SOCIAL WORK PROGRAM

MSW FIELD EDUCATION MANUAL

Updated Fall 2022

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I. Introduction

The field education component of the Master's of Social Work (MSW) program at Northern Kentucky University (NKU) is a cooperative effort between the university, the students, and the community. The MSW program relies upon community social service agencies and organizations with MSW degreed practitioners to prepare students for professional social work practice by providing opportunities for actual service delivery under the supervision of experienced practitioners. This manual applies to MSW students and is the guide toward entering a field placement and successfully completing the required field education courses. The information contained in this manual is designed for students, field supervisors, field seminar instructors,and faculty and provides general procedures, policy, and the required competencies and supporting practice behaviors, foundation, and advanced, necessary for successful field education.

II. Vision and Mission Statements

The Northern Kentucky University campus has six colleges, one school, and numerous programs within each college. The College of Health and Human Services oversees the School of Social Work which encompasses the Social Work Program.

Northern Kentucky University

The mission of Northern Kentucky University is to educate students to succeed in their chosen life roles; be informed, contributing members of their communities - regionally, nationally and internationally; and pursue satisfying and fulfilling lives. As a metropolitan university, it offers associate, bachelor, graduate, and professional programs addressing the educational needs of a large and diverse population. Through such programs, NKU educates students to be productive citizens and prepares them for careers and life-long learning. As an educational, cultural, and social center, NKU stimulates economic development and fosters the academic, artistic, and personal freedoms vital to a free society.

College of Health and Human Services

The vision of the College of Health and Human Services is to prepare exemplary helping professionals who demonstrate the personal and professional knowledge, skills, and dispositions necessary to provide for the learning, growth, and developmental needs of individuals in an increasingly diverse, complex, and technological society. The College mission aligns with the university's core values to realize the vision through collaboration and mutual support among the programs' students, faculty, staff, and communities.

School of Social Work

The Social Work program educates competent and ethical social work graduates who demonstrate leadership and social work values in their communities and their profession toward advancing social and economic justice. *Mission of Social Work*

According to the National Association of Social Work (NASW), "The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty" (NASW, 2015). The mission of the social work profession is rooted in the following set of core values.

1. service
2. social justice
3. dignity and worth of the person,
4. importance of human relationships
5. integrity
6. competence (NASW, 2015)

III. Overview of the Master's in Social Work (MSW) Program

The MSW program prepares students for advanced social work practice through a comprehensive curriculum that is grounded in the profession's history, purpose and values. The curriculum is based on a body of social work knowledge, values and skills that enable students to become competent social work practitioners. The program's curriculum incorporates all core competencies set forth by Council on Social Work Education (CSWE), the accreditation body of social work education.

MSW Curriculum

1. The curriculum provides students with advanced knowledge and skills sufficient for autonomous professional practice and leadership in the profession.
2. The curriculum provides advanced social work knowledge underpinned by evidence-based practice and opportunities to demonstrate advanced practice skills with children and families.
3. The curriculum educates social work practitioners who are ethical, critical thinkers engaged in ongoing inquiry and life- long learning.
4. Faculty encourage and sponsor research and knowledge development to promote social justice; inclusion, and, to improve the effectiveness of social work practice, policies, and programs.
5. Faculty engage students in leadership activities that contribute to the social work profession, Northern Kentucky University, the region, and the global community to advance social and economic justice.

B. Program Competencies

The NKU MSW Social Work program has adopted the Council on Social Work Education (CSWE) competencies as its program objectives. These competencies are addressed throughout the MSW curriculum and are incorporated into field education (learning contracts). As a result, all graduates of the NKU MSW program engage in and demonstrate the following competencies prior to graduation.

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

IV. Field Education Overview

A. What is Field Education?

Field education is a broad term that includes professional social work field practice and seminar coursework. Field Education is an integral part of the MSW curriculum and consists of three credit hour courses: Field Experience I, II, & III. Each course requires students to complete a seminar and 300 field hours, totaling 900 field hours for regular program students. Field Experience I is for standard social work students and is taken in their first year. Field Experience II & III are taken in sequence, typically in the fall/spring of the third and final year for foundation level students, and in the fall/spring of the second year for advanced standing students. **Please see information regarding the Online Accelerated MSW Program schedule.**

B. Signature Pedagogy of Social Work Education

Field education has been designated by the Council on Social Work Education (CSWE) as the signature pedagogy in social work education. “Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies” (CSWE, 2015).

C. Field Education Components

1. **Field placement** refers to the agency or organization setting where the field student demonstrates the practice behaviors and competencies described in the particular learning contracts (foundation or advanced). The field placement agency must be approved by the MSW field director prior to a student beginning their placement. The relevant program competencies (above) and attendant practice behaviors are integrated and set out in the respective learning contracts for each field course (see Appendix A). Although the students' interests, needs, and abilities differ, the required competencies and practice behaviors remain consistent throughout all field settings.
2. **Field supervisor** The field supervisor (at the agency) is required to be a CSWE accredited degreed MSW with two years of post-graduate professional experience. The field supervisor must commit to a minimum of one-hour weekly one hour face-to-face supervision sessions with the field student.
3. **Field experience** refers to time spent at an agency with MSW supervision is designed to give students varied opportunities to apply and integrate classroom academics into their beginning generalist social work practice and subsequent advanced social work practice. **Field Experience** also refers to the name of the MSW field courses listed in the graduate catalog. Detail about the field courses is provided below.

    - **Foundation**: Students complete one foundation field experience. This course, Field Experience I, is grounded in generalist social work competencies and practice behaviors. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice. The social work profession defines its focus with the person and environment interaction. Thus, social work practitioners attend to a multiplicity of factors, individual needs to broad social policies, within a framework that allows the social worker the necessary versatility to engage in an expansive scope of practice. A generalist foundation prepares the MSW student for advanced social work practice.

    - **Advanced:** In building on a generalist foundation, students bring knowledge, values and skills from the competencies and core practice behaviors into advanced field education. The MSW curriculum prepares social work students to be advanced social work practitioners in working with families and children. All MSW students complete two advanced practice placements, Field Experience II and Field Experience III, consecutively. Successful completion of Field Experience II is required prior to registering for Field Experience III. Each course provides a seminar class that accompanies 300 hours of field practice. Thus, a total of 600 field hours are required to complete both advanced field courses. Students in advanced field practice are able to hone the 18 advanced practice behaviors using such skills as multidimensional assessments, critical analysis, evidence informed interventions, and research within clinical behavioral health and community practice. These field placements and the accompanying seminar provide the opportunity for integration, demonstration, and synthesis of the 18 advanced practice behaviors in working with children and families – and that support the ten competencies of the Council on Social Work Education (CSWE, 2015).

Each field course requires 300 field hours. This totals 900 required field hours for regular program MSW students. Advanced standing students complete 600 total field hours. The table

below sets forth these requirements.

MSW Field Courses	Number of required field hours	Foundation or advanced practice behaviors	Required course for regular program?	Required course for advanced placement?
Field Experience I	300	Foundation	Yes	No
Field Experience II	300	Advanced	Yes	Yes
Field Experience III	300	Advanced	Yes	Yes

4. **Seminar** is a bi-weekly class that meets in person and on Canvas and is an integral part of the field experience courses. Seminar is designed to allow for further integration of the competencies and relevant practice behaviors. The seminar provides a forum for students to process their placement experiences, issues and dilemmas. It provides the opportunity for students to demonstrate the integration of theory and advanced practice, to discuss competencies and what they mean in their particular placement setting and to network with one another.

- **Foundation**
  Field Experience I

  Field Experience I is the foundation course in field education in the MSW program. It is a three credit hour course taken in the fall of the second year for foundation level students and in the fall semester for advanced standing students. Field Experience I consists of 300 hours within the agency, along with a field seminar. This field placement builds a generalist foundation by providing practice experiences in a continuum of modalities including work with individuals, in small groups and communities and with a diversity of client populations and needs. The generalist experience also encompasses a range of theoretical concepts and models to develop a broad base for practice. The foundation year field course is a prerequisite for entry into the advanced placement for these students.
  For students in the Online Accelerated Standard MSW program this is SWK 653 and SWK 654. For students in the Hybrid Standard MSW program this is SWK 650.

- **Advanced**
  Field Experience II &
  Field Experience III

  Field Experience II & III are each three-credit hour courses taken respectively in the fall and spring of the final year of the MSW program. These consecutive advanced field experiences provide opportunities for students to apply the evidence- informed practice skills and theoretical knowledge to work with specific populations or areas of service. In the advanced field experiences, field seminar provides the opportunity for integration and demonstration of the advanced practice behaviors within clinical behavioral health and community practice.
  For students in the Online Accelerated Standard MSW and the Online Accelerated

Advanced Standing MSW programs this is SWK 655, SWK 656, SWK 657, and SWK 658. For students in the Hybrid Standard MSW and Hybrid Advanced Standing MSW programs program this is SWK 651 and SWK 652.

Requirements in Field Courses in the Online Accelerated Standard MSW (Master of Social Work)
&
The Online Accelerated Advanced Standing MSW

In order to successfully complete a field placement, a student must complete both part 1 and part 2 of each Field Experience. To be considered complete requires earning a B- or better in both part 1 and in part 2 of a single field experience. Should a student not successfully complete, with a B- or better, part 2 of a field experience they will need to repeat both part 1 and part 2 of that field experience. Each set of two field experience courses, part 1 and part 2, is considered one continuous 300-hour field experience.

For example:

- Student A receives a C in SWK 655 in the 1st 7 weeks. That student must repeat SWK 655 before they will be allowed to move on to SWK 656.
- Student B received an A- in SWK 655 but a C in SWK 656. That student must retake SWK 655 as well as SWK 656 in order to repeat Field II.
- Student C receives a B in SWK 655 and a B- in SWK 656. This student has successfully completed Field II and will be allowed to progress to Field III.

Course List Reference:

- SWK 653- Field Experience I: pt. 1; SWK 654- Field Experience I: pt. 2
- SWK 655- Field Experience II: pt. 1; SWK 656- Field Experience II: pt. 2
- SWK 657- Field Experience III: pt. 1 plus SWK 658- Field Experience III: pt. 2

Field course equivalent in on-campus programs taught in full semester format:

- SWK 653 + SWK 654= SWK 650
- SWK 655 + SWK 656= SWK 651
- SWK 657 + SWK 658= SWK 652

5. Required Competencies and Practice Behaviors

The competencies and practice behaviors, whether foundation or advanced, remain consistent regardless of instructor. At mid-term and at the conclusion of the semester's field placement, the field supervisor completes the summative evaluation contained in the document entitled Learning Contract (see Appendix A). The evaluation is factored into the final grade according to the grading criteria described in the syllabus. The field seminar instructor (NKU faculty) determines the final course letter grade factoring in the syllabus requirements. Students demonstrate increasing progress towards achievement of the specified, required competencies and practice behaviors as they progress through the field curriculum. A grade higher than a "C+" is required to advance to next field sequence. For example, a grade of no less than a "B-" in Field Experience I is required to advance to Field Experience II. The syllabus for each field course incorporates the required competencies and practice behaviors that are described in the relevant learning contract.

