

**UNT<sup>®</sup>**

UNIVERSITY  
OF NORTH TEXAS™

**SOCIAL WORK  
FIELD EDUCATION  
MANUAL**

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# Table of Contents

<b>Mission of the UNT Social Work Program .....</b>	<b>4</b>
<b>Purpose and Objectives for Field Practicum .....</b>	<b>4</b>
<b>General Information .....</b>	<b>5</b>
<i>FIELD PLANNING AND ORIENTATION MEETING</i> .....	5
<i>APPLYING TO THE FIELD</i> .....	6
<i>ELIGIBILITY REQUIREMENTS</i> .....	6
<i>THE FIELD PLACEMENT PROCESS</i> .....	6
<i>THE FIELD INTERVIEW PROCESS</i> .....	7
<i>FIELD AGENCY INTERVIEW PROCESS</i> .....	8
<i>DENIAL OF PLACEMENT BY FIELD AGENCY DUE TO STUDENT BEHAVIOR</i> .....	8
<i>OUT-OF-AREA PLACEMENTS</i> .....	9
<i>EMPLOYMENT-BASED INTERNSHIPS</i> .....	9
<b>Expectations for Students Related to Field Practicum .....</b>	<b>10</b>
<i>REPORTING TO THE FIELD AGENCY</i> .....	10
<i>HOURS REQUIRED</i> .....	11
<i>CONTINUING EDUCATION OPPORTUNITIES</i> .....	12
<i>LUNCH TIME</i> .....	12
<i>LEAVE TIME</i> .....	12
<i>EXCESSIVE ABSENCES / INCOMPLETES</i> .....	13
<i>FIELD SEMINAR</i> .....	13
<i>TRANSPORTATION</i> .....	14
<i>TRAVEL</i> .....	14
<i>PROFESSIONAL LIABILITY INSURANCE</i> .....	14
<i>HOLIDAYS</i> .....	15
<i>ADHERENCE TO AGENCY POLICIES AND PROCEDURES</i> .....	15
<i>PROFESSIONAL BEHAVIOR</i> .....	15
<i>ACADEMIC HONESTY</i> .....	16
<i>THE LEARNING CONTRACT</i> .....	16
<i>FIELD INSTRUCTOR SUPERVISION MEETINGS AND DOCUMENTING HOURS / LOGS</i> .....	16
<i>EVALUATION OF STUDENT PERFORMANCE AND GRADING</i> .....	17
<i>CHANGING PLACEMENTS</i> .....	18
<b>Periodic Review, Remediation and Termination from the Program .....</b>	<b>18</b>

<i>PERIODIC REVIEW</i> .....	19
<i>REMOVAL FROM AN AGENCY</i> .....	19
<i>CHANGING PLACEMENTS DUE TO STUDENT BEHAVIOR OR PERFORMANCE</i> .....	20
<i>DENIAL OF PLACEMENT CHANGE</i> .....	21
<i>TERMINATION FROM THE SOCIAL WORK PROGRAM</i> .....	21
<i>APPLICATION FOR READMISSION TO THE PROGRAM</i> .....	22
<i>FACULTY RESPONSE</i> .....	22
<i>GRIEVANCE AND APPEAL PROCEDURES</i> .....	23
<b>Required Qualifications for Field Instructors</b> .....	<b>23</b>
<b>Required Qualifications for Agency Field Settings</b> .....	<b>23</b>
<i>THE AGENCY</i> .....	24
<i>AGENCY AFFILIATION AGREEMENTS</i> .....	26
<i>COMMUNICATION WITH AGENCIES</i> .....	26
<b>Expectations for Field Instructors Related to Field Practicum</b> .....	<b>26</b>
<i>POLICY ON FIELD PRACTICUM PLACEMENTS</i> .....	28
<b>Role of the Task Supervisor</b> .....	<b>28</b>
<b>The Role of the Field Director</b> .....	<b>29</b>
<b>Safety Issues and Guidelines</b> .....	<b>29</b>
<i>GUIDELINES FOR PERSONAL SAFETY</i> .....	29
<i>GENERAL PERSONAL RISK-REDUCTION GUIDELINES</i> .....	30
<i>WHAT TO DO IF ATTACKED OR SERIOUSLY THREATENED AT AN INTERNSHIP PLACEMENT</i> .....	31
<b>Ethical Principles - National Association of Social Workers Code of Ethics</b> .....	<b>31</b>
<b>Council on Social Work Education (CSWE), Commission On Accreditation Baccalaureate Evaluative Standards and Interpretive Guidelines</b> .....	<b>32</b>
<b>APPENDIX</b> .....	<b>38</b>
<i>UNT SOCIAL WORK FACULTY and CONTACT INFORMATION</i> .....	39
<i>UNT FIELD INSTRUCTOR EVALUATION OF STUDENT PROGRESS</i> .....	40
<i>STUDENT SELF EVALUATION</i> .....	48
<i>UNIVERSITY OF NORTH TEXAS, BSW LEARNING CONTRACT</i> .....	51

# Welcome to the Field

Social work is a multifaceted professional activity and thus requires students to develop a knowledge, skill, and value base that can support a complex configuration of activities across a diversity of settings. The field practicum has historically been one of the key elements in social work education, providing an opportunity for the student to build, integrate, and apply knowledge in work with a client population within an agency setting. It also provides students with an opportunity to build a repertoire of skills and enhance their sense of identification with the profession. Field serves as an educational experience for the student as well as a transition to the professional work world. For all of these reasons, students often report that field is one of the most important and challenging parts of the curriculum.

This manual is intended to provide information to both the student and the Field Instructor to ensure a successful field experience. It may be revised at any time by the faculty at the University of North Texas and although intended to be comprehensive, it may not answer all questions or provide information about all situations that can arise during the semester in the field practicum. Students and Field Instructors should feel free to contact the Field Director at any time for additional information or questions regarding information in the manual.

## Mission of the UNT Social Work Program

*The Baccalaureate Social Work Program's mission is to prepare competent, generalist practitioners who enhance human well-being in the local and global society through service to all – targeting vulnerable populations. It is the program's vision that its graduates will effectively apply knowledge and skills at multiple levels using critical and ethical principles; as informed by a person-in-environment construct, strengths perspective, and scientific inquiry. Further, program graduates will maintain a commitment to social work values, social and economic justice, advancing human rights and respect for human diversity.*

The overall aim of the BSW program is to prepare generalist social workers for practice in the public, private not-for-profit, and for-profit agencies serving the needs of a diverse population. Therefore, the goals for the program are:

1. To prepare competent practitioners who practice ethically according to the values and principles of the profession.
2. To enhance student commitment to global well-being through advancement of social and economic justice and for human rights.
3. To foster generalist practitioners informed by evidenced based approaches.
4. To prepare students who effectively incorporate dimensions of diversity in practice.
5. To develop practitioners who critically apply knowledge and skills at multiple systems levels.

## Purpose and Objectives for Field Practicum

Field practicum is where social work education comes together. Students have the chance to put the knowledge, skills and values that they have learned in the classroom to work in an agency setting.

Under the guidance of Field Instructors, they "try their wings," taking on greater and greater levels of responsibility as they mature professionally.

The Council on Social Work Education (CSWE) has delineated nine competencies which any BSW level graduate should demonstrate as they enter the profession. While they are in their field practicum placement, students are asked to demonstrate each of these competencies in several ways, so that by the end of the practicum experience they are confident that they enter the profession at a nationally identified level of competence.

Individual practicum experiences are designed so that students have an opportunity to engage in a range of helping roles and processes. They are encouraged to see how generalist skills developed in one setting may be transferred to other settings and are helped to gain more autonomy at the practice setting as their competencies expand.

**General Objectives - Students are expected to develop nine competency areas while in the Social Work program. These 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

## **General Information**

The Field Director is responsible for locating and contracting with agencies and identifying Field Instructors that meet specific criteria for field education, along with the screening, assigning and overseeing of students who apply for the field placement. It is imperative that students become familiar with and adhere to the following policies and procedures to prepare for field practicum:

### **FIELD PLANNING AND ORIENTATION MEETING**

Students **MUST** attend all scheduled meetings that apply to the semester they will be in their internships, including a **mandatory field orientation** meeting held during the semester prior to the student entering field. Scheduled meetings will address all the necessary information in the field planning process and serves as the student's orientation to field. Dates of scheduled field orientations

may be obtained from the Field Director and are provided to students during their semester in Practice III. If a student is not in Practice III prior to the semester they plan to enter field, it is the student's responsibility to contact the Field Director to determine orientation dates. Students desiring a placement in the Title IV-E program are also required to attend at least one or two additional meetings due to the specialized nature of that placement. The following information will be addressed in the orientation:

- Field application process and due dates
- Field eligibility requirements
- Field interviewing schedules
- Role of the Field Instructor, Task Supervisors, and the Field Liaisons
- Hours required; leave time; holidays
- Agency requirements
- Evaluations and grading in field
- Dealing with problems in field
- Corrective Action Agreements and termination from field and/or the Social Work Program
- The integrative field seminar
- Other field policies and procedures

### **APPLYING TO THE FIELD**

The Field Practicum is available by application only. The field practicum admissions process takes place during the student's senior year, in the semester immediately preceding the field placement. Student eligibility for the practicum requires:

- Successful completion of all social work coursework except for the practicum and the integrative seminar prior to the anticipated start date of the practicum
- Attendance at the scheduled pre-field orientation meeting
- Application for the practicum to the Field Director by the designated deadline (forms are distributed at the orientation meeting)
- Evidence in the application that the student has or is (a) completing all prerequisite social work courses with a C or better; (b) the student has a minimum cumulative GPA of 2.25
- Interview with the Field Director to determine readiness for field, potential placement options and concerns/limitations of the student (i.e. transportation issues, personal issues, etc.)

### **ELIGIBILITY REQUIREMENTS**

Grade and course checks are completed on all students prior to the start of the field internships. Students entering their internships must have completed ALL required course work and have a "C" average or better, in all social work courses. Students who do not meet these criteria or who have not completed all prerequisites will not be permitted to begin their internships. All students must obtain a degree audit from a PACS advisor who will confirm all courses have been taken and have the advisor sign off on the required application form.

### **THE FIELD PLACEMENT PROCESS**

The placement process is a collaborative endeavor between the Field Director, the student and the agencies. **However, under no circumstances can a student make arrangements for their own internship, which includes contacting any agency without the permission of the Field Director.** The Field Director works to provide quality internships with agencies that contract with the University of North Texas. Field Instructors have their BSW or MSW degree, a minimum of two years experience and are licensed by the State of Texas. Any student who pursues their own internship without coordination with the Field Director will not be allowed to enter an internship for the semester requested or will be delayed starting by one semester.

Students are also restricted from interning in any agency where a dual relationship exists between the student and supervisor and/or individual in a position of authority within the agency (i.e., agencies where a relative, friend, spouse, etc., is in a position of authority).

### **THE FIELD INTERVIEW PROCESS**

After the field application has been submitted, students meet with the Field Director to explore learning and career goals, as well as potential internship sites. During this meeting information is obtained that will lead to a “match” between the student, the agency, and the Field Instructor.

