginalized populations</td>
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### EPAS 2.1.8 - Intervene with Individuals, Families, Groups, Organizations, and Communities

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<td>a. Effectively identifies and employs best/evidence-based interventions to meet client system needs</td>
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<td>b. Demonstrates knowledge and understanding of a wide range of theoretical and practice intervention frameworks relevant to diverse client systems that include vulnerable populations</td>
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<td>c. Effectively facilitates transitions and endings when goals have been met</td>
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### EPAS 2.1.9 - Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Corresponding Field Tasks/Activities</th>
<th>Field Supervisor Comments</th>
<th>Student Comments</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>a. Develops and implements a vision for leadership regarding the promotion of best/evidence-based practice and projects that promote the well-being of marginalized populations</td>
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<td>b. Demonstrates the ability to evaluate integration of social work knowledge, values, and practice skills in the professional role as a generalist social worker</td>
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<td>Student Comments</td>
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**Field Supervisor Comments Regarding Overall Performance:**