6. **Learning Contracts** provide the specific practice behaviors, whether foundation or advanced, and competencies that students demonstrate prior to graduation. The learning contracts are used by field students, supervisors and faculty to track student progress and serve as a tool for formative and summative evaluations. This will be completing using the InPlace Software https://nku-us.inplacesoftware.com/ **The 31 foundation practice behaviors with 9 competencies are located in the Foundation Learning Contract (see Appendix A(1)). The 18 Advanced Practice Behaviors with 9 Competencies are located in the Advanced Learning Contract (see Appendix A(2)).**

7. **The Agreement Between Field Agency and Northern Kentucky University** provides the contract between the university, the agency and field supervisor with regard to field student learning (see Appendix B). This agreement must be executed by the agency director, the MSW field director, the MSW program director, the chair, the dean and the vice-provost. The agreement sets forth general responsibilities of the field supervisor, and includes the following.
   a) Fostering student application of social work knowledge, values, and skills via the provided "Learning Contract" and agency learning experiences
   b) Involving the student in meaningful agency experiences
   c) Determining appropriate assignments in conjunction with the student
   d) Instructing the student as to the goals, scope, and operation of the agency as part of the student's orientation to the agency
   e) Holding weekly face-to-face 1 hour supervisory sessions with the student
   f) Helping the student make accurate assessments, plan and evaluate appropriate interventions, and apply relevant social work theory to practice
   g) Discussing and evaluating student reports, assessment documents and process recordings
   h) Being available for on-site visits with faculty and field director
   i) Providing ongoing evaluation of the student's performance and completing the evaluation instruments in conjunction with the student and submitting them to the faculty instructor
   j) Accessing the field supervisor orientation training session electronically or attending an orientation training

   Additionally, the agreement provides that the field supervisor will submit progress reports and evaluation summaries as required by the Program, participate in conferences with the agency field supervisor and the field faculty member each semester and at such other times as may be necessary. And, it clarifies that the student's final grade will be determined by the faculty member in consultation with the field supervisor.

8. **Field Conferences** are held twice with the field supervisor, student and field instructor during a semester. In addition to the required conferences, the seminar instructor is available to assist the student and/or field supervisor as the need arises, and this may entail multiple face-to-face conferences during a student's placement. Additionally, the MSW field education director is available as necessary to the student, field supervisor, or seminar instructor. Any significant concerns regarding a student's placement should be communicated to the MSW field education director. It is expected that the student and field supervisor discuss the student's performance on a regular basis during the required one hour of supervision.

V. Field Education Admissions and Placement

A. Eligibility

Students are eligible for the field instruction sequence when they have met the prerequisites listed below:

The application for field education must reflect that the student has successfully completed the criteria as follows:

1. Gained formal admission to the MSW program;
2. A GPA of 3.0 or higher;
3. For foundational field: Successful completion 15 hours or more of core SWK courses including:
    - SWK 603 Social Work Ethics
    - SWK 633 (or SWK 631 and SWK 632)Practice I: Generalist Practice
    - SWK 602 Human Behavior & the Social Environment
4. Be enrolled in simultaneously with foundational field or already completed SWK 635 Practice III: Introduction to Assessment
5. Completed a discussion with the MSW field education director to discuss the selection of a field placement site; and
6. Remained in good standing with all other MSW and NKU graduate program requirements including adherence to the NASW Code of Ethics.

The application for field education is called the Field Questionnaire through the InPlace Software system https://nku-us.inplacesoftware.com/ (see Appendix C for MSW Field Education Application for a paper version), the field director's conference with the applicant in conjunction with the field director's oversight of the field program serve to assure that all applicants have met the specified criteria for field education. If the student has not met the criteria for field placement, the student is informed of the barrier, and options are developed to address and resolve the barriers. If the student does not meet the program's specified criteria for field, the field policy provides that the student may not enter field until all deficiencies are rectified.

B. Policies on Employment and Work Experience

Students are allowed to complete their field placement at their place of employment with pre-approval of the MSW field education director. It is recommended, though not mandated, that this placement be the student's foundation placement, for only one semester. To apply for a field placement at one's place of employment, the student completes the same field application. The second part of this application contains information which enables the MSW field education director to make an informed decision about whether or not to approve the placement (see Appendix C). Specifically, the student must provide the following.

- their current job description at their place of employment
- a description of their proposed field experience at their place of employment along with identification of learning opportunities in order that the competencies and foundation practice behaviors or advanced practice behaviors will be achieved
- a detailed description of the differences between their current job and the proposed placement
- a letter from their immediate employment supervisor in which the supervisor agrees to the

student's proposed placement proposal and include a plan for the student's job responsibilities while in their field placement

- a letter from the placement supervisor that he/she agrees with the plan and will supervise the student's placement

- The student's employment supervisor and the student's field supervisor cannot be the same person. It is recommended, though not mandated, that the student complete their placement in a separate location from their primary job. For example, a student who is employed as a hospital social worker on a medical/surgical unit may do a placement within the same hospital in a different unit, or at another satellite hospital.

Pursuant to accreditation requirements, the MSW field education director ensures that the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Previous employment, life experience or volunteer work is never a substitute for field education/field hours.

C. Requirements Prior to Seeking a Field Placement

The Social Work program and faculty support growth and independence for all student adult learners in the program. Thus, the process of selecting a field placement requires critical thinking, initiative, and independent action from each student. These instructions provide guidance to students in selecting a field placement agency. It is the individual student's responsibility to review all information contained within the Student Field Education Manual. *The Social Work field education director must approve your placement site and is available to assist you throughout this process*. Each student desiring a field placement is required to complete an application in the InPlace Software system: https://nku-us.inplacesoftware.com/ (see Appendix C for the paper version of the application), review all information contained in this Field Manual, and meet with the field education director prior to seeking a field placement.
The contact information for the MSW Director of Field Education is:

Kelly Fallon, MSW, LCSW, LISW-S
MSW Field Education Director
Northern Kentucky University
College of Health and Human Services MEP-
Suite 256, Highland Heights, KY 41099
859-572-6391, fallonk2@nku.edu

D. Types of Field Placements

Pre-approved

There is a current listing of agencies available to students online that include (but is not limited to) agencies in Northern Kentucky, Southern Ohio and Southeastern Indiana. The List provides agency placements for foundation generalist practice, for advanced field practice with children and families, or for both foundation and advanced field practice. Agencies are listed according to these designations of foundation, advanced, or both. These agencies have already been approved by the MSW field education director as meeting all requirements necessary for a MSW field student placement.

Independent

Students may independently seek their own field sites for approval of the MSW Field Director on a case-by case basis. The agency must conform to all of the agency and supervisor criteria as contained in this field manual and must be pre-approved by the field education director through the agency application process. Attached is Appendix D, a request to Approve a New Field Agency.

Weighing Your Options: Independent Placement vs. Pre-approved Placement

Incentives:	**Potential Drawbacks:**
• greater independence & responsibility • opportunities in non-traditional settings can be explored • gain experience of initiating a placement "from scratch" • an opportunity to educate field supervisors about our field program • opportunity to clarify career goals and expectations on your own • potential for more surprises • involves more risk-taking	• less structure; must be a self-initiator • opportunities involve a higher degree of risk • must devote considerable amount of time to process • you may need to "sell" the program, college, & yourself • you may feel alone in the process • requires preparation in order to answer questions when you make a contact • risk of rejection; agency may only want to speak directly with an NKU faculty member

E. Instructions for Students Selecting a Field Placement

The social work faculty support independence and self-determination for all adult learners within the program. For this reason, the process of selecting a field placement requires initiative and independent action from each student**. These instructions provide guidance to students in selecting a field placement agency; please review all information carefully.**

1. Meet with the field director by initiating an appointment for a conference. The field director will send an e-mail or personally visit classes to prompt such scheduling.

2. Consider your interests, passions, and the type of job you would like to obtain with your MSW. Some students position themselves for employment within an agency by working at a particular site that later may have a job opening.
3. When selecting a field placement agency, students should consider the effects of their own personal unresolved life issues such as child abuse, domestic violence, etc. Placements, for instance at a domestic violence shelter when a student has unresolved personal issues in this area are not recommended and may place the student, client, and agency at risk. Please contact the MSW field education director for a consultation or questions in this regard.
4. Be aware that agencies may require **criminal record checks and/or child abuse registry checks** prior to authorizing a student placement. Some agencies in Ohio may require a Social Work Trainee License that also requires a separate application to the Ohio Counselor and Social Worker Board as well as an extensive background check. Hospitals, hospice, and nursing homes may require particular health checks/immunizations to assure, for instance, that the student is not a carrier of a communicable disease such as tuberculosis. Factor in additional time in your field agency search since the *unanticipated* completion of such agency requirements can delay the placement "start" date.
5. Begin *searching* for a field placement no later than March for fall registration.
6. Review the MSW Agency List of approved agencies for placement possibilities (located on the NKU SWK website). However, you may explore other placement opportunities not currently listed. *If you seek a placement not listed, finish reading this section and then review the "Independent Placement Process*" (see Appendix E for Tips on Finding an Independent Placement).

    a) Determine an area of practice that interests you (e.g., mental health, substance use and abuse, etc.)
    b) Consult the list of approved agencies that coincide with your area of interest
    c) Select agencies in that area of practice to begin the search process
    d) If you are unsure about the area of practice that you desire or for which you are most suited, consult with the field education director during the required appointment.

7. Research questions/information you would like to know about the agency, such as hours of operation, location, services offered, funding sources, mission statement, etc. Remember that agencies have varied hours that may or may not agree with your availability.

    a) Document the information you gather in your research about the agency. You will use this information in the interview with your potential field supervisor
    b) Sources of information include the agency's website, other students' experience in the agency, faculty advice, and public information about non-profit entities
    c) You may find that upon researching and documenting information on a specific agency that another agency may be a better match for you. If this is the case, move to your next choice.

8. Once you have completed your research and identified one or two agencies with which you would like to interview, contact the agency to request an interview. *A pre-placement interview is required at the agency prior to beginning your* placement. You should have a social worker's name at the agency either from the agency list on the NKU MSW field education website, or from your research. If you do not have a social worker's name, then ask to speak to a social worker at the agency.

a) Remember, your supervisor must have a *CSWE-accredited* MSW with 2 years of post-master's experience.
b) Tell the potential field supervisor you are interested in working as a field student at their agency; ask if they are interested in supervising a MSW field student (you).
c)If the agency is interested in supervising a MSW field placement student, your next step will be to schedule an interview with the potential supervisor (please keep in mind that their schedules may be quite full, so try to be flexible in scheduling your initial interview).
d) Again, remember that some agencies require a criminal record check or other required checks/procedures prior to a student beginning placement. Any such requirements should be completed immediately so you are eligible to begin placement on the first day of class.
e) Not all initial selections/interviews result in a "match". If this occurs, move to your next choice; however, it is vital to contact the social worker you interviewed with to thank them for their time and notify them you selected another placement. Remember, the agency may be holding that spot for you and declining other students who seek a placement.

Agencies will expect you to start your placement with them unless you notify them that you have selected another agency that will better match your interests and learning needs. Professional closure is part of professional practice and is expected of social work students.

