

The MSW Field Experience Handbook

Advanced Generalist Practice

Autonomous Multi-Perspective Practice

Lifelong Learning

Continuous engagement in acquiring and applying knowledge and skills in the context of authentic, self-directed problems

Social Work Advanced Generalist Curriculum

Multi-Perspective Practice, Theory Building, Empirical Research, Enhanced Skills, Enhanced Techniques, and Field

Social Work Foundation Curriculum

HBSE, SW Research, SW Practice, Policy, Values and Ethics, Diversity, and Populations at Risk and Field

Liberal Arts

At least 18 hours of humanities, social and behavioral sciences, physical sciences (specifically human biology) and mathematics

Rural and Indigenous Environment

Lumbee Community/Rural Community

UNCP MSW CONCEPTUAL FRAMEWORK

SOCIAL WORK Department

Serving Our Community since 1982

The MSW Field Experience Handbook

2008-2009 *Edition*

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History

The University of North Carolina at Pembroke (UNCP) is a constituent institution of The University of North Carolina and is a fully accredited member of the Southern Association of Colleges and Schools. The Social Work Program at UNCP has been granted full accreditation by the Council on Social Work Education (CSWE), which is the only agency that provides accreditation for Social Work Programs and is recognized by the United States Office of Education and Council on Postsecondary Accreditation. During the academic year 1993-4, the Council on Postsecondary Accreditation replaced the Council on Recognition of Postsecondary Accreditation.

Maintaining accreditation by CSWE is considered a high priority by the members of the Social Work Department, the UNCP Administration, and by the General Administration of The University of North Carolina. Accreditation adds to the prestige of the Social Work Program by demonstrating that national standards are met, which provides for graduates greater employment possibilities. Some social work positions are open only to graduates of CSWE accredited programs. Most social work employers will give preference to graduates of CSWE accredited programs.

UNCP was first established in 1887 by the Native Americans of Robeson County and the General Assembly of North Carolina, which appropriated \$500.00 in order to open a "normal school for Indians." In the fall of that same year, the school opened with 15 students. The school's first name was the Croatan Normal School but soon was changed to the Indian Normal School of Robeson County. The institution has undergone many name changes, but on July 1, 1969, the General Assembly of North Carolina granted regional university status and the institution was given the name, Pembroke State University that was changed to The University of North Carolina at Pembroke (UNCP) in July 1996. Today, UNCP has a diverse population of approximately 5,800 students: 20% American Indian, 2% Asian, 25% Black, and 3% Hispanic. The University has a rich cultural history of which the faculty and students of the Social Work Program are very proud.

The practice of combining Sociology and Social Work is common throughout the nation, especially on smaller campuses. At UNCP, this practice was particularly appropriate because of the historical development of social work offerings by the Sociology Department since 1969. The department changed its name in the Fall of 1983 from the Department of Sociology in order to raise the visibility of the Social Work Program on campus. Thus, the Program was housed within the Department of Sociology, Social Work and Criminal Justice. During 2004, growth in the Social Work Program warranted the additional positions of an Administrative Assistant and an additional full-time faculty member. The Social Work Program officially became the Department of Social Work on July 1, 2005. The MSW program began in Fall 2008 and is staffed with six full-time faculty members, which include a Field Director and an MSW Social Work Program Coordinator and a slate of social work practitioners that serve as adjunct faculty.

Mission of the University of North Carolina at Pembroke

The university encourages the pursuit of education as a lifelong experience so that its graduates will be equipped to meet the challenges of the twenty-first century. Drawing strength from its heritage, The University of North Carolina at Pembroke continues to expand its leadership role in enriching the intellectual, economic, social and cultural life of the region and beyond.

Social Work Mission at UNC Pembroke

The mission of the Social Work Program at The University of North Carolina at Pembroke seeks to prepare students to become leaders in enhancing the quality of life and seeking solutions to rural problems. It is particularly concerned with the consequences of injustice, and thus focuses on the empowerment of populations-at-risk and the advancement of economic, political and social justice in all communities. Additionally the mission of the Master of Social Work (MSW) program at the University of North Carolina at Pembroke is to prepare students for professional social work practice within an advanced generalist model. Social workers prepared using a generalist model has the capacity to practice in varied settings with diverse client populations. They are equipped to utilize resources available in rural areas and prepared for challenges faced when working with indigenous communities. They have an awareness of both historical and contemporary social issues that are embedded in a framework of a larger, more global reality. There are few social work programs in Rural and Native American communities that prepare

students in this manner. The MSW program builds on the Core Values of the University as articulated above.