Prior to the meeting, the Field Director has read the application and considered internship options. Students are encouraged to come prepared with any suggestions for placements and to discuss these with the Field Director. **They are, however, warned not to contact any agency directly without the expressed consent of the Field Director.**

The Field Director is familiar with all agencies and Field Instructors and is responsible for determining which agencies the students will be sent to for an interview. Several potential agencies will be discussed with the student and prioritized in a collaborative manner taking into consideration the desires and educational needs of the student.

The Field Director will review the student’s qualifications and recommend that the student either be placed in the field or that student’s acceptance be denied or deferred. Deferment allows the student one semester to take remedial steps towards preparation for field, and to reapply to the field practicum when such preparation is complete. Under rare circumstances, the Field Director may recommend that a student not be accepted into field and not be eligible for reapplication. Students may appeal any decision to the Program Director and then to the Department Chair by letter. Upon receipt of the appeal letter the faculty or student may request and schedule a formal meeting to discuss the Field Director’s recommendation.

## **FIELD AGENCY INTERVIEW PROCESS**

Once an agency has been selected, the Field Director will contact the agency to determine if placement is a possibility. If the agency agrees to proceed, the student will be provided with the contact information via letter to set up an appointment and request an interview. Only one referral is given at a time. After meeting with the agency, if the student and/or the agency do not feel that the internship is appropriate, the student will request a meeting with the Field Director to discuss the other potential options.

The confirmation of the internship is not finalized until the student, Field Instructor, and Field Director mutually agree upon the placement arrangement. Students are given a **confirmation form** to take to the agency interview. The internship is not secured until the Field Instructor has signed this form and it is returned to the Field Director by the student prior to the deadline date. The student may have to return to the placement site to retrieve the signed form if the decision to allow placement is not made during the time of the interview. **Field Instructors should not mail the form to the Field Director** as the student is instructed to take responsibility for turning in the form when the placement is finalized.

Upon receipt of the signed confirmation form from the student, the Field Director will send out an Agency Affiliation Agreement to the agency as required to establish a formal relationship between the agency and UNT Social Work Program with regard to student placements. The agency will return the signed Agreement to the Field Director who will forward the Agreement to the UNT Provost's Office for signature or the UNT Office of General Counsel if revisions are required. A final, signed copy of the Agreement will be provided to the Agency.

**No student is allowed to report to an agency and begin an internship until the confirmation form has been appropriately signed by the Field Instructor and submitted to the Field Director. Should a student fail to follow this procedure, s/he will not receive credit for hours earned until the confirmation form has been properly submitted.**

## **DENIAL OF PLACEMENT BY FIELD AGENCY DUE TO STUDENT BEHAVIOR**

The Field Director will make an effort to place all students who meet the academic requirements for placement. Generally, the Field Director will make three attempts to find an agency suitable for a student's field placement. Students cannot be guaranteed a placement as the university is not responsible for decisions made by community agencies. If agencies are not willing to interview a student based on their own criteria and a student cannot be matched for placement, the student will meet with the Field Director and if needed, other Social Work faculty and the PACS Advisor to discuss further options for the student regarding their degree plan. This could be particularly true if the student has a history or background of criminal or other disqualifying behavior (i.e. Adult or Child Protective Services referrals) that would exclude them from being accepted by an agency. Agencies often use similar criteria for volunteers, interns and employees regarding disqualifying history or behavior.

If a student is denied placement by an agency the following steps may be taken:

*First Interview-*

- If the student is denied placement because the agency cannot accommodate more than one student but it is through no fault of the student, the Field Director will work to find the student another placement.
- If the student is denied placement due to inappropriate or problematic behavior on the part of the student as identified by the Field Director or the Field Instructor, the student will be asked to meet with the Field Director. The behavior will be addressed to determine a Corrective Action Plan before a second placement is pursued. The student may be denied placement for the current semester if the behavior cannot be corrected in time for the placement process to proceed.

*Second Interview-*

- If the student is allowed to proceed but is denied placement a second time due to inappropriate or problematic behavior on the part of the student as identified by the Field Director or the Field Instructor, the Social Work faculty will review the student's suitability for placement and continuation in the Social Work program. A student may be dismissed from the program or may be placed on a behavior/academic Corrective Action Plan to correct the behavior. The student may be denied placement for that semester depending on the requirements of the Corrective Action Plan.

*Third Interview-*

- If the student is denied placement a third time due to inappropriate or problematic behavior on the part of the student as identified by the Field Director or the Field Instructor, the Program Director (and faculty) will be informed of the problem and the student will be dismissed from the program because there is no ability to continue in the program without an approved field placement.

**OUT-OF-AREA PLACEMENTS**

Because UNT has a small BSW program and does not have faculty available outside of the DFW area, students may not complete their internship outside of the metroplex community. Students may ask for placements that are close to their home within the DFW area and efforts will be made to accommodate this. However, the academic needs of the students and the guidelines required by CSWE will take precedent in placing students.

**EMPLOYMENT-BASED INTERNSHIPS**

A student may complete the internship at their workplace under specific circumstances. The employment situation must meet the university's requirements of an internship and it must be either a new employment situation (90 days or less) or a change in location with a present employer. A written proposal must be completed by the requesting student and the employer which should include information about how the placement will significantly differ from the student's employment duties and how new learning will be offered. The placement must be approved by the Field Director to insure

that a quality learning experience will take place. The request must be submitted at least 30 days prior to the start of the semester the internship is to begin. Or, if a position is offered once the student is in placement the proposal must be made immediately and submitted for review by the Field Director.

## **Expectations for Students Related to Field Practicum**

Due to the nature of professional social work practice, the UNT Social Work Program has different expectations of students than do non-professional programs. These standards highlight key criteria for admissions and continuance that are linked to students' abilities to be effective social work professionals. This document formalizes the standards so that students and faculty can be clear about expectations and procedures to address concerns. The ultimate goal is to help students have a successful experience in the UNT Social Work Program.

All social work students will be provided with and expected to read the UNT Social Work Student Code of Conduct, the NASW Codes of Ethics and the Texas State Board of Social Work Examiners Code of Conduct. Students will then be asked to sign an acknowledgment that they have read and will abide by the documents. The acknowledgment form will be kept in the students' files. The Student Code of Conduct Standards and link to the complete NASW Code of Ethics can be found in the Appendix of this manual.

The primary responsibility of the student in field is to meet the educational objectives of field as an active adult learner in the practice setting and in the field seminar. Since students are providing services to clients who are often vulnerable and in need of assistance in problem solving, it is important that students make a commitment to actively pursue the knowledge base and skills necessary to accomplish this. Students are not expected to already possess this knowledge base and skills, but instead, to take on the responsibility to involve themselves in the learning process. This includes remaining open to and acting on feedback from the Field Instructor and agency staff, coming prepared to meetings and supervision, being willing to reflect on their strengths and weaknesses and sharing this with the Faculty Liaison and Field Instructor.

### **REPORTING TO THE FIELD AGENCY**

All students are to report to the agency on the date determined by the Social Work program and the agency (usually the first day of the semester). Students may not meet before the first day of the semester for which they have registered unless prior permission has been granted by the Field Director (this includes orientation to an agency). This is to ensure that all students are covered by the liability insurance provided by the University. Once at the agency students will adhere to regular agency hours as established by the Field Instructor. Students are responsible for immediately notifying the Field Instructor any time they will be late in reporting to the agency, or absent for any reason.

## HOURS REQUIRED

Students are advised that the time requirement of 480 hours in the field placement is not negotiable. These are *minimum* requirements for the successful completion of field practicum. Failure to complete the hours may result in the student receiving an incomplete (“I”) for the course or a failing grade. Falsification of work records could result in receiving an “F” in the course, and/or expulsion from the Social Work program, and/or disciplinary action from the university (see the UNT Catalog for a discussion of Student Conduct and Discipline). <https://deanofstudents.unt.edu/conduct>

Students must remain in their placement the entire semester and may NOT complete the semester early. This may not be waived. Placements are designed to afford the student the opportunity to experience an agency over a period of months as agency workloads and activities ebb and flow during this time period. The entire placement period must also coincide with the field seminar (SOWK 4870) required in the semester. All hours must be completed by semester’s end (end of finals week) so that the student’s academic performance may be measured.

Field agencies are for the most part open to negotiating students’ hours in field at both the convenience of the student and the needs of the agency and its clients. There are some general guidelines:

- a. Students’ hours should overlap the Field Instructors’ schedules the majority of the time;
- b. Students must be willing to have some flexibility in their schedules if this is needed in the agency;
- c. Students should not consistently stay beyond the estimated hours. Commitments beyond this may indicate that the educational contract needs to be renegotiated or that time management techniques need to be reviewed;
- d. Students should monitor their hours and keep track of their progress toward completing the requisite number of hours. If extensions are needed for grading purposes, notice should be given in advance to the Field Instructor and Field Director;
- e. Students may take credit for the extra time spent on agency assignments. This may include longer hours spent in conferences, workshops, working late on projects, etc., if approved by the Field Instructor;
- f. Students must not be left alone in the agency. This includes coverage for staff meetings or retreats or other agency “emergencies.” If this happens, students should notify their Field Instructor and the Field Director immediately.

The following represents the time students will spend in their agencies each week:

- Summer (offered for Title IV-E only): Students must complete and document 480 hours of work in their agencies. Students are expected to work in their agencies **approximately 35-37 hours per week for 13 weeks.**
- Fall/Spring: Students must complete a minimum of 480 hours of work in the agency during the semester. Students are expected to work in their agencies **approximately 32 hours per week for 15 weeks.**

All student hours will be logged on the field seminar Blackboard site under “Internship Logs”. Here students will document total hours worked each week, as well as total sick and administrative leave taken during the semester.

There may be exceptional cases of illness where a physician has documented a reason for hours missed or cases where there were other extenuating circumstances that inhibited the student from completing all required hours at the internship. In these cases the Field Director may negotiate with the student regarding “hours credited” on an individual basis.

### **CONTINUING EDUCATION OPPORTUNITIES**

With the permission of the Field Instructor and as part of the Learning Contract, students may attend conferences, workshops, and engage in cross training opportunities in other agencies as part of the practicum. However, students should not expend more than 5% (about 20 hours) of the field placement in such activities.

### **LUNCH TIME**

Lunch is handled within your internship according to the norms and policies of the agency. For instance, in schools or residential programs, it is not uncommon for staff to eat while on the job and to continue to “work” during their lunch period as they are required to supervise and conduct business with clients within the facility. In all likelihood, the agency will not require additional hours above the eight hours to account for the lunch period. However, in other agencies, students may be required to be at the agency for a nine-hour period, taking a one hour lunch which is not counted in their hours. This is something that is unique to each agency and you should check with your Field Instructor to see how it will be handled at your placement. Generally, it is expected that lunch time for an intern will be handled in the same manner that it is for an employee. If taking a lunch is required, often it is because employers feel that having a break during the day and/or getting out of the building can be therapeutic and helpful.

### **LEAVE TIME**

Students are expected to act responsibly in their internships. Any compensatory time accumulated (which should be minimal) can be taken only with permission and pre-approval of the agency Field Instructor. A total of three (3) days or 24 hours of leave time is allowed for an illness and/or a family emergency (death or illness). These hours may count as hours earned. Students must communicate directly with their Field Instructor prior to taking these days, just as one would do in a real employment situation. If a student needs more than 24 hours, arrangements must be made with the Field Instructor to make up time and the Field Director must be notified by the student.