F. Preparing For Your Placement Interview & Questions to Ask

1. Preparation
   a) Take 2 copies of your résumé; one for the interviewer and one to refer to for any questions that the interviewer may ask.
   b) As noted above, your field supervisor must have a *CSWE-accredited* MSW with 2 years of post master's experience.
   c) Remember, an interview is the beginning of a relationship. Think about whether or not you want to work with this person for an extended period.
   d) Ask the following questions during your interview:
      - Is this social worker willing to commit to one hour per week of face-to-face supervision? (This is a requirement of the supervision.)
      - If I was to complete my placement at the agency/organization what types of learning/trainings/observations could I expect?
      - What kind of responsibilities would I be given?
      - What type of documentation will I be asked to complete?
      - In what areas can I expect to achieve a level of competence by the end of my placement through this field placement?
      - Will I travel to other locations as a required part of this placement? If I am traveling as part of this placement, does the agency pay for student mileage?
      - Do you hire MSW's? If so, what qualities/skills do you look for in hiring MSW's?
      - Add your own questions (or try a Google search for more questions).

2. Once you and the qualified (see above) supervisor are in agreement on your placement, notify the MSW field director of your planned placement including the agency/organization name, address, phone number, and supervisor's name and email address. The field director will review and approve the placement consistent with the program and accreditation guidelines. You will complete the Self-Placement form through InPlace: https://nku-us.inplacesoftware.com/ It will

not be approved until this has been completed. This is done for each semester/session.

3. If you have questions or concerns, discuss them with the MSW field director. Students report to their field placement agencies the first week of the semester.
4. Students, with the assistance of their field seminar instructors and field supervisors are expected to agree upon a learning contract during the first weeks of placement. The field learning contract and evaluation has been developed for you and is located the MSW Field Manual. There is one contract for foundation practice and one contract for advanced practice. This is completed through InPlace. Take a copy of the appropriate contract to your interview so the potential supervisor sees the practice behavior expectations. The contract allows for individualized input from the student and field supervisor and describes the required practice behaviors – whether foundation or advanced- while providing an evaluation component for each practice behavior.

G. When May a Student Begin Field Placement?

Students may begin field placement on the first day of class for the semester in which they are registered. There exception is that students may attend training and orientation from the agency prior to the first day of class. In such an event, students count these training and orientation hours toward their field placement hours. If the student is not sure whether the desired hours comport with this exception, consult with the MSW field education director for approval.

H. Distance and International Placements

Social Work Field Education is open to and encourages national and international placements. In the interest of protecting the student, the client, and the social work profession, certain criteria exist and are set out in Appendix E.

VI. Process for Approving Field Placement Agencies

The approval of an agency for a MSW student field placement occurs through a process of dialogue and negotiation between the MSW field director and the agency director or appointed representative. Agencies are selected based on the following:

1. Interest in and commitment to participate in the educational preparation of MSW students;
2. Availability of CSWE-accredited MSW degreed supervisor (with two years of post-master's experience) to provide one hour of weekly face-to-face field supervision to the MSW student; and,
3. Availability of opportunities for students to engage in advanced social work practice if the placement sought is for advanced field practice.
4. The process for selecting new field settings includes a site visit and conference, designation of qualified field supervisors, identification of advanced educational opportunities within the setting, and negotiation and signature of a contract between the agency and Northern Kentucky University/Social Work Program. *Notably, this process involves the designation of the agency placement as foundation, advanced, or both. Attachment Appendix D provides the form to request approval of a new field agency.*

VII. Field Supervisor Selection, Training and Responsibilities

A. Selection of Field Supervisors

A major determinant in the field placement quality is the selection of qualified, experienced field supervisors who are committed to accepting a responsible role in graduate social work education. Field supervisors are those persons within the agencies who supervise and guide the students through the learning experiences consistent with the expectations of the Social Work Program, the expectations of the agency, and the learning needs of the students. A field supervisor is expected to have as a minimum the following:

1. Hold a *CSWE-accredited* master's social work degree and two years of post-Master's social work experience for MSW supervisors. Social Work Licensure is not required and is not a substitute for the *CSWE-accredited* MSW;
2. At least six months practice experience in the current placement setting and demonstrated competence in the performance of social work practice;
3. An interest in the graduate social work program, a willingness to serve in a teaching capacity, the ability to organize learning tasks, show creativity and sensitivity in stimulating student learning, and be able to share professional knowledge and skills that will facilitate the student's integration of theory and practice;
4. Familiarity with current social work practices in order to facilitate the student's acquisition of skills that are transferable to other settings;
5. Knowledge of the local social welfare system;
6. Sufficient time available to devote to his/her teaching role. Time commitments include, but are not limited to:
    a) weekly supervision conferences with students;
    b) evaluation conferences with the seminar instructor and potentially the Field Director;
    c) preparation for the planning of the learning experiences of students;
    d) completion of forms and reports for the university; and
    e) conferences with the field instructor and student, and field education training seminars at NKU.
7. It is expected that the field instructor's office location will allow easy access for interchange with the student. Please note that alternative technologies are an acceptable alternative (e.g., Skype video conferencing) for out of state or international placements.

B. Field Supervisor Orientation and Training

Once selected, all new field supervisors are provided orientation by the BSW/MSW field education directors, and are required to attend a training session. These training sessions are conducted at least annually. For the MSW field supervisors, it includes an overview of the MSW curriculum with emphasis placed on advanced social work practice and CSWE competencies. For new field supervisors who are unable to attend the in-person training, website training is provided. New supervisors are oriented regarding the requirements of the field placements and advised regarding potential issues which may arise. Core curricular areas are discussed particular to the foundation and advanced practice behaviors supporting the field education competencies. Additionally, training is provided regarding the development of learning

opportunities at individual agencies so that the necessary practice behaviors can be demonstrated by students. Other agency professional staff members who are notably involved in the student field instruction experience are expected to attend the field instruction orientation/training seminar.

If a new MSW field supervisor begins field supervision subsequent to the annual training (but will provide supervision prior to the upcoming training) the field director takes responsibility for directly training the new supervisor. Orientation and training is provided annually for all field supervisors.

C. Continuing Dialog with Agencies and Field Supervisors

The field director dialogs with agencies and field supervisors via the following:

1) field orientation;
2) field supervisor training;
3) learning contracts are negotiated between the field supervisor and student, with field instructor input, and the contracts are approved and signed by the Program's field director;
4) The student, field supervisor, and field seminar instructor conferences scheduled twice during the semester;
5) phone calls; and,
6) e-mails.

Thus, through a combination of orientation, supervisor training, negotiation of learning contracts, field conferences, phone calls and emails continuing dialog occurs during each semester.

D. Field Supervisor Responsibilities/Roles

Field Supervisor responsibilities and roles include the following duties:

1. Interviews interested applicants for "fit" with the agency;
2. Determines who will supervise students and assures administrative support for the student field experience;
3. Conducts a pre-placement interview with prospective students. By the end of the interview, an acceptance or rejection of the student should be made clear. If acceptance is the decision, the details about days and times of placement should be discussed. If rejection is the decision, an explanation and discussion is encouraged between the student and interviewer. If provisional acceptance is desired, the interviewer should contact the MSW field education director as soon as possible;
4. Secures the necessary agency signatures on the formal agency/university contract;
5. Enters into a student learning contract with the student within the first two weeks of the placement. The Learning Contract is set forth in Appendix A, Learning Contracts and includes: 1) Competencies and 31 foundation practice behaviors to be demonstrated in the foundation field placement. Competencies and 18 advanced practice behaviors to be demonstrated with children and families in the advanced field placements. 2) Individually developed -student activities that support each practice behavior; 3) the formal one-hour weekly plan for supervision; and, 4) other pertinent information such as day/hours;
6. Completes a formal student performance evaluation of Field Experience I, II, & III in cooperation with the student. Recommends a grade for the semester's field placement;

7. Contacts the field seminar instructor as soon as possible if/as concerns arise regarding student performances that are not ameliorated after instruction in supervision;
8. Serves as a model of professionalism throughout the overall process of dealing with student; and,
9. Provides feedback to the MSW Program to assist in improving field education in the social work program.
10. Completes a Field Supervisor Survey to help the program identify areas needed for improvement within the MSW program itself and areas needed for student improvement.(Appendix G)

VIII. Field Seminar Instructor

The field seminar instructor can be one of the following: the MSW field education director; a full-time social work faculty member; or a qualified adjunct.

Field Seminar Instructor Roles & Responsibilities

1. Meets with students in seminar (in-person) class and web classes.
2. Develops assignments with approval of MSW field education director consistent with field educational competencies.
3. Monitors the implementation of the student learning contract during the course of the seminar.
4. Helps the student integrate theory with practice via discussion of the field experiences, tasks and activities.
5. Consults with students, field supervisors, other field seminar instructors, and the field education director as needed.
6. Meets with the field supervisor and student via agency visits during the field placement experience.
7. Monitors overall student progress in an effort to ensure adequate preparation for beginning social work practice.
8. Determines the final grade for the Field Instruction courses: SWK 650; SWK 651 and SWK 652. For Online Courses: SWK653/654, SWK655/656, and SWK 657/658.

IX. MSW Field Education Director

A. Roles

The MSW field education director (or field director) works to

- educate upcoming field students about field education,
- connect students to appropriate field placements,
- develop new agency placements that meet program criteria, and
- manage, oversee and coordinate the field education program.

B. Responsibilities

MSW Field Education Director is responsible for the following.

1. Handles the overall responsibility for the management of MSW field education, and determines the MSW field curriculum in conjunction with social work faculty;
2. Contacts existing and potential field settings to determine interest, appropriateness and commitment to participating as a field placement site in the MSW Social Work Program;
3. Ensures all field supervisors meet the Council of Social Work Education criteria of a CSWE-accredited MSW, with two years of post-master's experience;
4. Visits new agencies participating in the field placement component, and meets field supervisor(s) at the agencies;
5. Provides an orientation for new field supervisors regarding the issues/processes/procedures of field placement;
6. Provides training for new and existing field supervisors;
7. Assists to develop the learning experiences for MSW field students within the framework of their respective agencies. These learning experiences include an orientation to the agency, learning specific agency functions and procedures, developing professional relationships, developing continued self-awareness, assessment and life-long learning, and working with different sized systems**. This is done within the context of the competencies and practice behaviors described in the foundation and advanced learning contracts.**
8. Consults with upcoming field placement students to discuss their preferred area of practice, questions, and concerns;
9. Sends confirmation to field supervisors, once acceptance occurs. Communication will include the student's name, seminar instructor, and start/end dates and holidays;
10. Negotiates any extraordinary student or agency needs before commencement or during the field placement;
11. Arranges a change of placement if such is deemed necessary. The final decision to change a student's placement is made by the MSW field education director in consultation with the field seminar instructor, field supervisor, and student;
12. Provides field supervisors with updated manuals/materials as necessary;
13. Develops the MSW Field Education Manual in conjunction with the social work faculty and program, and offers new and up-to-date field supervisors' training seminars;
14. Dialogs with agencies and field supervisors via 1) orientation; 2) field supervisor training; 3) student, field supervisor, and field seminar instructor conferences; 4) phone calls; 5) emails; and, 6) Canvas "Field Education" postings and updates; and,
15. Ensures that the MSW field education program meets CSWE accreditation standards.