The MSW program is designed to (1) help meet the immediate and growing need in public, private and social service agencies in North Carolina for advanced generalist social work professionals, and (2) to offer an advanced generalist program that emphasizes work with Rural and Native American indigenous populations.

Building on the BSW program, the MSW program at UNCP both continues and enhances the current mission, emphasizing fieldwork as a mechanism for integration of knowledge and experience. The program provides students opportunities to apply the advanced social work generalist model under the supervision of a practicing social worker. Implementation of these goals is characterized by the following:

Regional Rural Focus. Requiring our students to become knowledgeable about the regional landscape in which they live and understand the unique circumstances of practicing in culturally diverse rural areas. This addresses the University's goal of improving the quality of life for a culturally diverse society.

Community Development and Leadership. Requiring our students to take leadership roles in public and private social service agencies in such areas as mental health, anti-poverty work, rural community development, and child welfare, while encouraging responsible participatory citizenship. This is in keeping with the University's mission of preparing knowledgeable professionals for future community development.

Life Long Learning and Professional Development. The MSW program seeks to develop professional working relationships based on collaboration, and mutual learning dedicated to social justice, equity, and cultural competence.

Social and Economic Justice. The MSW program seeks to develop understanding of the multi-level relationships among economic, political, and social systems that contribute to the perpetuance of poverty and oppression.

International Exchange. The MSW program, following the University's mission, will continue to support faculty/student exchanges, preparing students with global perspectives.

Technology. Graduates from the MSW program will gain a working knowledge of emerging information technology that meets the needs of the communities and contexts in which they will be practicing.

The goals of MSW program are logically followed by program objectives. These objectives are crucial to the development of the MSW student in the Field Practicum. The course

objectives for the four Field Seminars are tied to the MSW Program objectives. The combined MSW Program objectives for both the Foundation and Concentration years are:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and practice in accordance with the profession's ethical standards and principles.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice, particularly in working with Native Americans.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of an advanced generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities, with particular emphasis on theoretical frameworks regarding Native Americans.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems.
13. Understand the nature of social work practice in Rural communities.
14. Understand the nature of practice when working with Native Americans.
15. Recognize and understand the needs, responses and strengths of people who experience oppression due to race, ethnicity, gender, sexual identity, social class, national origin, physical and mental abilities, age, religion and spirituality.
16. Practice at a multi-level to include individuals, families, groups, organizations and communities, with special emphasis on rural settings.
17. Understand social work and other appropriate theory and implement practice methods based on theory on that multi-theory basis, allowing for free selection of theories as appropriate.
18. Practice in a manner that supports client strengths, incorporates social justice and facilitates empowerment with individuals, and/or families and/or groups.
19. Practice ethically and promote the values of the social work profession as embodied in the NASW Code of Ethics.
20. Apply advanced skills in differential assessment, intervention and practice evaluation with individuals and/or families and/or groups based on the best available evidence.
21. Practice collaboratively with populations at risk in all settings.
22. Seek and effectively use supervision, consultation and ongoing professional growth and development in advanced social work practice with individuals, and/or families and/or groups.

The Social Work Program emphasizes field work, which leads to a realistic appreciation of social work practice and provides the student with opportunities to apply the social work generalist theory under the supervision of a practicing social worker. These activities enhance social work employment opportunities.

The Field Practicum is closely integrated with all aspects of the social work program curriculum and is an integral component of the curricula; it is consistent with the program's goals and objectives. The field experience reinforces identification with the purposes, values and ethics of the profession in a real-world setting in which the student has the opportunity to actually translate classroom experiences into beginning-level professional practice. In a carefully chosen agency setting the student is able begin the process of integrating empirical and practice-based knowledge. The student is afforded the opportunity to develop professional competence by doing, transforming his/her abilities and knowledge gained in social work courses into action. Specifically, students will develop the ability to use oral and written skills that are consistent with the language of the specific practicum setting. They will be able to evaluate agency policy within ethical guidelines. Field practicum objectives, described below, establish criteria by which students demonstrate achievement of program objectives.