Students may take up to a total of eight (8) hours during the internship to handle administrative issues, registration, secure financial aid, etc. These hours off must be pre-approved by the Field Instructor.

## **EXCESSIVE ABSENCES / INCOMPLETES**

Students reported for excessive absences in the internship may receive a failing grade for the practicum course. If time is needed for illness, death in the family, etc., as aforementioned, this must be coordinated with the agency Field Instructor and the Field Director.

If the student is assigned an “Incomplete”, the student would not need to re-register for the course. This is a decision that is based on the reasons for the termination of the placement. Generally, problems that are beyond the student’s control will be considered for an “Incomplete” grade and will be considered on a case-by-case basis.

## **FIELD SEMINAR**

The concurrent integrative seminar (SOWK 4870) is a critical part of the learning experience and helps support students in integrating the curriculum and the field experience. It is in this weekly seminar, taught by the Field Director or Faculty Liaison, that students discuss and explore their attempts in field to make use of the knowledge that they have acquired throughout the curriculum. The overall goals of the seminar are to assist the student with the field experience and strengthen the relationship between the classroom content and the field. Another contribution of the integrative seminar is to help socialize the student into the profession by discussion of common social work issues and sharing insights and experiences. The seminar also assists students in problem solving around field issues by helping to identify and clarify broad practice issues such as client progress and worker responsibility, client self-determination and worker's influence, etc.

The general objectives for the integrative seminar (SOWK 4870) include the ability of the student to:

1. demonstrate an understanding of social work processes which are common in the practice with individuals, families, groups, communities, and organizations;
2. demonstrate an understanding of social work values as encompassed in the NASW Code of Ethics and their ethical implications in relation to their professional practice within field;
3. develop an understanding of diverse populations with which social workers are in contact as represented in their field settings;
4. demonstrate an understanding of race, ethnicity, culture, class, gender, sexual orientation, religious belief or spirituality, family structure, physical and mental ability, age, national origin or other issues related to diversity and how these factors impact the client systems in their field settings;
5. develop practice skills common to intervention with individuals, families, groups, organizations, and community systems including: data collection, identification of needs, resources, and assets, assessment, planning, intervention, and evaluation;
6. achieve an understanding of the community resources which impact their client populations in their field settings;
7. develop self-awareness as beginning level, generalist social work practitioners; and

8. utilize empirical research for knowledge acquisition in relation to their practice and for evaluation of their practice in field.

Students are expected to attend **ALL** scheduled field seminar meetings. Students will be expected to fully participate in all field seminar assignments as found in the class syllabus.

### **TRANSPORTATION**

It is the responsibility of students to arrange transportation to and from the agency and to provide their own transportation when travel is required in the course of their practicum activities. Students using their automobiles in practicum are required to have basic automobile insurance and the student's vehicle must be fully legal to operate. The University does not provide auto liability insurance for students during their practicum and obtaining or maintaining such insurance is solely the responsibility of the student. It is not recommended that students transport clients while completing field placements for liability reasons unless the agency provides liability insurance to the student.

### **TRAVEL**

Travel expenses are the responsibility of the student, except in those instances where the student can be reimbursed by the agency. You should inquire with your agency during the course of your interview as to whether travel will be required and if it will be reimbursed. Not having this information does not constitute a reason later to leave your placement. You should have all the information related to this prior to making your final decision to accept an internship. Travel to and from the agency at the beginning and end of the day, time spent traveling to and from the field seminar, or time spent on campus does not count toward the minimum number of field hours needed to complete the field practicum.

### **PROFESSIONAL LIABILITY INSURANCE**

Both the University and field agencies require that all social work students be covered by a professional malpractice liability insurance policy to protect both the agency and the individual against malpractice liability claims. Professional liability insurance is provided for each student in field placement by the University through the school's liability insurance program. The Columbia Casualty Company through the HUB-International Insurance Services of Fort Worth, Texas underwrites this insurance program. The limits of liability under this policy are \$1,000,000 each claim/\$3,000,000 aggregate, the policy period is from March 21<sup>st</sup> to March 21<sup>st</sup>, and coverage is only while the student is in field. This insurance coverage is solely for professional liability and will not in any way cover an accident should it occur while you are in your car at your internship or if you are conducting client business using your car. This insurance is also not a substitute for student health insurance coverage and will not cover a medical claim by the student should they be injured during their field placement. It is recommended that all students obtain health care insurance.

## **HOLIDAYS**

Students are entitled to observe University and/or agency holidays. However, during prolonged breaks (for example, Spring Break), the student's absence from the agency may create problems in terms of continuity of service to clients. Therefore, students and Field Instructors should determine, as part of the Learning Contract, the student's holiday schedule. The University of North Texas' holidays are published on-line in the UNT Academic Calendar at a Glance. If holidays are observed, the student must maintain the integrity of her/his caseload and the minimum clock hour requirements in the field practicum setting. Schedule conflicts must be negotiated between students and their Field Instructor.

## **ADHERENCE TO AGENCY POLICIES AND PROCEDURES**

Students are required to adhere to all agency and UNT policies and procedures. Being an effective social worker entails more than knowledge, skill, and adherence to the Code of Ethics. Students should consider themselves "employees" of their practicum sites. Violation of agency policy and procedures may result in the student being removed from the agency and failing the course.

## **PROFESSIONAL BEHAVIOR**

In addition to demonstrating effective social work practice skills, students are also expected to demonstrate an acceptable level of professional behavior. As with any work environment, students will be evaluated along several dimensions of professional behavior. Some examples of these include, but are not limited to: ethical behavior; writing ability; interaction with co-workers; interaction with supervisors; interaction with professors; interaction with other students; teamwork; willingness to participate in remedial work (e.g. working with the writing lab); assertiveness; attitude; ability to accept supervision; attire; cooperation; proper notification if work or a meeting will be missed; behavior in meetings such as fall asleep or improper cell phone use; timeliness in submitting reports and other material; demonstrated respect for supervisors, clients, and colleagues; how one handles adversity; punctuality; neatness in material presented; taking responsibility for one's own behavior; motivation; emotional maturity; originality; effective communication skills, and so on.

Field instructors and the faculty may use various sources of information concerning professional behavior. This includes, but is not limited to: observations of formal and informal interactions with Field Instructors, professors, co-workers, clients, other students; written work; e-mail communications; telephone conversations; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their practice and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the "real world".

Field Instructors and UNT professors have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to guide our assessments. A student's professional behavior will be assessed using this experience along with feedback from the student and agency. A main purpose of evaluating a student's professional behavior is to help ensure students are employable and are able to remain employed.

Failure to maintain professional standards of conduct could result in a failing grade and removal from the program.

## **ACADEMIC HONESTY**

Students are expected to adhere to the UNT Code of Student Conduct. It is crucial that students be aware of the seriousness of plagiarism and other forms of academic dishonesty. Violation of the student code of conduct will result in serious consequences up to and including receipt of a failing grade and removal from the program. More information about academic honesty, including the UNT Code of Conduct, is available at <http://deanofstudents.unt.edu/conduct> The phone number for the center is 940-565-2039.

## **THE LEARNING CONTRACT**

Students are required, with input from his/her Field Instructor to complete and adhere to a Learning Contract. The Learning Contract is an agreement that is negotiated between the student and the agency. The Learning Contract should contain information about the structure of the practicum (work hours, total hours, duration, supervision time, etc.) and goals and objectives for the practicum. The objectives should be concrete, measurable, and attainable. The Learning Contract should be signed by both the student and the Field Instructor and turned in to the UNT Field Director by the third field seminar meeting. If, during the practicum, the student's responsibilities or assignments change significantly, or if it becomes clear that the goals and objectives cannot be met, the Learning Contract must be renegotiated and resubmitted. The student's practicum evaluation and final grade will be based, in part, on adherence to the Learning Contract and successful completion of the goals that correspond to the 9 core competencies and 31 behaviors outlined by the CSWE (See Appendix for example Learning Contract).

## **FIELD INSTRUCTOR SUPERVISION MEETINGS AND DOCUMENTING HOURS / LOGS**

Students are required to participate in formal supervision meetings with their Field Instructor (this is different than meetings with a task supervisor). The Social Work program requires at least one hour per week is spent with the Field Instructor to discuss the student's progress and performance in the agency. These weekly meetings must be documented and entered into the field seminar Blackboard site (SOWK 4870) each week along with the hours logged by the student. To access this site the student must:

1. Log on to Blackboard and choose SOWK 4870
2. Click on Internship Logs on the left menu
3. Log in to the Internship Logging menu using your EIUD and Password
4. Student must enter the total hours spent at the internship (minimum of 32 hours/week). If the student was sick or used administrative hours, this information should be logged as well. Make sure all fields are entered because Blackboard may not automatically calculate the student's hours.
5. Student must enter under "Work Description" the activities completed by the student during the week as well as a synopsis of the log discussion that took place with the Field Instructor.
6. "Instructor Comments" are where the Field Director will provide comments and feedback to the student.

Falsification of supervision records will result in referral to UNT's Office of Student Rights and Responsibilities for an inquiry of academic misconduct, and / or receiving an "F" in the course. If the student fails to meet with the Field Instructor three or more times during the practicum the student could receive a failing grade in the course. If the Field Instructor is not regularly available to meet with the student, the student should notify the Field Director of the situation.

## EVALUATION OF STUDENT PERFORMANCE AND GRADING

Evaluation in field is the determination of whether the student has satisfactorily achieved the educational objectives of the field placement. Evaluation is viewed as a process that is jointly undertaken with the student, Field Instructor and Faculty Director participating. Key elements in the process include:

- a delineation of the student's present capabilities in terms of knowledge, values, and skill development;
- areas where growth is needed including what the student has already accomplished and not accomplished in these areas; and
- what specifically must be done in the future to address any concerns.

**Grades are assigned by the Field Director, not by the agency based Field Instructor. Input is obtained from the Field Instructor in the agency during the field agency visits and via midterm and final evaluations. Students in Undergraduate field are given separate grades for both the integrative field seminar (SOWK 4870) and for the actual practicum (SOWK 4875). Students must perform at a C level or better in order to obtain credit for each class.**

Guidelines and procedures for evaluation of student performance are standardized throughout the field placement. The evaluation instruments are designed to measure the performance of each student as assessed against course objectives and the goals of the educational contract, all of which are based on the competencies and behaviors provided by the Council on Social Work Education.