MSW field students are monitored throughout their placement by the MSW field director. This monitoring is accomplished as follows:

1. The field director maintains a comprehensive listing of MSW field students and their respective field agency/supervisor assignments;

2. The field director provides the field seminar instruction to MSW field students (or works in conjunction with faculty to provide field seminar instruction to MSW field students), and through seminar, engages in verbal dialogue and written assignments to monitor student perspectives and progress on their field learning;

3. The field director (or appointed faculty) conferences with the field supervisor and student on two occasions during each semester. These conferences are increased as needed depending on the particular needs or challenges of the field student or field supervisor;

4. The field director, field supervisor and student may agree that another placement is a better match for the student, and the student may be transitioned to a different field agency setting. There are occasions when the field director may elect to place the student at different field setting when the original field setting can no longer offer regular weekly supervision by a MSW supervisor, or when required learning opportunities are not available to the student;

5. The field director is available by phone or email to address questions/concerns of any field student or field supervisor during the semester; and,

6. The learning contract and evaluation instrument (see Appendix A for a paper version) provides guidance and "talking points" for necessary learning opportunities and formative and summative assessments. This is completed through InPlace.
   Additionally, the learning contract is used in weekly supervision and in seminar class to monitor the student's learning opportunities and progress.

X. Evaluation Components of MSW Field Education Program

A. Evaluating student learning and field setting effectiveness congruent with the program's competencies

NKU MSW faculty believes that evaluating student learning in field is fundamentally connected to the CSWE 2015 curriculum competencies. The competencies are further explained and supported by measurable practice behaviors, and are achieved through the MSW program's design of the explicit curriculum (CSWE EP 2.0, 2015). Achievement of the competencies and advanced practice behaviors prepares MSW students for advanced practice (EP 2.0, 2015). Field education provides students with the opportunity to integrate the theoretical academic learning with practice in a real-world setting (CSWE EP 2.3, 2015). A student learning contract and assessment tool is helpful to integrating theory with practice, providing a consistent tool for all stakeholders (in field education), and offering an integrated assessment of practice behaviors and competencies (Tapp, 2011).

NKU MSW field faculty utilizes learning contracts to support the move from instructive teaching to facilitated learning. Learning contracts "fit" with concepts of a shared responsibility for learning, a focus on process as well as outcomes of learning, and responsiveness to individual learning needs of the students (Stephenson & Laycock, 2002). These authors set out common approaches, valued by the MSW faculty and field program, in the use of learning contracts that include an emphasis on the importance of:

1. enabling a shared responsibility for negotiated goals or objectives;
2. recognizing that the process issues of planning, monitoring and review of educational outcomes are as important as the outcomes themselves;
3. involving the major "stakeholders"…in the processes of managing off-campus learning; and
4. the need for … [field supervisors] and students to recognize and understand the shift in roles and responsibilities that use of a learning contract implies (Stephenson & Laycock, 2002 p.160).

The learning contract is used as a proactive strategy to engage field students in the integration and application of social work knowledge, values and skills and enhance their development as professional social workers (Fox, 2004). The learning contract provides the structure and competencies to which the student, field supervisor, and field faculty agree. The learning contract is completed by the student with assistance of both the field supervisor and the field instructor.

B. Evaluating Student Learning

As the signature pedagogy, the NKU MSW field program uses an integrated field contract that includes the 2015 CSWE ten core competencies and attendant practices behaviors with an assessment rubric (Tapp, 2011). Each of the practice behaviors within each competency are evaluated within this tool. And, the contract provides focus for supervisory discussion on the competencies and practice behaviors while serving as a tool for formative and summative feedback in the supervision process (see Appendix A(1) for Learning Contract). The same integrated learning contract and evaluation format was adapted for advanced field education and incorporates the 18 *advanced* and 31 *generalist* practice behaviors (developed by NKU social work faculty) that accompany the 9 CSWE competencies (see Appendix A(2) Learning Contract).

Students begin their field learning experience developing tasks for each practice behavior in collaboration with their field instructor (NKU faculty) and their field supervisor (agency). While the NKU MSW competency-based learning contract and student assessment sets forth required learning, the contract also provides for each student to develop a personal learning goal (competency) with accompanying practice behaviors. The learning contract is integrated with the final assessment and each practice behavior is evaluated. Since the practice behaviors provide specific behavioral descriptors of each competency, all competencies are thereby evaluated as well. Using an integrated competency-based learning contract and assessment allows students, field supervisors, and faculty to work in concert toward student demonstration of competencies. The assessment contains a Likert scale with categories: 1. Insufficient Evidence; 2. Needs improvement; 3. Novice; 4. Apprentice; 5. Independent; 6. Proficient (see Appendix A for Learning Contracts). Student learning is evaluated twice per class on the students' individualized learning contract. The evaluations occur at the middle and end of the term. Each field supervisor is required to assess a categorical number to each practice behavior. The field supervisor is then required to recommend an overall letter grade for the student. The letter grade must align with the Northern Kentucky University Graduate school grade policy. Grades permitted include: *A, A-, B+, B, B-, C+, C, F, P, I,* and *X.* An overall letter grade higher than a "C+" must be achieved in order for students to progress to the next sequential field class.

The following strategies are used to evaluate student learning in the MSW Field Education Program:

1. **Learning Contract:** Students, the agency supervisor, and the field instructor are in a collaborative

relationship designing tasks for the learning contract. Each contract is individualized and tailored to fit both the student's learning needs and the agency's unique learning opportunities. The contract addresses the ten core competencies with specific, measurable practice behaviors (foundation and advanced) to be demonstrated while in their placement. Of necessity, the learning contracts for the foundation placement and advanced placement differ. The foundation learning contract identifies foundation practice behaviors along with the specific student and agency supervisor agreed upon tasks/activities supporting the practice behaviors. The advanced learning contract(s) identifies the advanced practice behaviors and the student, along with the agency supervisor, designates the specific tasks/activities supporting the advanced practice behaviors. Each contract contains a summative evaluation component for each practice behavior (foundation and advanced).

2. **Seminar:** Students have the opportunity to transfer and generalize knowledge when they discuss advanced practice behaviors in different practice settings in the safe environment of the seminar. The NKU social work program combines a bi-weekly seminar, described below, that further reinforces the competencies by allowing students to compare and contrast their experiences from multiple settings. Students are required to take three field experience courses: Field Experience I; Field Experience II; and Field Experience III. Each field course consists of 300 hours within an approved agency, along with a field seminar class. The seminars, in each field class, allow students to integrate theoretical and conceptual learning and the freedom to explore, in a non-judgmental setting, their own placement experiences, issues and dilemmas. Also, the seminar provides a forum for students to test new ideas, present new information and network with members of their cohort who are placed in a variety of agency settings. In seminar, the students continue to explore with one another, under guidance of the field instructor, their understanding of how theoretical learning is demonstrated within their practice setting.

   For seminar class, students complete assignments with required elements in each related to theoretical learning and practice behaviors. Placements provide the opportunity to foster the integration and organization of practice-based knowledge. Students must demonstrate an understanding of the connection between theoretical learning and conceptual learning to evidence-informed practice. For example, in placement, social work ethics are no longer a two dimensional classroom topic, but focus on how the student reacts to seeing a client in a grocery store or how to respond to a dual role. Seminars are also the place to grieve the loss of a terminally ill client or to debrief the news of the social worker who was killed by a client in a halfway house. These are the seminal moments where the competencies are learned and understood. Such opportunities are often unplanned, but never unappreciated.
3. Grade Appeals: Students requesting to appeal grades related to their Field Experience I, II, & III class must follow the policy outlined by the Northern Kentucky University graduate school.

C. Evaluating Field Placements

Evaluating field setting effectiveness is completed by both the MSW and BSW directors of field education and field students. The field directors share data with one another so that both the MSW and BSW programs have the benefit of this larger pool of information. Specifically, with MSW field education, if a field setting is not meeting the educational needs of a student, the MSW field director will first meet with the field supervisor and student to assess the situation. For instance, if the agency and field supervisor are providing a new placement and more guidance and support is needed, that assistance is provided and this intervention typically resolves the situation. However, if deeper challenges exist, such as a lack of the necessary learning opportunities being made available to the student, and these challenges are not resolved in a way that meets the student's learning needs, then a new placement will

be identified for the student. The first priority is to ensure the student's learning needs are met. Field faculty meet with agency supervisors at least twice each semester providing another rich source of data.

D. Student Evaluations of Supervisors and Field Placements

Routine evaluations of MSW field setting effectiveness also occur each semester; MSW students are formally surveyed about their experiences in field, with supervision, and informally in their seminars (see Appendix I for Student Survey). This survey provides the students with an opportunity to give feedback as to the value of their agency educational experience and evaluate their supervisory experience. Data from those surveys are reviewed by the MSW field director, and annually, the field directors, field supervisors, and social work faculty review all data from students and agencies to ensure the program maintains the highest standards.

XI. Related Student Information

A. Students with Disabilities

- Disability Services' mission is to provide reasonable accommodations and a supportive environment where students with disabilities have access and opportunity to succeed in their pursuit of a higher education.
- Students with disabilities who require accommodations (academic adjustments, auxiliary aids or services) for this course must register with the Disability Services Office. Please contact the Disability Service Office immediately in the University Center, Suite 320 or call (859)572-6373 for more information. To receive accommodations, students with disabilities must register with Disabilities Services and provide current documentation of a disability. Visit the website for further information: http://www.nku.edu/~disability/disidentifyverify.htm

B. Criminal Background Checks

The social work practice involves providing care and protecting the safety of vulnerable populations including children and the aged. Social work students applying for field placement sites are typically required to submit to criminal background checks. If a student wishes to do a placement in Ohio, some agencies require a Social Work Trainee License. Often field students must complete the same criminal background check as an employee at particular agencies. Field education placements and employment may be denied to social work students with certain criminal backgrounds. Additional advising and direction is available on request.

C. Social Work Trainee License

Some students who wish to complete their placements in Ohio may be required to obtain a Social Work Trainee License through the Ohio Counselor Social Worker and Marriage and Family Therapist Board. This allows the agency in which you are placed to bill for your services. A criminal records check with both the BCI and FBI is required. This may take 2-4 weeks to process. Proof of enrollment in a CSWE accredited MSW program is also required, or a program in process of accreditation (the MSW field education director will take care of this) and an application form available online at: www.cswmft.ohio.gov are required. A student, who already holds a LSW in Ohio and is in good standing, is not required to obtain a Social Work Trainee License.

D. Professional Liability Insurance

All MSW Field Instruction students are required to purchase liability insurance through the group plan offered to the Department of Counseling, Social Work, and Leadership and MSW Program at NKU. This non-refundable premium is billed by and paid to the bursar in conjunction with the tuition and fees for social work students. Thus, the Social Work Program directly purchases the group policy for professional liability coverage and no independent action is needed from the student. Students are also covered under a general university policy with other departments at no cost to them.