Objectives of the Foundation Field Practicum

1. Identify and assess situations where the relationship between people and social institutions needs to be initiated, enhanced, restored, protected or terminated. (Evaluation: Reflection, Journals, Learning Contract, Field Instructor's Feedback, Mid Term and Final Evaluation)
2. Develop and implement a plan for improving the well being of people based on the problem assessment and exploration of obtainable goals and options. (Evaluation: Reflection, Journals, Field Instructor Feedback, Learning Contract, Mid Term and Final Evaluations)
3. Enhance the problem solving, coping and developmental capacities of people. (Evaluation: Reflection, Journals, Learning Contract, Field Instructor's Feedback, Mid Term and Final Evaluation)
4. Use advocacy skills to improve quality of life in communities. (Evaluation: Reflection, Journals, Learning Contract, Field Instructor's Feedback, Mid Term and Final Evaluation)
5. Critically evaluate a range of practice theories and be able to apply the most appropriate ones to any given client system. (Evaluation: Reflection, Journals, Learning Contract, Field Instructor's Feedback, Mid Terms and Final Evaluations)
6. Identify social problems relevant to the community and analyze the impact of social policies and services in addressing these problems. (Evaluation: Reflection, Journals, Field Instructor's Feedback, Final Evaluation)
7. Describe the impact of social policy on populations-at-risk, diversity and economic and social justice. (Evaluation: Reflection, Journals, Field Instructor's Feedback, Learning Contract, Final Evaluation)
8. Understand the importance of interdisciplinary communication in the agency and in the community. (Evaluation: Reflection, Journals, Field Instructor's Feedback, Final Evaluation)

Objectives of the Concentration Field Practicum

- 1) Demonstrate a full understanding of the professional use of self and appropriate boundary setting within client systems, especially in rural and Native American communities. (Evaluation: Reflection, Journals, Process Recording, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)
- 2) Integrate research skills and evidence-based methods to intervene in a differentiated and culturally affirming manner with client systems, especially for rural and Native American communities. (Evaluation: Reflection, Journals, Process Recording, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)
- 3) Identify unmet client system needs, gaps in services, and instances of discrimination and oppression, and advocate at the necessary agency, local, state, federal, or international levels. (Evaluation: Reflection, Journals, Process Recording, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)
- 4) Apply professional social work ethics to advanced practice skills with systems of all sizes and resolve ethical dilemmas arising in the context of individual, organizational, community, and policy practice, especially in rural and Native American communities. (Evaluation: Reflection, Journals, Process Recording, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)
- 5) Communicate persuasively—orally, in writing, electronically, and through the mass media—in order to effectuate changes in individual, organizational, community and policy settings, especially in rural and Native American communities. (Evaluation: Reflection, Journals, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)
- 6) Collaborate effectively with colleagues, maintain a professional social work identity, and represent the social work profession in all settings. (Evaluation: Reflection, Journals, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)
- 7) Seek and effectively use supervision, consultation and ongoing professional growth and development in advanced social work practice with individuals, and/or families and/or groups. (Evaluation: Reflection, Journals, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)
- 8) Effectively use leadership, team building and management skills, as well as theories of organizational change to promote program development and change, and to negotiate, mediate, and advocate for clients, especially in rural and Native American communities. (Evaluation: Reflection, Journals, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)

Expectations of Students Throughout Field Practicum

The field practicum design consists of four field experiences that enable students to apply master's level coursework in a generalist/advanced practice setting. Students, agency supervisors

and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. The graduate field instruction includes a seminar that will meet weekly throughout each semester. The purpose of the seminar will be for students to share field experiences and to relate them to real world experiences. Students will have a minimum of 930 hours in these four field experiences. The first year, called the Foundation year, requires a minimum of 430 hours. The second year, called the Concentration year, requires a minimum of 500 hours.

The MSW Program has the following expectations of students in the Field Practicum:

1. Confidentiality must be strictly maintained so students must not use actual client names or any specific identifying information in any written assignments or class discussions. (Evaluation: Reflection, Journals, Learning Contract, Field Instructor's Feedback, Mid Term and Final Evaluation)
2. The student must complete a minimum of 930 hours of supervised work in the field practicum. (Evaluation: Reflection, Journals, Learning Contract, Field Instructor's Feedback, Mid Term and Final Evaluation)
3. The student must follow the National Association of Social Worker's Code of Ethics. (Evaluation: Reflection, Journals, Learning Contract, Field Instructor's Feedback, Mid Term and Final Evaluation)
4. The student must attend all scheduled seminars during placement. (Evaluation: Reflection, Journals, Learning Contract, Field Instructor's Feedback, Mid Term and Final Evaluation)
5. The student must attend all required agency and school meetings and workshops. (Evaluation: Reflection, Journals, Learning Contract, Field Instructor's Feedback, Mid Term and Final Evaluation)
6. The student must attend all scheduled supervision sessions with the field instructor and the faculty liaison. (Evaluation: Reflection, Journals, Learning Contract, Field Instructor's Feedback, Mid Term and Final Evaluation)
7. The student must develop and successfully fulfill the activities described in a Learning Contract with the agency. (Evaluation: Reflection, Journals, Learning Contract, Field Instructor's Feedback, Mid Term and Final Evaluation)
8. The student must maintain liability insurance throughout their practicum. (proof of coverage)

About the Advisory Boards

Students are encouraged to make an effort to meet members of the Program Advisory Board and the Field Advisory Board. The Program Advisory Board consists of:

- A. seven social work practitioners from the local area;
- B. two students; and
- C. the Director of the Social Work Program (ex-officio).

This Board will help ensure that the social work program continues to move in a direction that compliments the program's mission and the mission of The University of North Carolina at

Pembroke. The Board will also identify ways to evaluate the effectiveness of the Social Work Program. The Board will:

- Review and evaluate curricular content, including both course work and field experience.
- Review and evaluate general program objectives, design and operation.
- Identify areas of curriculum and program, needing development and/or modification.
- Make recommendations to faculty and administration for changes which are in compliance with the standards and guidelines of the Council on Social Work Education.
- Promote and advocate for the Social Work program within the college and community.
- Long Range Program Planning

Each member is asked to serve a term of one academic year. Vacancies will be filled by the Director of the Social Work Program, who will elicit suggestions for new members from the current members of the Board, Social Work Faculty and Social Work Students. The Director of the Social Work Program will act as a conveyor and facilitator the meetings. He/she will call at least one meeting per academic year.

Field Education Advisory Board

The Field Education Advisory Board is composed of field agency representatives (to include program alumni), social work faculty, and student representatives. The Field Director serves as the chair of the committee. The committee meets a minimum of two times per year and as needed to review and recommend policies to the Social Work Department in accordance with the accreditation standards of the Council on Social Work Education.

The board is instrumental in developing many aspects of the social work field program. Some of the areas in which their participation will be helpful are:

- Evaluation of the Learning Contract
- Review of the placement process
- The process of student evaluations
- Recruitment of new students
- Identifying potential field placement sites as well as supervisors
- Participation in planning for the yearly social work symposium
- Creative problem solving for the field program

Fundamental Guidelines of the Field Work Experience

Criteria for Selecting Field Agencies

Field agencies are selected based on educational needs of the student and agency interest and commitment to participation in the field education process. To be considered for approval as a field agency, a Field Agency Information Form must be completed by the agency. If the agency can provide a meaningful learning experience for students and if there is appropriate supervision, the agency will be visited by the director of field education. When agencies are approved for student placements, the Provost of the University, the Head of the Department of Social Work and the agency administrator sign an Educational Affiliation Agreement. Information about what agencies provide is made available to students to assist them in making informed choices about their placement.

After the university approves agencies they are placed in a Field Instruction Agency Database that provides information pertaining to the Agency Director and the Field Contact Person and the type of agency. Information concerning function and purpose, learning opportunities, types of programs, target group served, and demographics are also included.

The quality of the learning experience of students in placement, the continued presence of an approved supervisor and the geographic proximity to the UNCP service area are important considerations.

Request for referrals and recruitment of effective field settings is a continuous process. Traditionally, initial contact with agencies is made via an informal process. After an initial contact is made and the agency director, staff member, social work student or other interested party has expressed an interest in the fieldwork component, a representative from the setting is requested to complete the "Field Setting Profile Form". Based on the information recorded on the form, an interview is scheduled by the Field Director with the setting representative in order to discuss selection criteria in order to accept or to reject the setting.

The selection criteria for field agencies are as follows:

1. Demonstrate commitment to the mission, goals, and objectives of the MSW program and support social values and ethics in policies and services
2. The agency is expected to provide an educational experience within the context of the Advanced Generalist Model of social work practice.
3. The agency is expected to be willing and able to provide appropriate supervision and instruction.
4. The agency is expected to support and to represent the student by attending the orientation meetings and the Symposium.
5. The agency is expected to offer facilities to provide effective social work practice experience consistent with advanced generalist practice.
6. The agency is expected to complete evaluation forms and other documents in a timely manner.
7. The agency is expected to be able to schedule visits by the Coordinator per fieldwork course and to consult with the Coordinator as necessary.
8. The agency is expected to provide adequate space and facilities for the student's practice experience.
9. The agency is expected to provide a field instructor with appropriate educational background and experience.