Students and Field Instructors are expected to collaborate and work together in the evaluation process. Two formal evaluations are required, one at midterm and the second at the end of the semester. Approximately two weeks before each evaluation is due the student and Field Instructor will receive a website link via e-mail from the UNT Career Center. By clicking on the link the Field Instructor will gain access to an electronic midterm or final evaluation form used by the University to assess the student's attainment of required competencies and the corresponding behaviors (See Appendix for evaluation forms). The Field Instructor should complete the applicable evaluation, review it with the student and then submit it on-line using the link. The evaluation will be transmitted to the Field Director via the UNT Career Center for review. The standard by which the student will be compared is that of a new beginning-level social worker. The final responsibility for assigning the field practicum grade resides with the Field Director

Student progress may be reflected in verbal presentation of material, interaction with clients and collateral contacts, discussion of assignments with the Field Instructor, Faculty Liaison or Field Director, entries in the log, student recording and case documentation, and interaction with other personnel within the setting. The field objectives represent the minimum expectations of performance. If a student is not performing at an acceptable level, the Field Instructor communicates with the Field Director to specify in writing the concerns and a plan of action to achieve the course objectives. Evaluation of student performance in field is an ongoing process throughout the placement, with the student participating as an integral part of this process. Field Instructors are encouraged to give ongoing regular feedback to their students so that the midterm and final evaluation outcomes are not a surprise. The purpose of the evaluation process is to help the student examine her/his educational progress in meeting the objectives of field instruction. Through the student's own self-assessment, it is intended that the student will develop an ongoing self-awareness which will serve as the foundation for future learning and development.

Grades in field practicum range from “A” through “F”. A grade of “B” is considered to be the normative grade, reflecting good solid professional social work performance at the beginning level. A grade of “A” reflects superior, exceptional performance in all areas of practicum performance; a grade of “C” reflects average performance. A grade of “D” or “F” reflects inadequate performance. Refer to the syllabus for exact grading criteria.

### **CHANGING PLACEMENTS**

Placement changes are strongly discouraged. The student must advise the Field Director if he/ she has concerns about the internship and/or the Field Instructor. The student will also advise the Field Director or seminar instructor if there are concerns about performance issues raised from feedback received from the agency Field Instructor. If the student or Field Instructor feels that a change is necessary, either may discuss this with the Field Director. If the Field Director decides that a change is appropriate, every effort will be made to facilitate one. Students and Field Instructors should note that changes in placement cannot occur after the fifth week of the semester. Students who are asked to leave a placement or who choose to leave a placement after the fifth week must withdraw from field related classes and may only be allowed to re-apply for admission to field the following semester with the approval of the Field Director. If a decision is made to transfer the student to a different placement, the Field Instructor must complete an evaluation of the student’s progress covering the period of time prior to the transfer.

## **Periodic Review, Remediation and Termination from the Program**

While a thorough review prior to admission is helpful in assuring that students in the program will become competent social work professionals, there may be occasions when individuals must be terminated from the program for academic or professional reasons. The program endorses the position that all criteria and standards for student performance that relate to their fitness for the profession are "academic" standards.

The faculty of the UNT Social Work Program takes seriously their responsibility to protect the rights of students and to help serve a gatekeeping function for the social work profession. We believe that it is a disservice to the University, students, the profession, field agencies, and clients if students who fail to achieve an adequate level of professional skill and knowledge or fail to demonstrate full adherence to the professional code of ethics are allowed to remain in the field.

## **PERIODIC REVIEW**

Students receive a formal review of their progress at the time of application to the major and at the time of application for placement in field. In addition, students will undergo formal faculty review when any of the following critical events occur:

1. The student's overall GPA falls below 2.25
2. The student receives a "D" or "F" in any social work class
3. The student receives an "I" in field seminar or the practicum classes
4. The student fails to adhere to field and / or agency policies and procedures
5. The student is terminated from his or her practicum agency
6. The student fails to adhere to the code of student conduct set forth in University policy
7. The student fails to adhere to the standards of conduct reflected in the NASW Code of Ethics, the Texas State Board of Social Work Examiners Code of Conduct, or the UNT Social Work Program Expectations of Student Conduct
8. The student violates any of the policies outlined in the "Expectations for Students Related to Field Practicum" section of this Field Manual
9. The student engages in other behavior not specifically discussed in this manual that the social work faculty deem sufficiently problematic to warrant review

## **REMOVAL FROM AN AGENCY**

Performance problems that result in termination from an internship vary greatly. In general they reflect noncompliance with established policies and procedures, ethical/work performance issues, or a violation of the above stated expectations.

When a student is not progressing at a satisfactory rate:

1. At any time during the internship, if a single event or persistent problems occurs, the Field Instructor will contact the Field Director for consultation as soon as a problem arises.
2. The Field Director will offer guidance to the student and/or agency Field Instructor by telephone or in person. If a visit to the agency is needed, this meeting may include separate time with the student and with the agency Field Instructor. Past academic and performance information may be shared.

3. The student, Field Instructor and Field Director are involved in an analysis of the problem.
4. The student is given formal notification that the performance is substandard.
5. Performance problems will be clearly identified (orally or in writing) by the agency Field Instructor and/or Field Director. Guidelines, expectations, and consequences are given to the student in writing via a corrective action plan for the student to follow in raising the standard of performance. Specific examples of the problem area(s) and recommendations for improvement will be made (if applicable), and consequences of failure to meet expectations will be communicated to the student in a timely manner.
6. If the student's performance does not meet minimum expectations by the due date of the final evaluation, the agency Field Instructor will complete the narrative portion of the evaluation specifying the reasons for the student's failure to meet expectations. The quantitative and qualitative portions should clearly indicate the inadequate or unsatisfactory areas of performance.
7. If the student does not meet the requirements, a failing grade is earned.
8. Poor performance or a single event, which may place clients at risk, including unprofessional or unethical behavior, will result in a termination at any time from the internship. The agency Field Instructor and the Field Director make this decision jointly. As agencies supervise students voluntarily, it is the right of any agency to terminate an internship with no prior notice if they feel they can no longer work with the student.

#### **CHANGING PLACEMENTS DUE TO STUDENT BEHAVIOR OR PERFORMANCE**

In some cases, the Field Director may determine it is not appropriate for the student to remain in the same agency placement due to student behavior, performance, or other factors. If the student is assigned to a new agency, the student will be required to complete the full number of hours required for the practicum. A second agency placement would be contingent on disclosure of any performance problems and a copy of the last field evaluation form may be provided to the new potential Field Instructor.

The student may receive a failing grade, based upon the documentation of the agency Field Instructor and other factors taken into consideration by the faculty. The student's grade and subsequent termination from the placement would be based on the student's behavior or performance, which has violated policies of the agency, UNT Social Work program, and/or any standards set by the NASW Code of Ethics and the Texas State Board of Social Worker Examiners Code of Conduct. The student has the right to appeal this grade. The grade appeal will be in accordance with University regulations and College of Public Affairs and Community Service. Students will not be permitted to re-enroll in the field practicum or field seminar until the grade appeal process is complete.

In situations when a student is dismissed from their placement, she/he must complete a type-written request for reinstatement to field and another placement stating their reasons and responsibility for failure in the prior internship, along with how they plan to resolve the problem area. (i.e., attend a workshop on confidentiality, etc.). This request is submitted to the Field Director within 60 days following the date of the termination. The Field Director reviews the letter and all pertinent information jointly with the Program Director. If it is decided that the student will be offered another

internship the entire internship **MUST** be retaken, with no credit given for previous hours in an internship. The student must re-register for the full credit hours of the course (SOWK 4870) and the co-requisite integrative seminar (SOWK 4875) during the following semester.

### **DENIAL OF PLACEMENT CHANGE**

The Field Director reserves the right to not offer a second placement based on student behavior and / or performance issues and/or the student's refusal to allow University representatives to share information about the termination with the new agency. The Social Work program **WILL NOT** offer a third internship.

At times the Social Work program may determine that it is in the best interest of the student not to immediately re-enter another field placement. In these cases it may be recommended by the Field and Program Directors that the student completes certain remediation tasks in order to document the appropriate resolution of difficulties which may have inhibited their performance in the internship. Examples of such actions are: retaking a course in ethics, engaging in individual or group therapy for a specified period of time, etc. Any recommendation made will be in writing to the student with specified completion dates in the Corrective Action Plan.

### **TERMINATION FROM THE SOCIAL WORK PROGRAM**

Any student who is removed from an agency due to poor performance, unprofessional conduct, or similar reasons may fail the practicum and be dropped from the program.

The placement agency or UNT may request that a student be withdrawn from the Field Program after following procedures for dealing with unsatisfactory progress when, in the professional judgment of both parties, the student's personal conduct or educational progress is such that no further effort or time should be expended. The following process should be followed:

1. The Field Instructor shall notify UNT's Field Director regarding the specific problem (or vice versa).
2. The Field Director shall meet with the Field Instructor and the student.
3. The Field Director shall meet with the student to notify the student that withdrawal from field is necessary.
4. A decision regarding the student's future plans shall be derived, and that decision will be recorded in the student's record.
5. The Field Director shall confirm this termination with the Field Instructor and the student.
6. The Student will need to meet with the social work faculty to discuss future plans and appropriateness of continuation versus termination in the social work program. Termination from social work program is a likely outcome of termination at a field placement.
7. Students have a right to appeal this professional decision to the Social Work Program Director or CAPP Department Chair, if desired.

## **APPLICATION FOR READMISSION TO THE PROGRAM**

Students who are removed from the program may apply for re-admittance to the program and to the field by completing the following:

6. Submit for approval a detailed plan for remediation or take other actions the social work faculty deems appropriate (within 60 days of termination of prior placement).
7. Demonstrate an ability and willingness to function at a professional level of conduct
8. Complete any recommended Corrective Action Plan for remediation
9. Otherwise be judged ready for readmission by the social work faculty. Some forms of gross misconduct may render the student ineligible for readmission to the program.

## **FACULTY RESPONSE**

During any formal faculty review of student progress, the faculty may, based upon evidence of insufficient progress or the occurrence of one or more problematic critical events, and a thorough review of the circumstances:

- Deny admission or readmission to the program
- Place the student on “conditional” status
- Postpone the student's advancement in the program
- Drop the student from the program
- Refer the student and situation to the Dean of Students Office (or other appropriate university entity) for investigation
- Refer the student and situation to the UNT police for a criminal investigation
- Take any other action the social work faculty deem appropriate

Any adverse action short of discontinuation from the program or denial of admission to the program must be followed by a written plan of remediation that is jointly developed by the student, the Field Director, the Program Director and other Social Work Faculty as appropriate. Specific remedial action, specific time-frames and specific responsibilities must be delineated in the plan. This must be approved by the faculty as a whole. When a problem presents itself, it is the intent of the social work faculty to find a fair and equitable resolution which protects student rights, upholds the standards of professional conduct and protects the welfare of future clients.

## **GRIEVANCE AND APPEAL PROCEDURES**

Students who wish to appeal an adverse decision by the faculty or who wish to file a grievance against the program or any employee or representative of the program may do so by first submitting a written summary of the grievance or appeal to the Social Work Program Director within 30 days of the action which prompted the grievance or appeal. The Director must respond to the student in writing within fourteen days, indicating the course of action to be pursued, including time frames, opportunities for the formal presentation of the grievance or appeal and the names of those individuals who will participate in the grievance process. If the appeal is denied, the student may then submit a written summary of the grievance or appeal to the Chair of the Department of Community and Professional Programs within 30 days following notice of denial by the Social Work Program Director. The Chair must respond to the student in writing within fourteen days, indicating the course of action to be pursued as previously mentioned. If the grievance or appeal is not resolved at this level, it becomes subject to the formal university-wide grievance and appeal procedures.