E. Student Safety Requirements and Practices in Field

Home visits

It is common that social workers who work in a variety of settings conduct home visits. However, students are advised as follows:

1. It is appropriate for you to make home visits in your placement setting initially *with* your supervisor or other staff person designated in the beginning of your placement. Depending on agency policy, you may be asked to make these visits alone as your placement progresses.
2. Such visits may expose you to risk. All home visits should be made with the full knowledge of your field supervisor- time of departure, time of return, other activities while on the trip, etc.
3. If you feel uncomfortable or threatened in a situation, you should leave immediately, and return to the agency and report your experience to your supervisor.
4. If you do not feel comfortable in performing a task which is requested of you, please contact your field seminar instructor or field education director for guidance.
5. Field students in the NKU MSW Social Work program are not permitted to transport clients in their personal vehicles. This is done to insure the safety of the client and reduce the liability of the student. Exceptions may be made only if the agency is willing to provide coverage for the student and indemnify (a legal exemption from liability for damages) the student. Students not covered by the agency, who choose to transport clients in their own vehicles, may be liable in the event any client(s) or passengers are injured. It is the responsibility of each student to consult with their own automobile insurance carrier about the type of insurance coverage needed should the student chose to transport clients in their own vehicles. If the student is also an employee of the agency in which he/she is completing his/her placement, and would otherwise be required to transport clients as part of their employment, this policy will be superseded by the agency's policy.

XII. Grievance Process for Difficulties in Field Placement

The grievance process is developed for use by students, seminar instructors, faculty, field supervisors, and clientele. The procedures are designed to deal with discrepancies that may emerge during the field placement experience. The step-by-step procedure must be followed in the order and timetable outlined.

Step 1. When there is a discrepancy, the two parties involved should make every effort to resolve the matter. If the matter cannot be resolved, then the matter should be brought to the attention of the seminar instructor. If the matter cannot be resolved at this level, the aggrieved person must inform the other party of his/her intention to proceed to Step 2. This should be communicated in writing with a copy being forwarded to the MSW field education director within five working days following the meeting between the student

and agency based field supervisor.

Step 2. The student, field supervisor, seminar instructor, and MSW field education director will meet to resolve the matter. If satisfactory resolution is not obtained, then the aggrieved parties may initiate action within five working days following the meeting by written communication to the MSW Program Director.

Step 3. The MSW Program Director will meet with parties to try to satisfactorily resolve the matter. If a satisfactory agreement cannot be reached, the parties will move to the final step.

Step 4. The final step will involve meeting with a panel of three. Each party in conflict will select a representative to hear the grievance. This panel of three (MSW Program Director and two selected representatives) will make the final decision to resolve the dispute and to which the parties must abide.

XIII. Social Work Code of Ethics

Purposes of the NASW Code of Ethics (As stated in the NASW Code of Ethics, 2015)

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The National Association for Social Workers (*NASW) Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

   For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.
7. The *Code* offers a set of values, principles, and standards to guide decision-making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial

to the social and professional.

8. A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments must apply principles and standards.

National Association of Social Workers (NASW) Code of Ethics

Students must adhere to the National Association of Social Workers (NASW) Code of Ethics. Students are expected to thoroughly read the NASW Code of Ethics and ask questions for clarification of the professor and team. Violations of the NASW Code of Ethics are justification for student review and disciplinary action by the Social Work Faculty. The code is found here: http://www.socialworkers.org/pubs/code/code.asp. Additionally, students should display behavior and attitude that are professional at all times in seminar. Do frame communications in a positive, professional and collegial manner.

Preamble to NASW Code of Ethics (As stated in the NASW Code of Ethics, 2015)

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on the individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation**,** administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

a) Service
b) Social justice
c) Dignity and worth of the person
d) Importance of human relationships
e) Integrity, and

f) Competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Ethical Principles (As stated in the NASW Code of Ethics, 2015)

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. **The following principles set forth ideals to which all social workers should aspire:**

Value: *Service*
Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Value: *Social Justice*
Ethical Principle: *Social workers challenge social injustice.*

Value: *Dignity and Worth of the Person*
Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Value: *Importance of Human Relationships*
Ethical Principle: *Social workers recognize the central importance of human relationships.*

Value: *Integrity*
Ethical Principle: *Social workers behave in a trustworthy manner.*

Value: *Competence*
Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Ethical Standards (As stated in the NASW Code of Ethics, 2015)

The ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards are enforceable guidelines for professional conduct, and some are aspirations. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standard, both administratively and in a court of law. The full text of the NASW Code of Ethics can be accessed at http://www.naswdc.org/pubs/code/default.asp

XIV. University Codes, Policies, Procedures and Processes

All students should read the University Codes, Policies, and Procedures. These can be accessed at the following website. http://www.nku.edu/~deanstudents/policies.htm

At this website, you will find the following:

- Code of Student Rights and Responsibilities which includes the following.
  - ✓ Student Honor Code
  - ✓ Academic Grievance Process
  - ✓ Sexual Harassment Policy & Procedures
  - ✓ Accommodation Appeals Process
- Alcohol and Drug Abuse Policies and Educational Programs
- Free Expression Policy – Pre-approved by the Board of Regents May 2, 2007
- NKU Acceptable Use Policy for Technology Resources
- Classroom Disruption Guidelines

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APPENDICES

Appendix A(1):
Learning Contract for Field Experience I

SOCIAL WORK PROGRAM

MSW Learning Contract

MSW Field Placement I with Foundation Practice Behaviors

Student Name:_____ Field Placement - Agency: _____

Field Supervisor:_____

Supervisor's Highest Social Work Degree Awarded:_____

Institution of Supervisor's Highest Social Work Degree Awarded: _____

Total Placement Hours Completed:_____ Semester & Year_____

Competencies & Foundation Practice Behaviors	**Supervisor's Evaluation of Student Practice Behaviors**	
MSW Field Experience I is the first MSW placement designed to give students the opportunity to apply social work knowledge, values and skills in a practice setting. The Council on Social Work Education (CSW) has defined nine core **competencies** that all social work graduates should attain by the completion of their social work education. The competencies are: **1.** DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR **2.** ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE **3.** ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE **4.** ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE **5.** ENGAGE IN POLICY PRACTICE **6.** ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES **7.** ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES **8.** INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES **9.** EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES Each competency is comprised of a number of **practice behaviors**. Each practice behavior is associated with a **learning activity or task** that the student will perform to meet the criteria for the practice behavior. The activity or task is the method the field instructor can observe and measure the degree to which the practice behaviors have been achieved; this in turn indicates how well the student has met the practice behaviors. Students are to complete 300 hundred hours in field.	Circle the score within each practice behavior that most accurately describes the student's performance. The Key used throughout this evaluation is as follows: 0. Insufficient Evidence 1. Needs improvement 2. Novice 3. Apprentice 4. Independent 5. Proficient	

1. Demonstrate Ethical and Professional Behavior (EP 2.1.1)	**Midterm**	**Final**
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:		
Foundational Practice Behaviors		
1. Make ethical decisions by applying the standards 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;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
2. Use reflection and self-regulation to manage personal values and maintain	**0 1 2 3 4 5**	**0 1 2 3 4 5**
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
4. Use technology ethically and appropriately to facilitate practice outcomes; and	**0 1 2 3 4 5**	**0 1 2 3 4 5**
5. Use supervision and consultation to guide professional judgment and behavior.		

Activities/Tasks : **1.** **2.** **3.** **4.** **5.**		

2. Engage Diversity and Difference in Practice (EP 2.1.2)	**Midterm**	**Final**
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:		
Foundational Practice Behaviors		
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	**0 1 2 3 4 5**	**0 1 2 3 4 5**
Activities/Tasks: **6.** **7.** **8.**		

3. Advance Human Rights and Social, Economic, and Environmental Justice **(EP 2.1.3)** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: ***Foundational Practice Behaviors*** 9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 10. Engage in practices that advance social, economic, and environmental justice. **Activities/Tasks:** **9.** **10.**	**Midterm** **0 1 2 3 4 5** **0 1 2 3 4 5**	**Final** **0 1 2 3 4 5** **0 1 2 3 4 5**

4. <u>Engage in Practice-informed Research and Research-informed Practice</u> ***(EP 2.1.4)*** Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers: ***<u>Foundational Practice Behaviors</u>*** 11. Use practice experience and theory to inform scientific inquiry and research; 12. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 13. Use and translate research evidence to inform and improve practice, policy, and service delivery. **Activities/Tasks:** **11.** **12.** **13.**	**Midterm** **0 1 2 3 4 5** **0 1 2 3 4 5** **0 1 2 3 4 5**	**Final** **0 1 2 3 4 5** **0 1 2 3 4 5** **0 1 2 3 4 5**

5. Engage in Policy Practice (EP 2.1.5)	**Midterm**	**Final**
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:		
Foundational Practice Behaviors		
14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
15. Assess how social welfare and economic policies impact the delivery of and access to social services;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	**0 1 2 3 4 5**	**0 1 2 3 4 5**
Activities/Tasks: **14.** **15.** **16.**		

6. **Engage with Individuals, Families, Groups, Organizations, and Communities (EP 2.1.6)** Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers: ***Foundational Practice Behaviors:*** 17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. **Activities/Tasks:** **17.** **18.**	**Midterm** **0 1 2 3 4 5** **0 1 2 3 4 5**	**Final** **0 1 2 3 4 5** **0 1 2 3 4 5**

7. <u>Assess Individuals, Families, Groups, Organizations, and Communities</u> (EP 2.1.7) Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers: ***<u>Foundational Practice Behaviors:</u>***	**Midterm**	**Final**
19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	**0 1 2 3 4 5**	**0 1 2 3 4 5**

Activities/Tasks: **19.** **20.** **21.** **22.**		

8. Intervene with Individuals, Families, Groups, Organizations, and Communities (EP 2.1.8)	**Midterm**	**Final**
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:		
Foundational Practice Behaviors:		
23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
26. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
27. Facilitate effective transitions and endings that advance mutually agreed-on goals	**0 1 2 3 4 5**	**0 1 2 3 4 5**

Activities/Tasks:	Midterm	Final
23.		
24.		
25.		
26.		
27.		

	Midterm	Final
9. **<u>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</u>** ***(EP 2.1.9)***		
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:		
<u>Foundational Practice Behaviors:</u>		
28. Select and use appropriate methods for evaluation of outcomes;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;	**0 1 2 3 4 5**	**0 1 2 3 4 5**
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	**0 1 2 3 4 5**	**0 1 2 3 4 5**
Activities/Tasks: **28.** **29.** **30.** **31.**		

A. Agency learning goals for students not otherwise addressed (optional)		

B. <u>Student's additional learning goals in their field placement</u> Develop and write your personal learning goal (competency) and supporting learning objectives (practice behaviors) here.		
Formal One Hour Weekly Plan for Supervision (when, where, and with whom)		

Mission of NKU MSW Program

The NKU Social Work program educates competent and ethical Master of Social Work graduates who demonstrate leadership and social work values in their communities and their profession, toward advancing social and economic justice.