The Memorandum of Agreement is then signed between the Agency and the University. The Memorandum clarified and defines the roles and responsibilities of the University and the Agency in regards to the field placement.

Field Practicum Objectives

The Field Practicum is closely integrated with all aspects of the social work program curriculum and is an integral component of the curricula. The field experience reinforces identification with the purposes, values and ethics of the profession in a real-world setting in which the student has

the opportunity to actually translate classroom experiences into beginning-level professional practice. In a carefully chosen agency setting the student is able begin the process of integrating empirical and practice-based knowledge. The student is afforded the opportunity to develop professional competence by doing, transforming his/her abilities and knowledge gained in social work courses into action. Field practicum objectives, described below, establish criteria by which students demonstrate achievement of program objectives.

Objectives of the Field Practicum [Foundation] are as follows:

1. Identify and assess situations where the relationship between people and social institutions needs to be initiated, enhanced, restored, protected or terminated. (Evaluation: Reflection, Process Recordings, Journals, Learning Contract, Field Instructor's Feedback, Mid Term and Final Evaluation)
2. Develop and implement a plan for improving the well being of people based on the problem assessment and exploration of obtainable goals and options. (Evaluation: Reflection, Process Recordings, Journals, Field Instructor Feedback, Learning Contract, Mid Term and Final Evaluations)
3. Enhance the problem solving, coping and developmental capacities of people. (Evaluation: Reflection, Process Recordings, Journals, Learning Contract, Field Instructor's Feedback, Mid Term and Final Evaluation)
4. Use advocacy skills to improve quality of life in communities. (Evaluation: Reflection, Journals, Learning Contract, Field Instructor's Feedback, Mid Term and Final Evaluation)
5. Critically evaluate a range of practice theories and be able to apply the most appropriate ones to any given client system. (Evaluation: Reflection, Journals, Learning Contract, Field Instructor's Feedback, Mid Terms and Final Evaluations)
6. Identify social problems relevant to the community and analyze the impact of social policies and services in addressing these problems. (Evaluation: Reflection, Journals, Field Instructor's Feedback Final Evaluation)
7. Describe the impact of social policy on populations-at-risk, diversity and economic and social justice. (Evaluation: Reflection, Journals, Field Instructor's Feedback, Learning Contract, Final Evaluation)
8. Understand the importance of interdisciplinary communication in the agency and in the community. (Evaluation: Reflection, Journals, Field Instructor's Feedback, Final Evaluation)

Objectives of the Field Practicum [Concentration] are as follows:

- 1) Demonstrate a full understanding of the professional use of self and appropriate boundary setting within client systems, especially in rural and Native American communities. (Evaluation: Reflection, Journals, Process Recording, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)
- 2) Integrate research skills and evidence-based methods to intervene in a differentiated and culturally affirming manner with client systems, especially for rural and Native American communities. (Evaluation: Reflection, Journals, Process Recording, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)
- 3) Identify unmet client system needs, gaps in services, and instances of discrimination and oppression, and advocate at the necessary agency, local, state, federal, or international

levels. (Evaluation: Reflection, Journals, Process Recording, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)

- 4) Apply professional social work ethics to advanced practice skills with systems of all sizes and resolve ethical dilemmas arising in the context of individual, organizational, community, and policy practice, especially in rural and Native American communities. (Evaluation: Reflection, Journals, Process Recording, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)
- 5) Communicate persuasively—orally, in writing, electronically, and through the mass media—in order to effectuate changes in individual, organizational, community and policy settings, especially in rural and Native American communities. (Evaluation: Reflection, Journals, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)
- 6) Collaborate effectively with colleagues, maintain a professional social work identity, and represent the social work profession in all settings. (Evaluation: Reflection, Journals, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)
- 7) Seek and effectively use supervision, consultation and ongoing professional growth and development in advanced social work practice with individuals, and/or families and/or groups. (Evaluation: Reflection, Journals, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)
- 8) Effectively use leadership, team building and management skills, as well as theories of organizational change to promote program development and change, and to negotiate, mediate, and advocate for clients, especially in rural and Native American communities. (Evaluation: Reflection, Journals, Capstone Project, Field Instructor's Feedback, Mid & Final Evaluation)