## **Required Qualifications for Field Instructors**

All students in field placements will receive educationally focused practice experience embodying social work knowledge, values, and skills. Social workers interested in serving as Field Instructors for the UNT Social Work Program must meet the following criteria:

- 1) Be a graduate from a CSWE accredited social work program with a BSW or MSW
- 2) Have a minimum of two years professional social work practice
- 3) Be licensed in the state of Texas as a social worker (preferred)
- 4) Agree to provide ongoing supervision and consultation with students, with a minimum of one meeting per week
- 5) Attend new Field Instructor training provided by the UNT Social Work Program
- 6) Agree to attend additional training as offered
- 7) Provide feedback and consultation to the program about their practice area
- 8) Social Workers serving as Field Instructors must complete and submit a Field Instructor Application and résumé to the UNT Field Director.

The agency Field Instructor should have a commitment to social work education and the development of new professionals and be prepared to coordinate, direct, and supervise the student's fieldwork. Field Instructors are never to view their role only as "signing off" on student activities but rather as an "educator in the field" wherein they provide valuable and necessary critical feedback on student performance including strengths and areas for growth.

## **Required Qualifications for Agency Field Settings**

### **The Field Partnership**

Success of the field practicum requires forming and sustaining a partnership between the four key players: the Agency, the Field Instructor, the Faculty Liaison and the Student. This partnership begins during the placement process and is sustained throughout the field practicum. Without the commitment and the dedication of each in the action system, the practicum will not fulfill its ultimate goal: to assist in the preparation of a social work practitioner who has a strong professional identity

and is capable of knowledge- and value-guided practice.

## **THE AGENCY**

In the field partnership, the UNT Social Work Program assumes central responsibility and leadership for the educational focus of the student's learning experience. However, agencies are a critical resource in a field program and carry significant responsibility for the education of students. UNT Social Work's selection of agency settings and Field Instructors is a crucial part of insuring the educational focus of field and the overall success of the field program.

Fortunately, the DFW region has a sufficient number of human service agencies representing diverse functions, sizes, and structures, and serving a variety of client populations to meet UNT Social Work's needs for field placements. The School is affiliated with a broad spectrum of these agencies which enables it to be selective in the choice of appropriate settings. Available agencies may differ from semester to semester due to changes in staffing or ability to work with students. A variety of agencies are utilized in areas of service such as mental health, health, schools, and child welfare, and serving a diversity of client populations including the elderly, children and adolescents, and families.

Agencies utilized for the undergraduate field experience are generally located within DFW metroplex. This makes liaising manageable for the faculty and keeps commuting for the students to a minimum.

Criteria for selection of an agency as a setting for student placement include the following:

1. The availability of necessary learning experiences including offering sufficient breadth and depth of opportunities to allow students to practice and demonstrate competence in the 9 Core Competencies and the 31 Practice Behaviors identified by CSWE (See Appendix)
2. The willingness of the agency executive and staff to support the educational goals of the Program;
3. The availability of appropriate supervision including having one or more full time social workers on staff that meet all of the "Required Qualifications for Field Instructors" described above (An agency may be considered if they provide a unique opportunity for services but must arrange for contract social work supervision for a student at the expense of the agency.).
4. A primary purpose of the organization, or the identified program or department within an organization, must be to address human needs. This can include the areas of social policy formulation, administration, evaluation, research, direct service delivery, the workplace, etc.;
5. The agency/organization cannot engage in discriminatory practices in either the hiring of personnel, the acceptance of students or clientele;
6. The agency/organization must support the placement and allow sufficient release time for the Field Instructor to provide educational supervision to the student;
7. The agency/organization must have necessary administrative capacity to sustain student

- activities (space, phones, privacy when needed, administrative support, etc.);
8. The agency/organization must provide necessary measures to protect students' safety. This may minimally include training in: policies and procedures for conducting home visits; interacting with potentially difficult clients; and handling emergencies, as well as appropriate screening of student assignments by Field Instructor(s);
  9. The agency/organization must have a system of community accountability. This is demonstrated by a representative board of directors; fiscal accountability via the budget review process; or in the case of private-for-profit direct service organizations, be subject to periodic review by an accrediting agency; and
  10. The agency must communicate changes in undergraduate supervision to the Field Director as soon as possible in order to make the necessary arrangements for student supervision;
  11. Complete the required Agency Field Application and have a satisfactory site visit conducted by the UNT Field Director or other assigned social work faculty member;
  12. Social Workers serving as Field Instructors must complete and submit a Field Instructor Application and résumé to the UNT Field Director;
  13. Communicate as needed with the UNT Field Director or other faculty liaisons to ensure optimal student outcomes either in person, by e-mail or phone;
  14. Agree to field visits by the Field Director or Field Liaison as requested, typically one per semester.
  12. Agree to submit all practicum related paperwork and student evaluations in a timely manner

These criteria represent the basic elements for safeguarding the educational nature of the field experience.

In addition, the undergraduate field placement for each student is chosen with the following goals:

1. The placement will support the generalist model of social work.
2. The agency will be able to provide the student with four basic requirements: individual cases, intake/assessment, a group experience and an administration and/or planning experience.

3. The student will be in a practice setting which will expand, enhance and/or introduce new elements into his/her previous work and educational experiences.
4. The setting will provide a “learning” or “educational” experience for the student, rather than a “work” or “observation” experience.

#### **AGENCY AFFILIATION AGREEMENTS**

Agencies wishing to affiliate with UNT to provide practicum opportunities should complete and submit the “Agency Affiliation Agreement” to the Field Director prior to the start of a student’s internship. Signed Agreements begin on the effective date and continue for a term of one year and thereafter will automatically renew from year to year unless sooner terminated.

#### **COMMUNICATION WITH AGENCIES**

The program will be involved in ongoing dialog with agencies hosting students through regular e-mail contact, phone calls and a minimum of one field visit to each agency per semester.

## **Expectations for Field Instructors Related to Field Practicum**

Students in their internships and enrolled in the practicum classes will be supervised by at least two individuals: their agency Field Instructor and the UNT Field Director. Both supervisors will work together to evaluate the student on social work competencies as well as their professionalism. While the agency Field Instructor may recommend a final grade for the student, the ultimate responsibility of the grade rests with the UNT Field Director.

The UNT Social Work Program prefers that Field Instructors are employed in the same agency in which the student is being trained. A formal, designated time for supervision is required on a weekly basis and may be provided individually or as group supervision as an alternative. These weekly meetings must be documented by the student on Blackboard and will be discussed with the Field Instructor during agency site visits during the semester.

Field Instructors will meet the expectations outlined below:

1. Successfully complete New Field Instructor training prior to placement of students or as soon as the training is offered following placement of a student.
2. Conduct a comprehensive orientation to the placement and agency at the start of the field placement. Suggested content includes:
  - A written orientation schedule outlining dates and times of agency orientation, in addition to the content that will be covered
  - Written expectations regarding dress code, leave time and holidays, and attendance
  - Specific agency information concerning administrative structure with names and titles of administrative staff, financial structure, pertinent policies and procedure, etc.
  - Information regarding insurance requirements by agency and insurance coverage provided (i.e., automobile if clients are to be transported by student)

- Specific agency reporting requirements (Provide copies of forms in addition to outlines for intakes, psychosocial assessments, social history and other such reports.)
  - Written information as to how the student is to identify self in 1) written client or agency records, 2) written reports, 3) correspondence, 4) oral contacts with clients, families and outside professionals.
  - The agency policy on confidentiality (Provide written information on informed consent and privileged communication as it applies.)
  - Outline procedures for client emergencies (i.e., suicidal or homicidal threats, issue of duty to warn, etc.)
  - A written copy of personnel policies as they relate to student
  - Description of agency security and safety precautions and procedures
  - Expectations regarding supervision of student and as related supervision of client activities
3. Supervise interns in their fieldwork, overseeing the entire range of field experience
  4. Ensure intern's activities are meeting field education objectives
  5. Within the first two to three weeks of internship, develop and sign the intern's Learning Contract and make ongoing revisions as necessary
  6. Maintain regular contact with the intern and other agency supervisors involved in supervision of the intern
  7. Formally meet with the intern at least one hour a week for direct supervision
  8. The formal meeting may entail:
    - Requiring the intern to prepare an agenda for the meeting including the weekly log topic to be discussed (found in the SOWK 4870 class syllabus)
    - Giving the intern feedback on their performance in a variety of ways (videotaping, audiotaping, joint interviews, process recordings, etc.)
    - Focusing on the intern's skill development
    - Keeping notes of observations and interactions with the intern
    - Case reviews
    - Analysis of programs or policies
    - The impact of gender or ethnicity on practice and policy
    - The NASW Code of Ethics
    - Theoretical analysis of social work interventions
    - Evaluation of Field Instructor's own supervisory practices
    - Evaluating the intern's strengths and weaknesses
    - Issues such as assertiveness, use of humor, rescuing, handling aggressive clients, coping with stress, etc.
  9. Completion of the intern's midterm and final evaluation on-line, returning them to the UNT Social Work Program by posted deadline dates
  10. Meeting with the UNT Social Work Program's Field Director or designated faculty liaison at

least once during the semester during the intern's placement

11. Notifying the UNT Field Director when any problems arise

## **POLICY ON FIELD PRACTICUM PLACEMENTS**

Students will not be placed in field settings in which a UNT social work faculty member or adjunct is employed or affiliated in a potentially profitably way. These policies are intended to help ensure that there is not a potential conflict of interest caused by a dual relationship between a person's role as a faculty member or adjunct and as an agency supervisor. These provisions are consistent with the NASW's Code of Ethics concerning "Conflicts of Interest" and "Education and Training". For more specific information on these standards please refer to the NASW Code of Ethics.

<http://www.socialworkers.org/pubs/code/code.asp>

## **Role of the Task Supervisor**

Some agencies may prefer to use other human service providers or administrators to be an intern's task supervisor. **In these cases students are still required to participate in a formal supervision meeting with their Field Instructor** (this is different than the task supervisor), at least one hour per week to discuss the student's progress and performance in the agency and to ensure the student understands the social work aspects of the placement by integrating classroom theory and learning with practice experience.

Task supervisors may provide specific, time-limited tasks or supervise the student on a daily basis, directing day-to-day activities, teaching and guiding the student in their assignments, and giving them feedback on their performance.

Basic expectations of all task supervisors include:

- Participating in planning the internship
- Reviewing the student's Learning Contract and suggesting revisions as needed
- Providing primary, direct supervision of the intern's daily activities
- Assigning cases and projects congruent with student's educational goals
- Orienting students to the agency and their assignments
- Giving on-the-spot positive and constructive feedback to students regarding their performance
- Focusing on the student's skill development
- Keeping notes of supervisory contact
- Consulting with the UNT Field Director related to the intern's skill areas that need extra attention
- Preparing or helping in the preparation of the midterm and final evaluations of the intern's performance
- Being familiar with the UNT Social Work Field Education Manual
- Meeting with the Field Director and/or faculty liaison at least once each semester of the student's internship, to address progress being made
- Notifying the Field Director and/or the field faculty liaisons when problems arise

# The Role of the Field Director

The Field Director is the person with primary responsibility for field placement assignments. The decision where to place students may be made in consultation with other social work faculty and with student needs in mind. The Field Director is a full-time faculty member who maintains communication with the field sites and the Field Instructors. The Field Director is responsible for the following:

1. Maintaining a viable “agency bank” for student placements. The Field Director will recruit potential practicum settings and meet with the administrators to clarify the expectations of both the field setting and the university and to reach agreements on how the agency and school will work together.
2. Reviewing applications for field placement from the students and, with the faculty, select appropriate field placements for students, taking into account each student’s needs, career goals, and available sites.
3. Visiting agencies to assure that the educational plan of the agency is meeting the student’s needs.
4. Keeping Field Instructors informed about the UNT Social Work Program, providing them with copies of Social Work Field Education Manual and other pertinent materials.
5. Providing training and orientation for new Field Instructors.