Learning Contract Signatures

The student competencies and practice behaviors set out herein comprise the Student/Agency Learning Contract for field placement. The signatures reflect agreement that the student will accomplish the practice behaviors and develop the competencies during his or her field placement experience with the agency.

Field Supervisor Signature	Date
Field Student Signature	Date
NKU Field Instructor Signature	Date
NKU Field Director Signature	Date

Field Evaluation

Narrative Summary

- Please identify student strengths.

- Please identify areas for professional growth.

The signatures below indicate that both the agency field supervisor and field student have read and discussed this evaluation.

Signatures for MIDTERM Evaluation of Student (after completion of 150 hours of placement)	**Signatures for FINAL Evaluation of Student (after completion of 300 hours of placement)**
Supervisor's Suggested Grade For Student (circle one) **A A- B+ B B- C+ C C- F**	**Supervisor's Suggested Grade For Student (circle one)** **A A- B+ B B- C+ C C- F**
Signature of Agency Field Supervisor Date	Signature of Agency Field Supervisor Date
Signature of Student Date	Signature of Student Date

* Student may attach a written statement addressing any area(s) of disagreement and the reasons(s).

Rubric: Example for Evaluating Students in Field

xample: **ompetency: Identify as a professional social worker nd conduct one's behavior accordingly** ractice behavior use supervision and consultation" (EP 2.1.1, 2015).	**Behavioral Guide to Ratings**
. Insufficient evidence	There is little or no evidence from which to evaluate this practice behavior. (All practice behaviors should be completed when hours of field placement are achieved.)
. Needs improvement	Student has engaged in practice behaviors and needs improvement. For instance, in supervision student rationalizes mistakes, denies that errors were made, is argumentative, blames others, refuses to or does not make corrections, etc.
. Novice	Designates a student who is new to SW field placement and who is undergoing training in order to learn professional standards of practice. Student is actively engaged in attempting the desired practice behavior. For example, in supervision, student accepts critical feedback in a positive manner on one or two occasions.
. Apprentice	Student is developing the desired practice behavior. For example, in supervision student accepts critical feedback in a positive manner more often than not and applies it to improve performance.
. Independent	Student is achieving the desired practice behavior, i.e. displays the behavior consistently. For example, in supervision student accepts critical feedback in a positive manner and applies it to improve performance, does not argue or blame others for errors, and actively solicits criticism/feedback in order to further learning and improve performance.
. Proficient	Student has mastered the desired practice behavior, and, for example, student's expertise is, or could be, sought to teach others in utilizing and responding to supervision.

Appendix A(2):
Learning Contract for Field Experience II & III

SOCIAL WORK PROGRAM

MSW Learning Contract

MSW Field Placement II & III with Advanced Practice Behaviors

Student Name:_____ Field Placement - Agency: _____
Field Supervisor:_____
Supervisor's Highest Social Work Degree Awarded:_____
Institution of Supervisor's Highest Social Work Degree Awarded: _____
Total Placement Hours Completed:_____ Semester & Year_____

MSW Field Experience II & III, is the final MSW placement designed to give students the opportunity to apply social work knowledge, values and skills in a practice setting. The Council on Social Work Education (CSW) has defined nine core **competencies** that all social work graduates should attain by the completion of their social work education. The competencies are: **1.** DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR **2.** ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE **3.** ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE **4.** ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE **5.** ENGAGE IN POLICY PRACTICE **6.** ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES **7.** ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES **8.** INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES **9.** EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES Each competency is comprised of a number of **practice behaviors**. Each practice behavior is associated with a **learning activity or task** that the student will perform to meet the criteria for the practice behavior. The activity or task is the method the field instructor can observe and	**Supervisor's Evaluation of Student Practice Behaviors** Circle the score within each practice behavior that most accurately describes the student's performance. The Key used throughout this evaluation is as follows: 0. Insufficient Evidence 1. Needs improvement 2. Novice 3. Apprentice 4. Independent 5. Proficient	

measure the degree to which the practice behaviors have been achieved; this in turn indicates how well the student has met the practice behaviors.		
1. Demonstrate professional and ethical behavior (EP 2.1.1) Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers: ***<u>Advanced Practice Behaviors</u>*** 1. Demonstrate commitment to social work as a profession and to professional growth in clinical behavior and community practice (e.g. managing personal biases); 2. Remain knowledgeable about changes in applicable laws and apply ethical decision making skills to issues specific to clinical behavioral health and community practice.	**Midterm** **0 1 2 3 4 5** **0 1 2 3 4 5**	

Activities/Tasks: **1.** **2.**		**Final** **0 1 2 3 4 5** **0 1 2 3 4 5**
2. Engage diversity and difference in practice (EP 2.1.2) Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:	**Midterm**	**Final**

Advanced Practice Behaviors		
3. Identify and use practitioner/client differences from a strengths perspective when working in clinical behavioral health and community practice.	**0 1 2 3 4 5**	**0 1 2 3 4 5**
4. Research and apply knowledge of diverse populations to enhance the well-being of clients.	**0 1 2 3 4 5**	**0 1 2 3 4 5**
Activities/Tasks: **3.** **4.**		

3. Advance human rights and social, economic, and environmental justice (EP 2.1.3) Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: ***<u>Advanced Practice Behaviors</u>*** 5. Use knowledge of the effects of oppression, discrimination, and historical trauma when working in clinical behavioral health and community practice. 6. Advocate at multiple levels for diverse populations of clients. **Activities/Tasks:** **5.** **6.**	**Midterm** **0 1 2 3 4 5** **0 1 2 3 4 5**	**Final** **0 1 2 3 4 5** **0 1 2 3 4 5**

4. Engage practice-informed research and research-informed practice *(EP 2.1.4)* Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers ***<u>Advanced Practice Behaviors</u>*** 7. Critically consume research and apply such research knowledge to clinical behavioral health and community practice. 8. Engage in research to evaluate the effectiveness and/or outcomes of practice with, or the needs of, clients.	**Midterm** **0 1 2 3 4 5** **0 1 2 3 4 5**	**Final**

Activities/Tasks: **7.** **8.**		**0 1 2 3 4 5** **0 1 2 3 4 5**
5. Engage in policy practice (EP 2.1.5) Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers: ***Advanced Practice Behaviors*** 9. Communicate to stakeholders the implications of policies and policy changes in the lives of clients	**Midterm** **0 1 2 3 4 5**	**Final** **0 1 2 3 4 5**

10. Integrate evidence-based practices, best practices, and current research in advocating for policies that advance social and economic well-being for clients. **Activities/Tasks:** **9.** **10.**	**0 1 2 3 4 5**	**0 1 2 3 4 5**
6. Engage with individuals, families, groups, organizations, and communities (EP 2.1.6) Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with		

clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:		
Advanced Practice Behaviors	**Midterm**	**Final**
11. Develop a culturally responsive therapeutic relationship with clients.	**0 1 2 3 4 5**	**0 1 2 3 4 5**
12. Establish a relationally-based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.	**0 1 2 3 4 5**	**0 1 2 3 4 5**
Activities/Tasks: **11.** **12.**		

7. Assess individuals, families, groups, organizations, and communities (EP 2.1.7) Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers: ***<u>Advanced Practice Behaviors</u>***	**Midterm**	**Final**
13. Select and modify appropriate intervention strategies based on continuous assessment of clients.	**0 1 2 3 4 5**	**0 1 2 3 4 5**
14. Use multidimensional bio-psycho-social and spiritual assessment tools with clients.		

Activities/Tasks: **13.** **14.**	**0 1 2 3 4 5**	**0 1 2 3 4 5**
8. Intervene with individuals, families, groups, organizations, and communities **(EP 2.1.8)** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-		

informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers: ***<u>Advance practice behaviors</u>*** 15. Critically evaluate, select, and apply best practices and/orevidence-based interventions with clients. 16. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns of clients identified in the assessment. **Activities/Tasks:** **15.** **16.** **9. EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** **(*EP 2.1.9)*** Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of	**Midterm** **0 1 2 3 4 5** **0 1 2 3 4 5**	**Final** **0 1 2 3 4 5** **0 1 2 3 4 5**

evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: ***<u>Advanced Practice Behaviors</u>*** 17. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social and spiritual conditions experienced by clients. 18. Critically evaluate program processes and service delivery effectiveness. **Activities/Tasks:** **17.** **18.**	**Midterm** **0 1 2 3 4 5** **0 1 2 3 4 5**	**Final** **0 1 2 3 4 5** **0 1 2 3 4 5**

Agency learning goals for students not otherwise addressed (optional)		
Formal One Hour Weekly Plan for Supervision (when, where, and with whom)		

Mission of NKU MSW Program

The NKU Social Work program educates competent and ethical Master of Social Work graduates who demonstrate leadership and social work values in their communities and their profession, toward advancing social and economic justice.

Learning Contract Signatures

The student competencies and practice behaviors set out herein comprise the Student/Agency Learning Contract for field placement. The signatures reflect agreement that the student will accomplish the practice behaviors and develop the competencies during his or her field placement experience with the agency.

Field Supervisor Signature	Date
Field Student Signature	Date
NKU Field Instructor Signature	Date
NKU Field Director Signature	Date

Field Evaluation

Narrative Summary

- Please identify student strengths.

- Please identify areas for professional growth.

The signatures below indicate that both the agency field supervisor and field student have read and discussed this evaluation.

Signatures for MIDTERM Evaluation of Student (after completion of 150 hours of placement)	**Signatures for FINAL Evaluation of Student (after completion of 300 hours of placement)**
Supervisor's Suggested Grade For Student (circle one) **A A- B+ B B- C+ C C- F**	**Supervisor's Suggested Grade For Student (circle one)** **A A- B+ B B- C+ C C- F**
Signature of Agency Field Supervisor Date	Signature of Agency Field Supervisor Date
Signature of Student Date	Signature of Student Date

* Student may attach a written statement addressing any area(s) of disagreement and the reasons(s).

Example: Outcome Utilize and respond to supervision to explore strengths and areas for professional growth **Ratings (1-5)**	**Behavioral Guide to Ratings**
0. Insufficient evidence	There is little or no evidence from which to evaluate this outcome. (This could occur by mid- term). However, all learning outcomes and practice behaviors should be completed when 300 hours of field placement are achieved.)
1. Needs improvement	Student has engaged in practice behaviors and needs improvement. For instance, in supervision student rationalizes mistakes, denies that errors were made, is argumentative, refuses to or does not make corrections, etc.
2. Novice	Designates a student who is new to MSW field placement and who is undergoing training in order to learn professional standards of practice. Student is actively engaged in attempting the desired learning outcome. For example, in supervision, student accepts critical feedback in a positive manner on one or two occasions.
3. Apprentice	Student is developing the desired learning outcome, i.e., exhibits the behavior more often than not. For example, in supervision student accepts critical feedback in a positive manner more often than not and applies it to improve performance.
4. Independent	Student is achieving the desired learning outcome, i.e. displays the behavior consistently. For example, in supervision student accepts critical feedback in a positive manner and applies it to improve performance, does not argue or blame others for errors, and actively solicits criticism/feedback in order to further learning and improve performance.
5. Proficient	Student has mastered the desired learning outcome, and, for example, student's expertise is, or could be, sought to teach others in utilizing and responding to supervision.