Getting "Field Ready"

Content in the foundation area consists of the eight professional foundation areas of social work:

- Social Work Values and Ethics
- Diversity
- Social and Economic Justice and Populations-at-risk
- Human Behavior and the Social Environment
- Social Welfare Policy and Services
- Social Work Practice
- Research
- Field Practicum

Content in the first three foundation areas can be found throughout all required courses in the foundation social work curriculum, while content in the many of the foundation areas are found in specific courses. Integration of professional foundation content is achieved by the use of curriculum sequencing and prerequisites. All students follow the same curriculum track. Students are guided in their choice of courses each semester by their faculty advisors, who assist them in making sure that all needed courses are taken at the appropriate times. Please note that students cannot transfer field hours from another MSW program.

The Field Selection Protocol

Throughout the curriculum and prior to field placements, students are encouraged to review their field placement options by reviewing the Field Selection Protocol. The Field Selection Protocol includes all the field settings that have been approved to provide field experience for our students. The Field Selection Protocol is used to assist students in locating agencies that offer volunteer experience. In addition to the Field Selection Protocol, UNCP offers a directory of "[North Carolina Social Service Agencies](#)." This directory offers additional opportunities for volunteer work and gives critical insight into the job market.

Students attend field seminars scheduled by the Field Director during each semester they are in field. The field seminar provides opportunities for students to integrate knowledge from theoretical developments to actual experience in the field. The seminar provides a forum for the comparison of practice similarities and differences among diverse rural agency settings, diverse client systems, and a variety of organizational funding sources.

School Social Work License in North Carolina (and Lateral Entry School Social Work)

The [North Carolina Department of Public Instruction](#) (NCDPI) has established two prerequisites for a BSW school social work license:

- a. The NCDPI specifies a series of instructional objectives or competencies. A student can partially achieve these requirements by successfully completing SWK 3540 *School Social Work*.
- b. The NCDPI requires that students complete a minimum of 400 clock hours of field experience under the supervision of a *School Social Worker with a State License*.

These prerequisites are based on generalist social work practice responsibilities that are outlined by NCDPI and are found by [clicking here](#).

How Field Settings and Students are Selected

Only those students who have met the program's specified criteria for field education are admitted to the Field Practicum. Students must be admitted to the MSW program. Students must also attend Orientation for MSW students. Students must complete all prerequisite requirements before entering into field.

Presently, the Social Work Department's field placement selection process is designed to permit students to select their own placements by ranking their particular areas of social work interest. Students complete the MSW field practicum application which allows them to select three agencies that they are interested in and give this information to the Field Director. The Director then contacts each agency to determine if they are interested in student placement. Once an agency has confirmed they are interested, the Director contacts the student and informs them of the outcome. Students are then able to contact the agencies and arrange an interview prior to making the final decision. If the agency has never been used as a field site, the Director will meet with agency personnel to determine if the agency meets the Social Work Department's criteria.

A *Field Setting Profile* is then completed and the field placement site's information is entered into the *Field Selection Protocol* listing on the Social Work Department's Web Page.

The Social Work Department adheres to the NASW Code of Ethics. Section 3.01 (c) discourages dual or multiple relationships between supervisors and supervisees. Students will not be placed in an agency or under the supervision of a field instructor that would constitute a dual relationship. As feasible, students are placed within close proximity of their county of residence. Placements in agencies outside Bladen, Columbus, Cumberland, Hoke, Moore, Richmond, Robeson and Scotland counties will require special consideration by the Social Work Department. Students should direct written requests to the Field Director.

The Interview Process

The interview process serves the following functions:

1. To assist the student in learning the functions and expectations of the field setting.
2. To give agency personnel the opportunity to meet and to assess the student's suitability.
3. To allow both the student and the agency to begin to formulate goals for the coming semester.
4. To allow the student and agency time to prepare for the placement process.