## Safety Issues and Guidelines

The UNT Social Work Program wants to make our students aware that there are certain inherent risks in any situation requiring contact with the public. While fulfilling the internship students must also be attentive of the need for personal safety and act accordingly to minimize these risks. During the internship, students should discuss safety issues along with other issues of infection control, personal injury, and risk assessment. Students with any safety concerns or questions should contact the Field Director to discuss these issues and seek guidance. Below are some guidelines for personal safety.

### **GUIDELINES FOR PERSONAL SAFETY**

It is very difficult to predict when dangerous behavior will occur. The factors most often considered as predictors are history of violent and aggressive behaviors, and abuse of drugs and/or alcohol. Aggressive behavior may be caused by such things as fear, anger, stress, chemical alteration, need for attention or power, and paranoia. The important variable is the intent or perceived intent of the individual who appears to be dangerous. It is important to determine whether the behavior is a personal characteristic or if it is reactive to a particular or current situation. However, the best protection in threatening situations or actual assault is to err on the side of protecting your personal safety.

The following problem-solving skills can be useful in risky situations:

- Gather data

- Evaluate the information
- Decide on a course of action based on the evaluation
- Implementation
- Evaluate the outcome, and adjust accordingly

This process may occur in an instant or over a longer period.

The goals of risk prevention and management strategies should be to:

- Protect the safety of the client, staff, yourself and others in the environment
- Help the individual gain control with the least amount of pain and guilt
- Help the individual focus on the source of anger, fear, frustration, etc.
- Assist the individual to express these feelings verbally rather than in actions

### **GENERAL PERSONAL RISK-REDUCTION GUIDELINES**

- Walk with a sense of purpose and be aware of body language
- Be alert to people around you. Beware of strangers who approach and speak to you. Keep at a safe distance and keep moving.
- Be alert to nonverbal cues while conveying confidence in your actions. Look aware and unafraid. Have a strong, independent image, and a clear sense of purpose.
- Do not walk on streets where people are loitering. Walk on the outside of the sidewalk, away from possible hiding places.
- Be aware of places such as a store, library, school and community center that can be used for refuge.
- Do not carry a purse, bag, heavy notebooks, or briefcases. If you must carry these items, conceal them or use a shoulder bag or backpack to allow free use of hands.
- Wear sensible appropriate clothing, low-heeled shoes, and minimal jewelry that cannot be snatched off or wrapped around your neck.
- Do not give money to people who ask for it.
- Practice caution with persons who might be:
  - Under the influence of chemicals
  - Engaging in illegal activities
  - Feeling threatened by your presence
  - Feeling threatened by the possibility of your reporting their behaviors to legal authorities
- Prior to entering a building assess safety: sounds of violence (e.g., out-of control behavior), location of other people and their ability to respond to a call for help, possible escape routes
- Assess multi-story buildings for safety. If you take the elevator, observe the elevator interior before entering. If the elevator appears unsafe, wait for the next elevator or consider taking the stairs; be aware of who is in the stairwell and how far apart the exits are. If a suspicious person enters the elevator after you have entered it exit before the door closes. Stand next to the control panel. If accosted, press all buttons.

Students should receive a specific orientation to agency policies and procedures related to risk management. If the Field Instructor does not provide this orientation, students must ask for it. Students should also learn about the agency's informal methods for assessing and handling risky situations.

## **WHAT TO DO IF ATTACKED OR SERIOUSLY THREATENED AT AN INTERNSHIP PLACEMENT**

- Follow agency procedures to manage the immediate situation and to report the incident informally.
- Get any needed medical care. Notify and debrief with your Field Instructor.
- Notify the School (the seminar instructor or the Field Director) as soon as possible.
- Recognize that a physical attack or threatening behavior is frightening and that you may later respond emotionally to the stress. Seek professional help to address these feelings.
- Conduct a comprehensive post-incident evaluation with staff, outlining a plan to increase safety, if indicated.

## **Ethical Principles - National Association of Social Workers Code of Ethics**

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. These principles set forth ideals to which all social workers should aspire. Students are expected to function ethically in the practicum and uphold the values of the profession.

1. Service
2. Social Justice
3. Dignity and Worth of the Person
4. Importance of Human Relationships
5. Integrity
6. Competence

For more specific information regarding social work core value and the corresponding ethical principles, please refer to <https://www.socialworkers.org/pubs/code/code.asp>.

# **Council on Social Work Education (CSWE), Commission On Accreditation Baccalaureate Evaluative Standards and Interpretive Guidelines**

As an accredited BSW program, UNT must meet certain evaluative standards. The Commission on Accreditation reserves the right to initiate a review of an accredited program whenever circumstances indicate questionable compliance with the Evaluative Standards or the Curriculum Policy Statement. The evaluative standard regarding Curriculum and Field Instruction follows. The full set of standards may be accessed at the Council on Social Work Education website: <http://www.cswe.org/>.

The primary objective of the UNT Social Work Program is to prepare students for generalist social work practice. In compliance with the Council on Social Work Education, students who complete the BSW program must demonstrate competency in all nine areas and 31 behaviors. This is accomplished throughout the program and is assessed through evaluations completed in the field placement. The following is a summary of CSWE's 9 Core Competencies and 31 Behaviors:

# Council on Social Work Education

## Educational Policy and Accreditation Standards (EPAS-2015)

The nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. (CSWE)

Competency & Description	Practice Behaviors
<p><b>1. Demonstrate Ethical and Professional Behavior</b></p> <p>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.</p>	<ol style="list-style-type: none"> <li>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;</li> <li>2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> <li>3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</li> <li>4. use technology ethically and appropriately to facilitate practice outcomes; and</li> <li>5. use supervision and consultation to guide professional judgment and behavior.</li> </ol>
<p><b>2. Engage Diversity and Difference in Practice</b></p> <p>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</p>	<ol style="list-style-type: none"> <li>6. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the             <ol style="list-style-type: none"> <li>a. micro, mezzo, and macro levels;</li> </ol> </li> <li>7. present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li> <li>8. apply self-awareness and self-regulation to manage the influence of personal biases and</li> </ol>

<b>Competency &amp; Description</b>	<b>Practice Behaviors</b>
<p>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.</p>	<p>values in working with diverse clients and constituencies.</p>
<p><b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <p>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.</p>	<p>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. .</p>
<p><b>4. Engage in Practice-Informed Research and Research-Informed Practice</b></p> <p>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.</p>	<p>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.</p>
<p><b>5. Engage in Policy Practice</b></p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its</p>	

<b>Competency &amp; Description</b>	<b>Practice Behaviors</b>
<p>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.</p>	<ul style="list-style-type: none"> <li>14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</li> <li>15. assess how social welfare and economic policies impact the delivery of and access to social services;</li> <li>16. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>
<p><b>6. Engage Individuals, Families, Groups, Organizations, and Communities</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>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</li> <li>18. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>
<p><b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf</p>	<ul style="list-style-type: none"> <li>19. collect and organize data, and apply critical</li> </ul>

<b>Competency &amp; Description</b>	<b>Practice Behaviors</b>
<p>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.</p>	<p>thinking to interpret information from clients and constituencies;</p> <p>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;</p> <p>21. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p> <p>22. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>
<p><b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>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.</p>	<p>23. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>24. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>26. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>27. facilitate effective transitions and endings that advance mutually agreed-on goals.</p>
<p><b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>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</p>	<p>28. select and use appropriate methods for evaluation of outcomes;</p> <p>29. apply knowledge of human behavior and the social environment, person-in-environment, and</p>

<b>Competency &amp; Description</b>	<b>Practice Behaviors</b>
<p>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.</p>	<p>other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>30. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>

# APPENDIX

## UNT SOCIAL WORK FACULTY AND CONTACT INFORMATION

Department Phone Number: 940-565-7526

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**Cecilia Thomas**, MSW, Ph.D. (Social Work), University of Texas at Arlington School of Social Work, LMSW-AP, Associate Professor. Extensive experience in child welfare, agency management, medical social work practice and social work education. Research interests include practice implications related to the health and social functioning of vulnerable populations, trauma and religion/spirituality of older adults and social work education.

**Hadidja Nyiransekuye**, MSW, Ph.D. (Social Work), University of Denver Graduate School of Social Work, Assistant Professor. A native of Rwanda, Dr. Nyiransekuye's research interests are in the area of forced migration, African indigenous healing practices and issues of genocide and genocide prevention. Her publications include a memoir: *The Lances were Looking Down: One Woman's path through the Rwandan Genocide to life in the States*.

**Brenda Sweeten**, MSSW, LCSW. University of Texas at Austin. Clinical Assistant Professional/Field Director. Practice experience in mental health, elder and child advocacy, child welfare, divorce and disputed custody and adoption. Program interests include access and success in post-secondary education for foster care alumni.

**Cassidy Baker**, MSW, LCSW-S. University of Oklahoma, Title IV-E Child Welfare Program Coordinator. Practice experience in foster care and adoption, child welfare, clinical social work supervision, legal victim advocacy, and family violence. Interests include the intersection of child protection and domestic violence as well as university response to sexual assault on campus.

**Jennifer Middleton**, MSSW, LMSW. University of Texas at Arlington, Title IV-E Assistant Program Coordinator. Practice experience in medical and school social work. Program involvement includes linking and coordinating students to the community and the social work profession as a whole.

## UNT FIELD INSTRUCTOR EVALUATION OF STUDENT PROGRESS

<b>Print Name:</b>	<b>ID#:</b>	<b>Date:</b>
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**MIDTERM**

**FINAL**

<b>Rating Scale for Evaluation of Field Placement Performance</b>
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***Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:***

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies that are specified in this evaluation form are those established in 2015 by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

Category	Rating	Description
<b>Exceptional</b>	<b>5</b>	The intern has excelled in this area
<b>Advanced</b>	<b>4</b>	The intern is functioning above expectations for interns in this area
<b>Moderate</b>	<b>3</b>	The intern has met the expectations for interns in this area
<b>Novice</b>	<b>2</b>	The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future
<b>Below Expectations</b>	<b>1</b>	The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future
<b>Not Applicable</b>	<b>n/a</b>	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area (USE ONLY AT MIDTERM IF NEEDED)

Please provide comments under any competency statement that is scored at the highest or lowest levels, and otherwise as desired. Your critical feedback is invaluable to students as they learn to assess their own progress as a practitioner, as well as learn to use feedback from supervision. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance.