* Student may attach a written statement addressing any area(s) of disagreement and the reasons(s).

Rubric: Example for Evaluating Students in Field

Example: Outcome Utilize and respond to supervision to explore strengths and areas for professional growth Ratings (1-5)	
	Behavioral Guide to Ratings
0. Insufficient evidence	There is little or no evidence from which to evaluate this competency.
1. Needs improvement	Student needs improvement. For example, in supervision student rationalizes, denies that errors were made, or shifts responsibility to others.
2. Novice	Student is beginning to learn professional standards of practice, and is actively engaged in attempting the desired learning outcome. For example, in supervision, student accepts critical feedback in a positive manner on one or two occasions.
3. Apprentice	Student is demonstrating the desired competency, i.e. exhibits the behavior more often than not. For example, in supervision student accepts critical feedback in a positive manner more often than not and applies it to improve performance.
4. Independent	Student is achieving the desired learning outcome, i.e. demonstrates the competency/behavior consistently. For example, in supervision the student accepts critical feedback in a positive manner, applies it to improve performance, and actively solicits criticism/feedback in order to further learning and improve performance.
5. Proficient	Student has mastered the desired learning outcome; and, for example, student's expertise is, or could be, sought to teach others in utilizing and responding to supervision.

Appendix B:
Agreement between Field Agency & Northern Kentucky University

NORTHERN KENTUCKY UNIVERSITY
SOCIAL WORK FIELD PROGRAM

Agreement Between Field Agency & Northern Kentucky University

This contract is entered into by the Northern Kentucky University Social Work Field Program, herein referred to as the "Program" and
Agency Name: _____
Agency Address: _____
herein referred to as the "Agency", for the purpose of establishing an educational curriculum of field instruction for students enrolled in the Program, under the guidance and instruction of qualified agency practitioners or "field supervisors." This contract provides for BSW and MSW student field placements.

For supervision of BSW field students a "field supervisor" holds either a CSWE-accredited baccalaureate or master's in social work degree. If the field supervisor holds a baccalaureate degree, two (2) years of post-BSW professional experience are required.

For supervision of MSW field students a "field supervisor" holds a master's in social work degree with two (2) years of post-MSW professional experience required. For supervision of the MSW generalist field experience (300 field hours), an MSW degree alone may suffice; such approval is granted by the MSW Field Director on a case-by-case basis.

The field supervisor is a staff member at a human service agency who has practice experience and the required credentials set forth above. The NKU social work field student is placed at the agency where the field supervisor is employed. The field supervisor is an integral part of NKU's field education program and a member of the educational team (student, field supervisor and faculty instructor). The field supervisor provides a helpful and positive experience for the student in various ways, including:

1. Fostering student application of social work knowledge, values, and skills via the provided "Learning Contract" and agency learning experiences,
2. Involving the student in meaningful agency experiences,
3. Determining appropriate assignments in conjunction with the student,
4. Instructing the student as to the goals, scope, and operation of the agency as part of the student's orientation to the agency,
5. Holding weekly face-to-face 1 hour supervisory sessions with the student,
6. Helping the student make accurate assessments, plan and evaluate appropriate interventions and apply relevant social work theory to practice,
7. Discussing and evaluating student reports, assessment documents and other written work,
8. Being available for on-site visits with field faculty,
9. Providing ongoing evaluation of the student's performance and completing the assessment instruments in conjunction with the student and submitting them to the faculty instructor, and
10. Attending or accessing NKU social work field supervisor orientation training.

It is expected that the agency will provide adequate space and facilities for the professional utilization of a student. A written "Learning Contract" will be provided, negotiated, and executed between the student, field supervisor, and field faculty. The field supervisor should keep the field faculty member informed about the

student's activities and progress, any problems associated with the student's performance, and any agency changes that may affect the student's work.

It is agreed that:

1. There will be mutual agreement between the Program and the Agency in the selection of students for placement. Students will be assigned without respect to race, ethnic origin, sex, sexual orientation, age, religion or disability. Selections will be made on the basis of suitability of the Agency's program to meet educational needs, and on the student's ability to meet the Agency's basic requirements. The Agency reserves the right to determine the number of students that may be placed, dependent upon space, instructional time available, and client population.

2. The student will be provided the opportunity to participate in overall agency program and activities as appropriate to educational needs, practice competence, skill development, and the Council on Social Work Education (CSWE) competencies to be demonstrated (see learning contract).

3. The Agency will appoint appropriate personnel to serve as field supervisors on the basis of the qualifications set forth on page one herein. The Agency accepts its responsibility in maintaining an educational program of quality including the provision for adequate instructions and a minimum of one hour per week of supervision for a field student.

4. The student's qualifications and educational objectives will be considered by the student, field supervisor, and field faculty early in the placement. Information regarding specific difficulties and special needs will be mutually shared.

5. The Agency will permit student use of facilities necessary for successful completion of assignments, including office space, access to a telephone, office supplies, and access to client and agency records appropriate to the learning experience.

6. The withdrawal of a student from the Agency for reasons of health, performance, or other reasonable cause should be preceded by a process of discussion and negotiations between the field supervisor, student, and field faculty member. When consensus cannot be reached, the field director may make the determination to place the student at another agency setting or take other appropriate action with the student. Upon exigent circumstances, the student's withdrawal by the Agency or Program may precede discussion between the field supervisor, student, and field faculty member.

7. The student is expected to follow the University calendar regarding holidays, spring and fall breaks, and exam schedule. Other holidays observed by the Agency will be observed by the student.

8. It is understood that the student is not an employee of the Agency, and will therefore not be eligible for fringe benefits or compensation except for reimbursement of expenses incurred as a part of the learning experience when available. Consistent with the social work field manual policy, a student may be an employee of the Agency and be granted, upon approval of the field director, a field placement at the same Agency if placed in a different setting with a different field supervisor. When available, educational stipends are permitted.

9. The field supervisor will submit progress reports and student field assessments as required by the Program. A liaison visit to the Agency by the field faculty member will be arranged each semester and at such other times as may be necessary. A field student's final grade will be determined by the field faculty member after reviewing the field supervisor's student assessment and other data from the field seminar course.

10. The term for this Agreement is one year from the date this contract was fully executed below. This agreement is self-renewing from year to year as of the entry date. However, this agreement may be terminated by either the Program or the Agency by the submission of written notice of the intent to terminate and the termination date.

11. Both the field faculty and the field director are employees of the University.

12. The provisions of this agreement shall be interpreted according to the laws of the Commonwealth of Kentucky.

Agency Director	Date
BSW Field Director **or** MSW Field Director Northern Kentucky University	Date
School Director School of Social Work Northern Kentucky University	Date
Dean College of Health & Human Services Northern Kentucky University	Date
Vice Provost Northern Kentucky University	Date

Appendix C:
MSW Field Education Application

SOCIAL WORK PROGRAM

MSW Field Education Application/Questionnaire

It is **MANDATORY** that the MSW student complete and submit this Field Placement Questionnaire to begin the process of securing a field placement. Completion of this form will assist the Field Director in matching you with an appropriate field placement. Please consider each question carefully and answer as fully as possible. Please return within 2 weeks to:

Kelly Fallon, MSW Field Director, LCSW, LISW-S
1 Nunn Drive MEP 256
Highland Heights Kentucky 41099
fallonk2@nku.edu

Contact information:

Name_____

Address_____

Cell phone_____Work phone_____Best number to reach you_____

E mail address _____

Field course: Field Exp. I____(3), Field Exp II____(3), Field Exp III____(3)

Semester and year: Fall_____20___; Spring_____20_; Summer 20____

What kind of field placement are you looking for? (age, population, problem focus, modality)

_____

_____

Have you ever been arrested, charged, subject to prosecution, indicted, found guilty, or entered a plea of guilty or nolo condendere, in a criminal prosecution under the laws of any state or jurisdiction of the United States whether or not a sentence was imposed? **Yes / No** (Circle one)

Preferred Agencies:
Are there any agencies that you are already interested in as a possible field placement? Please identify three (3) agencies.

_____

Social Work Experience:
Have you had any previous paid or unpaid social service experience?_____If yes, please describe.

_____

_____

Will you be working during the semester?_____If, yes how many hours?_____

Is there anything else you want us to know regarding your field placement? (e.g., hours, transportation)

_____

_____

Northern Kentucky University
MSW Field Education Application at Place of Employment

Students are allowed to complete their field placement at their place of employment. This must be Pre-approved by the MSW Field Education Director. Specifically, the student must provide their current job description at their place of employment. They must provide, also with specificity, a description of their proposed field experience at their place of employment, along with identification of learning opportunities in order that the competencies and foundation practice behaviors or advanced practice behaviors will be achieved. The student must provide a description of the differences between their current job and the proposed placement. A letter from their immediate employment supervisor must also be provided in which they agree to the student's placement proposal. A plan for the student's job responsibilities while in their field placement must also be included in this letter. The student's employment supervisor and the student's field supervisor cannot be the same person. It is recommended, though not mandated, that the placement be in a separate location, if possible. Please attach all of the above with this document.

Date completed_____Meeting date with MSW Field Director _____

Name _____

Address _____

Student cell phone_____Student home phone _____

Student work phone_____Best number to call to reach you_____

E mail address _____

Field course requested:
Field Exp I_____(3), Field Exp II_____(3), Field Exp III_____(3)

Semester and year to be taken: Fall_____; Spring_____20____

Current employer _____

Immediate work supervisor _____

Pre-approved:
MSW Field Director_____Date:_____

Appendix D:
Request to Approve a New Field Agency

SOCIAL WORK PROGRAM
Request to Approve a New Field Agency

Name of Student Making Request:_____

Student Cell Phone: _____

Email address:_____

Student registering to take Field Instruction in Fall 20_____Spring 20_____

Student's Program Level:

☐ BSW ☐ MSW Foundation *(2nd year)* ☐ MSW Advanced Direct Practice *(3rd year and Advanced Standing)*

I request to complete my Field Placement at the following Agency/Organization:

Agency/Organization

BSW: The Social worker who will supervise the student must hold a CSWE-accredited baccalaureate *or* Master of Social Work degree. Those with a CSWE-accredited BSW must have two 2 years of post-baccalaureate work experience. Social Work Licensure is not required and is not a substitute for the CSWE-accredited baccalaureate BSW or MSW.

MSW: The Social worker who will supervise the student must hold a CSWE-accredited Master of Social Work degree and two years of post-Master's social work experience. Social Work Licensure is not required and is not a substitute for the CSWE-accredited MSW.

Name of agency/organization: _____

Address:_____

Phone:_____

Supervising Social Worker: _____

Social Worker's Phone Number: _____

Social Worker's Email Address: _____

My signature below confirms that I have reviewed the Field Education Manual and have followed the instructions therein in making this request.

_____

Student Signature **Date**

_____

Field Director **Date**

For Office Use Only:

☐ Approve _____ ☐ Deny _____

Appendix E:
Independent Placement Tip Sheet
and
Distance and International Student and Agency Criteria

Independent Placement Tip Sheet

The following text, on selecting an independent placement, is taken from the St. Catherine College of Social Work Field Manual and adopted by Northern Kentucky University Social Work Program with permission. Editing has occurred as needed for consistency and alignment within the NKU MSW Social Work Field Education Manual.