Some agencies may have prepared reading lists which will help the student prepare for the placement. Use of such a list is strongly encouraged by the faculty. The field work setting and the student are under no obligations to accept each other until the *Social Work Internship Agreement* is signed. (Appendix XIII)

As a result, the student and/or representative of the field setting can reject the tentative placement and/or the student after the interview. Neither the field setting nor the student is required to offer a rationale for the rejection. The Field Director reviews the *Student Profile Form* and evaluates other alternatives. The student's first choice is usually honored. After placements have been finalized, field instructors and students receive information from the Director confirming the field placement assignment and the date for the Field Work Orientation meeting. The *Social Work Internship Agreement* is to be signed at the Field Work Orientation meeting or forwarded to the Director during the first week of the field placement. Field work instructors are expected to retain a copy for agency records.

Two Students at One Placement

As the Coordinator of Field Instruction matches the interests of students with opportunities available in field agencies, sometimes more than one student requests the same placement. Since a primary objective is to maximize the satisfaction of both students and field agencies, occasionally two students will be placed in the same agency. This situation can create some special conditions-some positive and some negative.

Having more than one student in the same agency can produce certain benefits:

1. Students can car pool together, if feasible.
2. Students can support one another during the field work process.
3. Students can learn from one another as they share their ongoing experiences.
4. Multiple students tend to increase each student's productivity in the agency.

There are also potential pitfalls in having more than one student in the same agency:

1. Field instructors may report difficulty with individualizing for the student- their abilities, interests, strengths, and needs.
2. A student who is unsure about his/her abilities as a beginning social work practitioner may attempt to make himself / herself look good at the expense of the other.
3. A student may tend to lose his/her identity by becoming dependent on the other student.

The Director and the Field Instructor are encouraged to become aware of particular warning signs:

1. Field instructors may report difficulty in individualizing the student--their abilities, interest, strengths, and needs.
2. One or both students are hypercritical of the other.
3. One student frequently seems to be the voice for both students.
4. Tension is present in their relationships with each other.

If the Field Instructor or the Director identifies problems, he/she should communicate these concerns to one another. It is also important for the Director of the Social Work Program to be informed of such concerns. The Social Work Program embraces a philosophy of open communication and commitment to working through problems in a respectful and mutually beneficial way.

Field Placements in Agency Where Student is also Employed

The policy of the Social Work Department is that an employment setting may be used as a field placement if all the regular requirements of agencies and field instructor are met in the setting. This placement must be clearly delineated as a learning experience and not a work experience, and therefore will require close supervision. Not all employment situations will be approved for field placement. Approval depends on how clearly the student and setting can describe the learning opportunity, how it differs from the student's regular employment, and how the field experience is supervised differently from the students' employment.

Students who are requesting field placement in their field setting must submit a plan that includes:

- Reason(s) for request
- Supervision: Name and qualifications of educational supervisor
 - Must be an MSW or approved substitute
 - Not the employment supervisor
 - The agency must review the requirements required and agree to all of the learning experiences
 - Description of planned learning experiences and student's regular work assignments

The Field Director will review the material and make a recommendation to the MSW Program Director making sure that role confusion will not occur between the student and employee role.

Liability Protection

Field Placements are an essential part of students' education. Their involvement may also place them in situations in which they are vulnerable to legal action. Lawsuits are unpleasant. They're

also expensive. **Students must obtain professional liability coverage for duties performed as part of their social work placement.** Proof of liability insurance is required prior to a student's first day in the field agency. Students can purchase liability insurance through the UNC Pembroke Student Accounts office. Student membership in NASW is encouraged and the association offers students a special reduced membership dues rate. See NASW for application and information.

Grievance and Student Dismissal Procedures

If problems occur between the student and the field placement, the Social Work Internship Agreement can be voided by the grievance procedure or the agency's dismissal of the student.

Grievance Procedure

If a student finds that the particular field setting is problematic the following procedure is to be followed:

1. The student is expected to write a letter to their field work instructor stating the problem and requesting assistance in resolving the problem. If this step does not provide satisfaction:
2. The field instructor is required to write a letter to the Field Director stating the problem and requesting a conference with the contracting parties. At this point, the Director of the MSW Social Work Program must be notified of the decision of the contracting parties if the problem is not resolved.
3. The student may appeal the decision by writing a letter requesting appeal to the Field Director within three (3) working days of the decision. Within three (3) working days of the receipt of the appeal request, the Director will schedule a formal meeting of the Field Advisory Committee. Field setting staff, the student, social work faculty, witnesses and attorneys may be invited to attend. All decisions made at this meeting are final.