The agency supervisor's rating of these items will be considered when calculating the grade that is given to the intern. The following scale will be used:

- 5 is equivalent to a 100 (excellent with little room for improvement)**
- 4 is equivalent to a 90 (above average with some room for improvement)**
- 3 is equivalent to a 80 (good but with room for improvement)**
- 2 is equivalent to a 70 (average with considerable room for improvement)**
- 1 is equivalent to a 60 (below average with significant room for improvement)**

The faculty supervisor has the responsibility of assigning the grade for the course. The grade that is assigned will be based on: the faculty supervisor's overall evaluation of the student's performance in placement in conjunction with the agency supervisor's evaluation; intern logs; seminar participation; and other assignments throughout the semester.

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>
--

1.	Makes 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	1	2	3	4	5	n/a
2.	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1	2	3	4	5	n/a
3.	Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication	1	2	3	4	5	n/a
4.	Uses technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	5	n/a
5.	Uses supervision and consultation to guide professional judgment and behavior	1	2	3	4	5	n/a

Comments:

<b>Competency 2: Engage Diversity and Difference in Practice</b>
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6.	Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	1	2	3	4	5	n/a
7.	Presents her/himself as a learner and engages clients and constituencies as experts of their own experiences	1	2	3	4	5	n/a
8.	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	5	n/a

Comments:

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

9.	Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	5	n/a
10.	Engages in practices that advance social, economic, and environmental justice	1	2	3	4	5	n/a

Comments:

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

11.	Uses practice experience and theory to inform scientific inquiry and research	1	2	3	4	5	n/a
12.	Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1	2	3	4	5	n/a
13.	Uses and translates research evidence to inform and improve practice, policy, and service delivery	1	2	3	4	5	n/a

Comments:

**Competency 5: Engage in Policy Practice**

14.	Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	5	n/a
15.	Assesses how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	5	n/a
16.	Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5	n/a

Comments:

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

17.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1	2	3	4	5	n/a
18.	Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	5	n/a

Comments:

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>
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19.	Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies	1	2	3	4	5	n/a
20.	Applies 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	1	2	3	4	5	n/a
21.	Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	5	n/a
22.	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	5	n/a

Comments:

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

23.	Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	5	n/a
24.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	5	n/a
25.	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5	n/a
26.	Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	1	2	3	4	5	n/a
27.	Facilitates effective transitions and endings that advance mutually agreed-on goals	1	2	3	4	5	n/a

Comments:

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

28.	Selects and uses appropriate methods for evaluation of outcomes	1	2	3	4	5	n/a
29.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5	n/a
30.	Critically analyzes, monitors, and evaluates intervention and program processes and outcomes	1	2	3	4	5	n/a
31.	Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	5	n/a

Comments:



this section.

- This intern is excelling in field placement by performing above expectations for a BSW intern.
- This intern is meeting the expectations of a BSW field placement intern.
- This intern is functioning somewhat below the expectations of a BSW field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- This intern is functioning below the expectations of a BSW field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments/elaboration:

<b>Overall Evaluation at <u>FINAL</u>:</b>
--

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

- This intern has excelled in field placement by performing above expectations for BSW interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This BSW intern is ready for beginning level social work practice.
- This BSW intern is not yet ready for beginning level social work practice.
- This intern is not yet ready for beginning BSW level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

Signature of Agency Field Instructor \_\_\_\_\_ Date \_\_\_\_\_

***The following section should be completed by the intern:***

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation	<input type="checkbox"/>
I do not agree with evaluation	<input type="checkbox"/>

Signature of Intern \_\_\_\_\_

Date \_\_\_\_\_

If the intern disagrees with the evaluation she/he must specify those elements of the disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. The disagreement should also relate to the items in the evaluation.

**STUDENT SELF EVALUATION  
FIELD PRACTICUM**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

For each item below, please rate as strongly agree, agree or disagree.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>
<b>My case/project presentation was complete, concise and interesting.</b>			
<b>My case presentation covered all the necessary information in the time allotted.</b>			
<b>My input in class was on target and helpful to others. I actively participated in small group discussions</b>			
<b>My class attendance was excellent. (I missed ___ classes)</b>			
<b>I turned in my Weekly logs and other assignments on time.</b>			
<b>I informed my field instructor and the faculty about any problems with my placement.</b>			
<b>I kept on schedule in regard to the number of hours spent at my field site.</b>			
<b>My end of semester evaluation was outstanding.</b>			
<b>I adhered to the Codes of Ethics for professional Social Workers.</b>			

Based on my performance in the field and in the seminar class, I recommend a grade of \_\_\_ for myself.

Suggestions to improve the quality of the field experience, the seminar, or other comments:

# PROGRAM EVALUATION

Name: \_\_\_\_\_ Date: \_\_\_\_\_

For each item below, please rate as strongly agree, agree or disagree.

What do you consider the strengths of the program?

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>
<b>The goals of the program are clearly communicated to students.</b>			
<b>The faculty is willing to listen and respond to the needs of the students.</b>			
<b>The program works to instill students with a sense of professional identity.</b>			
<b>Student advising was handled well; I knew what courses I needed to take and when to take them.</b>			
<b>The program helped me to make connections with professionals and agencies.</b>			
<b>The program helped me make connections with other students.</b>			
<b>The program helped me develop my skills as a social worker.</b>			
<b>The classes were well-taught and covered appropriate, up-to-date material.</b>			
<b>The program helped me to develop the values and ethics of a professional social worker.</b>			
<b>I leave the program feeling confident in my knowledge, skills and values as a social worker.</b>			

What do you consider the weaknesses or challenges of the program?

If you could do one thing to make the program better, what would it be?

## STUDENT EVALUATION OF FIELD SITE

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Site: \_\_\_\_\_

For each item below, please rate as strongly agree, agree or disagree.

Would you recommend this site for another student? Why or why not?

	Strongly Agree	Agree	Disagree
<b>The facility is safe, accessible and has a place for me.</b>			
<b>The services are appropriate for generalist social work practice.</b>			
<b>The agency follows the values and ethics of the profession.</b>			
<b>I was treated with respect by all members of the agency staff.</b>			
<b>The tasks I was assigned were appropriate for my level of experience.</b>			
<b>The field instructor gave me the support I needed, and made sure someone was there for me when they were not available.</b>			
<b>Supervision was helpful in orienting me to the profession of social work.</b>			
<b>The feedback I got was helpful in building my skills.</b>			
<b>The evaluation I received was fair and accurate.</b>			
<b>I leave this placement feeling competent in myself as a social worker.</b>			
<b>I leave this placement with good connections for my future career.</b>			

What type of student would benefit most from this placement?

What should a student bring with them (in terms of knowledge and skills) to work in this placement?

Would you take a job there if it were offered to you? Why or why not?

**UNIVERSITY OF NORTH TEXAS, BSW LEARNING CONTRACT**

**Student's Name:** \_\_\_\_\_ **Email address:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_ **Email address:** \_\_\_\_\_

**Agency:** \_\_\_\_\_ **Agency Phone:** \_\_\_\_\_

**Specify the dates and hours each week student will be in field placement.** (Field education must total 480 hours)

**Date Placement Begins:** \_\_\_\_\_ **Anticipated Ending Date:** \_\_\_\_\_ **Days and Hours Per Week:** \_\_\_\_\_

**Agency Expectations:** Discuss the expectations regarding illness, holidays, personal time, make-up for lost time, notification and coverage during absences, etc. Student should be provided an orientation or policies & procedures to read. Please indicate that a discussion was completed (both initial): \_\_\_\_\_/\_\_\_\_\_

## Objectives and Activities

By the end of the internship, the student will have demonstrated competency in each of the following arenas of performance as a beginning generalist social worker:

<b>Core Competency</b>	<b>Course Objectives Students will</b>	<b>Activities:</b>	<b>Due Dates</b>
Demonstrate ethical and professional behavior (Professional)	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;	1. I will consult and review the Social Work Code of Ethics on five cases and talk about how I have applied the Code in at least 1 case w/my FI. 2. I will draw on the principals of client self-determination and discuss how this relates to at least 3 clients with my FI. 3. I will adhere to the NASW Code of	

		<p>Ethics while discussing at least 1 students' situation with a teacher and maintain client confidentiality and discuss with FI.</p> <ol style="list-style-type: none"> <li>4. Student will understand their own biases and identify two situations with students where they have had to work through their own biases.</li> <li>5. Student will discuss one aspect of the NASW Code of Ethics during each weekly supervisory meeting with FI.</li> </ol>	
(Professional)	2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	<ol style="list-style-type: none"> <li>1. At the end of each week, with FI, reflect on cases worked to assess areas that need improvement.</li> <li>2. I will keep a daily journal of activities and self- reflection and discuss my performance with FI at weekly meetings.</li> </ol>	
(Professional)	3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	<ol style="list-style-type: none"> <li>1. I will dress professionally every day and act professionally when interacting with colleagues and clients.</li> <li>2. Once a week for ten weeks I will work as a volunteer with four hospice patients and will talk w/my FI as to how I demonstrated professional demeanor.</li> <li>3. I will observe "casual Fridays" by wearing appropriate jeans and a school spirit shirt.</li> <li>4. FI will provide information about professional demeanor within the agency and then talk with intern in</li> </ol>	

		supervision about how they are doing with the expectations.	
(Professional)	4. use technology ethically and appropriately to facilitate practice outcomes; and	<ol style="list-style-type: none"> <li>1. I will familiarize myself with the agencies' data system and use ethically and appropriately.</li> <li>2. Student will attend training or informative session teaching the use of emerging technology used in social work and present information back to staff as it is relevant.</li> </ol>	
(Professional)	5. use supervision and consultation to guide professional judgment and behavior.	<ol style="list-style-type: none"> <li>1. Student will discuss and review all documentation made on the computer with FI.</li> <li>2. Student will review all cases and seek assistance from FI.</li> <li>3. Student will schedule and come prepared with questions to weekly supervision with FI.</li> </ol>	
Engage diversity and difference in practice (Diversity)	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;	<ol style="list-style-type: none"> <li>1. Student will attend two permanency conferences and discuss with my FI what life experiences impacted the families.</li> <li>2. I will shadow three people on the interdisciplinary team and we will discuss/ review patients life experiences and how this has influenced the way they approach hospice services.</li> <li>3. I will develop one day's curriculum for the girl's group that addresses the role of life experiences and individuality in shaping identity.</li> <li>4. I will talk with my supervisor about</li> </ol>	

		2 clients and their life experience/background compared to my own and discuss how the differences shape the way each of us lives our lives.	
(Diversity)	7. present themselves as learners and engage clients and constituencies as experts of their own experiences; and	<ol style="list-style-type: none"> <li>1. For ALL cases, student will document all information received by clients and references. Demonstrate w/2 clients the ways in which the information I gathered from them helped to inform the way I am working w/the client.</li> <li>2. I will collaborate with the interdisciplinary team to gain insight on patients' care.</li> <li>3. Demonstrate w/2 clients the ways in which the information I gathered from them helped to inform the way I am working w/the client.</li> <li>4. Student will interview various staff &amp; discuss their role at the agency.</li> </ol>	
(Diversity)	8. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<ol style="list-style-type: none"> <li>1. I will complete one "disproportionality in foster care" training course offered by my agency and talk about how I learning more about my own personal biases.</li> <li>2. I will utilize supervision on ongoing case work and talk w/my FI about what I am learning about myself.</li> <li>3. I will become aware of personal biases and experiences in working with students from similar or different situations and process with FI.</li> <li>4. Student will self-assess at the start &amp;</li> </ol>	