What is an Independent Placement?

An Independent Placement is a field experience that meets all requirements for field placements set forth by NKU's Social Work Program and the Council on Social Work Education (CSWE – accreditation). However, the process of researching and finding the field agency and field supervisor is accomplished by the student within the school's parameters and policies. Although a list of Pre-approved field placement agencies has been compiled (see NKU Social Work Field Education website), students have the option of exploring other placement opportunities outside those in the Pre-approved MSW Field Agency List. This process is called "independent placement". In the independent placement, the requested field placement supervisor and agency will be reviewed by the field education director according to the criteria established by the Social Work Program. *If the field supervisor and agency meet the requirements of the social work program, the placement may be pre-approved by the field education director.*

Note: The Program's existing (Pre-approved) field agency sites are located primarily in Northern Kentucky and Greater Cincinnati. Distance placements may be arranged nationally and internationally. Refer to "Distance and International Placements" within this Field Manual.

What is the Process for an Independent Placement?

The student must work closely with the MSW field education director to initiate and complete the process of selecting an independent placement. Final approval for the placement rests with the MSW field education director.

What is the timeframe for finding an Independent Placement?

Begin your search for a field placement no later than the beginning of February for fall registrants, and September for spring registrants. After approval, you may begin your placement on the first day of class. *You must send an email identifying your requested placement by May 1st for Fall registrants* in field*, and by October 1st for Spring registrants in field.* This time frame is the same as students selecting agencies from the existing Pre-approved agency list. The email is sent to the MSW field education director and includes agency name, agency address, supervisor name and social work degree, phone number, and email for the supervisor.

What should I tell the agencies about the requirements?

All Independent Placements must meet the same requirements as other placements. (See above)

How do I find these agencies?

Students have located agencies through the web, the yellow pages, social service directories, United Way listings (website), by talking with faculty, friends, contacts made at workshops or community meetings, or from suggestions made by agencies themselves in the process of interviewing. Try to obtain the specific names of social workers when contacting the agencies.

Guidelines for MSW Distance and International Placements

The MSW Program at NKU is open to the establishment of distance and international placements outside of the Northern Kentucky and Greater Cincinnati area. These decisions are made in the context of limited resources. Distance and out-of-country placements can provide enriching experiences for students. Such placements have the ability to offer opportunities for useful comparative studies for students, enriched by the experience of living in a different setting. It is essential, however, that students are well-prepared for the placements and that the field director is confident in the student's ability to benefit from a distance educational experience.

Only students who have completed all the prerequisite course work will be considered.

1) **Student Proposal**
   Students must develop a placement proposal, Part I of which should be submitted to the placement coordinator six months prior to the beginning of the semester in which the student is planning to do his/her placement. Parts II and III should be submitted three months in advance of the beginning of the anticipated placement.

   Part I (submitted six months in advance)
   In this section of the proposal, students should address the following:
   a. Why the student wishes to do a distant / international placement?
   b. What are the student's learning objectives?
   c. Where does the student want to go?
   d. The names of two MSW faculty members who would be prepared to be verbal references

   Part II (submitted three months in advance)
   In this section, students should provide the following:

   a. An outline of a possible placement, detailing the placement opportunities
   b. Additional information about the setting that will help the coordinator understand the learning opportunity
   c. An outline how this placement will meet the student's learning objectives
   d. Who would supervise the student and his/her credentials (preferably a copy of their resume)
   e. Suggestions for how the field seminar expectations might be met if an on-line chat seminar is not available
   f. While the coordinator is responsible for assigning a faculty liaison, identify any suggestions of who might be available to act as faculty liaison (consider schools of social work in the community)

   Part III (submitted three months in advance)
   This section is only required for international placement.

   a. Identify how this placement will meet the learning goals and objectives of the NKU MSW social work program
   b. Identify what cultural / international orientation the student will participate in prior to departure in order to prepare for the cultural differences and who will provide this orientation.

c. Address the issue of reciprocity given possible language limitations, the historical context of social work in that country, and how to make a contribution in a culturally meaningful manner
d. Address how the student will finance this experience. It is the responsibility of the student to explore financial options.
e. Provide a risk assessment (safety concerns) of the environment where the student will be working
f. Address how an aspect of this experience will be presented to the school community, if feasible
g. Address health and insurance coverage
h. Execute (sign) an Assumption of Risks, Responsibility and Liability Waiver

2) Student eligibility criteria

Criteria are based on consideration of the following issues:

a. maturity of student and demonstrated ability to follow-through
b. high level of self-direction, initiative, clarity of purpose,
c. good level of academic performance (via transcript review)
d. strength of proposal
e. quality of student's references
f. appropriate rationale for placement
g. learning needs could be better met at a distance than locally
h. consideration of financial needs of student /financial issues related to placement
i. consideration of a student's future employment possibilities
j. any other relevant issues

Out of country placements may involve a further interview process with NKU's office of international programs.

3) Agency Criteria

a. The placement setting must be committed to meeting the requirements of a placement such as providing the student with appropriate work assignments with regular supervision and other requirements as set forth.
b. Appropriateness of the placement in being able to meet objectives of the BSW Program at NKU, including a professional and ethical workplace for social work students.
c. Commitment of the field supervisor to provide one to one hour of supervision per week.
d. Commitment of the field supervisor to conference at least two (2) times with the field seminar instructor during each field experience course
e. Willingness of the field supervisor to perform a mid- term and final written student evaluation at the conclusion of Field Experience I, II, & III respectively.

4) Principles and Objectives

NKU MSW Social Work Field Education has adopted the principles and objectives of the Canadian Association of Schools of Social Work (CASSW) International Affairs Committee as concepts to guide decision making in approving international placements.

The preceding text, on distance and international placements, is taken from Carleton University, Canada Practicum Manual and adopted by Northern Kentucky University Social Work Program. Editing has occurred as needed for consistency and alignment within the NKU Social Work Field Education Manual.

Appendix F:

Field Confirmation Form

NORTHERN KENTUCKY UNIVERSITY

SOCIAL WORK PROGRAM
Field Placement Confirmation Form

Student's Name:_____has been accepted as a social work intern.

Dates / semester(s) of proposed field placement:_____through

_____

(month/year) *(month/year)*

Student's Program Level:

☐ BSW Practice ☐ MSW Foundation *(2nd year)* ☐ MSW Advanced Direct *(3rd year and Advanced Standing)*

Field Supervisor Name		Highest degree held: ☐ MSW ☐ BSW
Task Instructor *(Optional)*		
Agency Name		
Agency Address	**Address** **Suite # / Room # / Bldg. #** **City** **State** **Zip Code**	
Field Supervisor Tel. #	( )	
Agency Fax #	( )	
Field Supervisor E-mail		
Agency Web Address		

Please return completed form to:

BSW Field Education Director:

Dr. Megan Lindsey
LCSW, LISW-S
BSW Field Director
Northern Kentucky University
College of Health and Human Services
School of Social Work, MEP 237

MSW Field Education Director:

Kelly Fallon, LCSW, LISW-S
Northern Kentucky University
College of Health and Human Services
School of Social Work MEP 256

Appendix G:
NKU Field Supervisor Survey

NKU Field Supervisor Survey

Social Work Program

The Field Instructor Survey will be used to improve the social work program of Northern Kentucky University. This survey asks you to look back on all your NKU MSW students as a group. Please rate your students overall on the following outcomes. For each outcome identified below, circle the number to the right that best fits your judgment of the ultimate quality of NKU MSW students. Use the scale below to select a quality number.

Overall, my social work students from Northern Kentucky University were able to:	Scale **Extremely Effective**				**Extremely Ineffective**
1. Demonstrates an ability to learn independently	5	4	3	2	1
2. Displays behaviors consistent with social work values	5	4	3	2	1
3. Demonstrate an ability to identify and understand ethical dilemmas	5	4	3	2	1
4. Demonstrate respectful communication skills in culturally and ethnically diverse professional relationships	5	4	3	2	1
5. Demonstrate understanding of advocacy in order to reduce barriers faced by client	5	4	3	2	1
6. Demonstrate generalist/advanced (choose one) social work knowledge and skills of assessment and intervention	5	4	3	2	1
7. Demonstrate understanding regarding human behavior in the social environment	5	4	3	2	1
8. Demonstrate the importance of professional peer reviewed literature toward evidenced based practice and ethical conduct	5	4	3	2	1
9. Demonstrate ability to communicate to different clientele populations, colleagues and communities	5	4	3	2	1
10. Utilize effective writing skills to appropriately convey message	5	4	3	2	1
11. Utilize and respond to supervision to explore strengths and areas for professional growth	5	4	3	2	1
12. Adhere to university, program, and Field Placement agency	5	4	3	2	1

protocol and standards					
13. Identify professional roles and responsibilities	5	4	3	2	1
14. Identify and discuss organizational change	5	4	3	2	1
15. Identify and analyze major social issues	5	4	3	2	1
16. Professional Work Expectations(i.e. being on time, attendance, positive work ethic, attitude, attire, asking appropriate questions, safety practices appropriate to field agency)	5	4	3	2	1
17. Your highest social work degree from an CSWE accredited social work program	MSW	PhD			
	Yrs of exp	Yrs of exp	Yrs of exp	Yrs of exp	Yrs of exp
18. Years of (*post MSW degree)* experience in social work	0-2	2-4	4-7	7-10	10+
19. Years supervising MSW field students	0-2	2-4	4-7	7-10	10+
20. What training do you desire to assist you in more effectively supervising MSW students from NKU?	Comments				
Do you have any other comments to improve the competency of NKU's MSW social work students?					

Thank you so much for completing the Field Instructor survey. You opinions are very valuable and your feedback will help the NKU social work faculty improve in the future.

Appendix I:
Student Survey of Field Placement

Student Survey of Field Placement

Select the response that most accurately answers the question. Your answers are used for continuous social work field program improvement at Northern Kentucky University.

Name of Field Agency: _____

1. My field supervisor provided at least one hour of supervision for me each week.
   Almost always Sometime Every Once in awhile Rarely Never
   5 4 3 2 1
2. My field supervisor facilitated my learning at the agency.
   Almost always Sometimes Every Once in awhile Rarely Never
   5 4 3 2 1
3. If I had to identify an area where my field supervisor could improve his/her field supervision of MSW students, it would be:
4. I feel confident that I have become skilled in all the learning outcomes set out in the learning contract.
   Strongly Agree Agree Neutral Disagree Strongly Disagree
   5 4 3 2 1
5. My field agency made sure that learning experiences were available that helped meet the expectations set out in the learning contract.
   Almost always Sometimes Every Once in awhile Rarely Never
   5 4 3 2 1
6. If I had to identify an area where my field agency could improve its provision of learning experiences to MSW students, it would be:
7. If I had to identify an area in which my field agency excels in its provision of learning experiences to MSW students, it would be:
8. Through my field agency, I have made positive professional relationships.
   Strongly agree Agree Neutral Disagree Strongly Disagree
   5 4 3 2 1

Any comments you would like to add? _____