		<p>end of internship &amp; compare differences.</p> <p>5. I will discuss conflicting values I am seeing or experiencing with my FI in order to work on my own self - awareness.</p>	
<p>Advance human rights and social, economic, and environmental justice</p> <p>(Human Rights)</p>	<p>9. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</p>	<p>1. For three cases, advocate for children/family through inquiring why a decision is being made that potentially damages the family dynamics.</p> <p>2. Student will advocate for a minimum of three clients to access needed services.</p> <p>3. I will call 3 legislators to advocate for CIS and TEA funding.</p> <p>4. I will attend CIS Day at the Capitol and meet with 5 legislators</p>	
<p>(Human Rights)</p>	<p>10. engage in practices that advance social, economic, and environmental justice.</p>	<p>1. Student will connect at least three families with needed resources and talk w/my FI about the way in which I am taking into consideration the practice interventions that advance social justice.</p> <p>2. When I meet with clients I will be sure to recognize the power that I have over them and engage in practice that does not oppress or discriminate.</p> <p>3. I will advocate for a patient's access and eligibility for services.</p> <p>4. Student will attend interagency meetings to advocate for an important issue.</p>	

<p>Engage in practice-informed research and research-informed practice (Research)</p>	<p>11. use practice experience and theory to inform scientific inquiry and research;</p>	<ol style="list-style-type: none"> <li>1. Student will meet and discuss with FI to compare his practice experience with peer reviewed article.</li> <li>2. Student will read a peer reviewed research article related to hospice and/or palliative care and discuss with FI.</li> <li>3. I will interview my FI about effective practices and review findings in supervision and seminars.</li> <li>4. I will research one journal article to apply to my mentoring relationship with one student with identified emotional needs and discuss with FI.</li> <li>5. I will use previous surveys conducted in the agency to develop and conduct a needs assessment.</li> </ol>	
<p>(Research)</p>	<p>12. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</p>	<ol style="list-style-type: none"> <li>1. For two cases, I will read a peer reviewed article related to the case and discuss the findings with my FI as to how it might help.</li> <li>2. I will discuss with my FI how I used information from a client's file, my interview, and collateral contacts to arrive at decisions made on behalf of the client.</li> <li>3. I will work collaboratively with the interdisciplinary team (IDT) to achieve care goals for patient and talk with my FI about the various ways of knowing about clients and perspectives from other professionals.</li> </ol>	

		<ol style="list-style-type: none"> <li>4. I will gather information for intake and assessment on 2 new students from multiple sources including their cumulative file, former counselors, the student, their family, and discuss with FI.</li> <li>5. During supervision and seminars I will discuss material from class and from field and how I can integrate them to be useful to my client.</li> </ol>	
(Research)	13. use and translate research evidence to inform and improve practice, policy, and service delivery.	<ol style="list-style-type: none"> <li>1. Student will read one peer reviewed article on two “new” mechanisms affecting client population.</li> <li>2. I will design a presentation to inform a group of professionals/ staff members of a topic relevant to their practice and seek guidance from FI.</li> <li>3. I will review at least two articles about a topic related to my placement discuss with supervisor.</li> <li>4. Student may conduct a mock audit using organizational monitoring tools &amp; submit a report of the results.</li> </ol>	
Engage in policy practice (Policy)	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	<ol style="list-style-type: none"> <li>1. Student will research and identify social policies that have an impact on the population their agency serves.</li> <li>2. Student will serve on rule committee to evaluate, implement, or change rules or policies that affect client services.</li> <li>3. I will analyze policy changes at board meetings and take notes to discuss with FI.</li> </ol>	

(Policy)	15. assess how social welfare and economic policies impact the delivery of and access to social services;	<ol style="list-style-type: none"> <li>1. Student will work with other agencies in collaboration to deal with funding cuts to all state agencies.</li> <li>2. Coordinate and attend two family visits to be held at Lewisville office and talk with my FI about CPS policies that are affecting the client.</li> <li>3. Student will review client grievances and facility for policy compliance &amp; effectiveness of responses.</li> </ol>	
(Policy)	16. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<ol style="list-style-type: none"> <li>1. Coordinate and attend two family visits to be held at Lewisville office and talk with my FI about CPS policies that are affecting the client.</li> <li>2. I will analyze policy changes at board meetings and take notes to demonstrate to discuss with FI.</li> <li>3. I will work with agency staff to write a grant for the agency.</li> <li>4. Student will discuss an issue within the school that I think could be improved and will discuss w/my FI.</li> <li>5. Student will review client grievances and facility for policy compliance &amp; effectiveness of responses.</li> </ol>	
Engage individuals, families, groups,	17. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical	<ol style="list-style-type: none"> <li>1. Complete one risk assessment and discuss how PIE relates to this client.</li> <li>2. I will discuss behaviors of clients</li> </ol>	

<p>organizations, and communities</p> <p>(Engagement)</p>	<p>frameworks to engage with clients and</p>	<p>and the ways the agency, system, community and society promotes or deters them from achieving health and well-being in supervision and seminars.</p> <ol style="list-style-type: none"> <li>3. Complete one risk assessment and discuss how PIE relates to this client.</li> <li>4. I will discuss knowledge of PIE related to two clients in case presentations.</li> <li>5. Student will develop five treatment plans based on the level of the need of clients.</li> </ol>	
<p>(Engagement)</p>	<p>18. understand the forms and mechanisms of oppression and discrimination;</p>	<ol style="list-style-type: none"> <li>1. Read two peer reviewed articles on poverty and drug abuse.</li> <li>2. I will read “The Framework for Understanding Poverty” and discuss during FI weekly meeting.</li> <li>3. I will review NASW Standards of Care and Rights of the Elderly and discuss w/my FI the ways that clients may be oppressed and discriminated against.</li> <li>4. Student will read 2 peer reviewed articles on poverty &amp; drug abuse.</li> <li>5. Student will identify barriers clients face when accessing services at my agencies and at other agencies and discuss them with my supervisor.</li> </ol>	
<p>Assess individuals, families, groups, organizations, and communities</p>	<p>19. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p>	<ol style="list-style-type: none"> <li>1. Student will prepare all documents and binder for transfer to FBSS staffing; attend staffing.</li> <li>2. I will complete mandatory reporting on student’s academic and</li> </ol>	

(Assessment)		behavioral performance as well for 4 monthly reports for CIS administration. 3. I will use a number of methods to evaluate the effectiveness of interventions, such as client report, intake interview and follow-ups.	
(Assessment)	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;	1. Students will discuss in their integrative papers the use of their knowledge of human behavior and the social environment frameworks when assessing a client.	
(Assessment)	21. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	1. Student will create four child safety plans with clients. 2. I will work with at least 5 kids to develop a goal contract for academic and post-academic aspirations. 3. I will work w/ clients to identify common ground for the focus of our work together. 4. Student will utilize patient visit to review goals with them.	
(Assessment)	22. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1. Student will speak with FBSS to verify what resources are appropriate and available for two clients. 2. I will assess and plan interventions with 2 client's systems and document in CISTMS under service delivery.	

		<ol style="list-style-type: none"> <li>3. After initial interviews or office visits, I will staff a case with my supervisor so I can make the best decision for the client.</li> <li>4. Student will evaluate client needs and determine what strategies to proceed with.</li> </ol>	
<p>Intervene with individuals, families, groups, organizations, and communities</p> <p>(Intervene)</p>	<ol style="list-style-type: none"> <li>23. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will discuss intervention methods used in practice in their integrative papers.</li> </ol>	
<p>(Intervene)</p>	<ol style="list-style-type: none"> <li>2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> </ol>	<ol style="list-style-type: none"> <li>1. I will prepare to take action by reviewing the client's prior records, staffing the case with my supervisor as well as teachers.</li> <li>2. Student will apply theories and concepts to intervention plans.</li> <li>3. I will discuss with FI how these frameworks are used in the intervention process.</li> </ol>	
<p>(Intervene)</p>	<ol style="list-style-type: none"> <li>3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> </ol>	<ol style="list-style-type: none"> <li>1. Student will demonstrate inter-professional skills throughout my client assessments and discuss w/my FI to identify the skills used.</li> <li>2. I will use inter-professional skills when engaging with clients such as: reflective listening, empathy, open ended questions, content clarification, seeking feedback, and appropriate confrontation and problem solving and discuss how</li> </ol>	

		I'm doing this w/FI.	
(Intervene)	4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	<ol style="list-style-type: none"> <li>1. Student will set up outside referral for at least two clients.</li> <li>2. I will participate in collaborative meetings with 2 client systems to discuss client strengths and weaknesses and develop a plan of action and document in CISTMS.</li> <li>3. I will assist clients to navigate around barriers to achieve their goals by using a strengths based perspective.</li> <li>4. I will help a patient access resources and service providers</li> </ol>	
(Intervene)	5. facilitate effective transitions and endings that advance mutually agreed-on goals.	<ol style="list-style-type: none"> <li>1. Student will conduct one initial interview and one exit interview, under supervision; complete termination of services.</li> <li>2. I will meet mentor at least one student and explain the timeline of the relationship upon introduction under FI's supervision.</li> <li>3. I will do an exit interview on all my cases before the client leaves or before I leave.</li> <li>4. I will educate someone about signs and symptoms of end of life care</li> </ol>	
Evaluate practice with individuals,	6. select and use appropriate methods for evaluation of outcomes;	<ol style="list-style-type: none"> <li>1. Student will speak with FBSS to verify what resources are appropriate and available for two clients.</li> </ol>	

families, groups  (Evaluate)		<ol style="list-style-type: none"> <li>2. I will assess and plan interventions with 2 client's systems and document in CISTMS under service delivery.</li> <li>3. After initial interviews or office visits, I will staff a case with my supervisor so I can make the best decision for the client.</li> <li>4. Student will evaluate client needs and determine what strategies to proceed with.</li> </ol>	
(Evaluate)	7. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	<ol style="list-style-type: none"> <li>1. I will discuss theories and frameworks of assessment, intervention, and evaluation related to one client in my integrative paper.</li> <li>2. I will identify the theory or conceptual framework used to work with clients in this setting and discuss with my FI.</li> <li>3. Student will conduct assessment at intakes and assist in developing case plans, making referrals, &amp; conducting interventions.</li> </ol>	
(Evaluate)	8. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	<ol style="list-style-type: none"> <li>1. Student will discuss what they noticed about the intervention and program processes at the agency with FI.</li> <li>2. I will ask questions about FI's strategies and thought process used when making their decision about the foster children.</li> </ol>	
(Evaluate)	9. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<ol style="list-style-type: none"> <li>1. Student will follow up with two foster families to check on welfare of children.</li> <li>2. Student will follow up with clients</li> </ol>	

		to monitor and analyze that the intervention is effective. 3. I will participate in continuous collaborative meetings, document client data notes in CISTMS, and gather feedback from FI .	
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**SIGNATURES**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_