The *Grievance Procedure* has a specific chain-of-command:

1. Field Work Instructor
2. Field Director
3. MSW Director of the Social Work Department
4. The Field Advisory Committee

A student who violates the chain-of-command will face disciplinary action. The rationale for strictly adhering to the chain-of-command is associated with issues of agency confidentiality, division of labor, and policy.

Student Dismissal Procedure

If the field setting finds that a particular student is inappropriate, the field instructor should:

1. Inform the student in writing of the existing difficulties and the possibility of dismissal. If there is no satisfactory improvement:

2. The Field Instructor should contact the Field Director to discuss the problem in detail. The Director, the Field Instructor and the student will cooperate in the drafting of a plan of action for strengthening the area(s) to be improved. If the problem is not resolved:
3. The Field Instructor will write a letter to the student and to the Director stating the provisions of the *Social Work Internship Agreement* that have been violated and the effective date of termination of the Agreement. The final evaluation will accompany this letter. Termination of the student's placement will be effective on the date that the Agreement is terminated.

The MSW Director of the Social Work Department will receive a letter from the Coordinator documenting the problem situation with an attached, completed *Student Evaluation Form* (see XIII. Appendix M, N). The student will receive a copy and the original will be retained in the student's permanent file in the Social Work Department.

The student has three (3) options:

1. Request a new field placement.
2. Receive an "F" as a grade for Field Work.
3. Accept expulsion from the Social Work Program.

In *all* cases, the Field Advisory Committee will be the final arbitrator and final appeal.

Responsibilities of Student to the Field Work Setting

Field work settings freely commit themselves to the education of social work students. They volunteer their facilities and the time of the staff. These agencies have established policies and procedures which the students are expected to follow. If a student is unclear or questions agency policies, it is the responsibility of the student to discuss the matter with the Field Work Supervisor and the Field Director.

Time Requirements

Students will have a minimum of 930 hours in the four field experiences. The first year (Foundation Year) of field education requires that student be in placement two days a week. Students must complete at least 430 clock hours in the agency. Students in their second year (Concentration Year) are expected to be in the field three days a week and must complete no less than 500 clock hours in the agency.

Students will document their field hours weekly and submit to the Agency Field Instructor for signature to monitor the required hours in field. The student must submit their field hours on a weekly basis to the Field Education Coordinator.

The field work instructor and the Field Director must be informed of all absences in advance when possible. The Field Absence Form must be completed for all absences that do not involve continuing education (see XIII. Appendix D). Time missed must be made up to meet the requirements of the field setting, the Social Work Department, and the University. However, students are encouraged to attend special events (workshops and seminars related to their field work placements). In order to attend such events, students must obtain permission from the field instructor. The Director is to be informed in advance. Students are required to document the

event in their Field Work Journal and to complete the Activity Absence Application (see XIII. Appendix A). *The journal is submitted weekly for review during Integrative Field Seminars.*

All students are required to attend the field work seminar on a weekly basis. The seminar is of the utmost importance for the professional growth and development of the student. It also supports the transition of the student to entry-level professional, and serves to integrate the classroom knowledge with the field experience. Students are expected to attend all seminar classes.

Grading

The grading for Field Work is pass/fail. In various sections of the *Handbook*, grading policies are addressed. Following are guidelines to assess the proper grade. These criteria are discussed throughout the *Handbook* in greater detail, but are summarized here:

1. A Pass (P) means that the student has met or exceeded standards and expectations.
2. A Fail (F) means that the student has neglected to meet standards and expectations.
3. Failure to submit one's journal, time sheet, and objective sheets on a monthly will result in an "F" for the course.
4. Failure to meet with the student's MSW field supervisor will result in an "F" for the course.

Field Work Journal

For successful completion of Field and Seminar, students are required to maintain a daily journal that documents activities and charts professional development. These entries should process the learning experience by discussing growth in one or more of the following areas: personal knowledge (self-awareness), professional growth, rural social work skills/practice, research experience, social justice, and working with populations at risk, practice with American Indian families, and/or ethics. The journal should also include any difficulties encountered in the field placement. Entries *will not* include the name of any client or other identifying information. These journals are to be treated as confidential documents and will be read by the Field Director on a weekly basis. The journals allow ongoing communication between the student and the Director and should enhance the development of self awareness, reflection, professional attitudes, and expertise. All students are required to submit their journals on a monthly basis; failure to do so will result in a failing grade. Journals must be submitted by hard copy. At the end of the semester, students are required to surrender their journals by the final day of class to the Field Director. Field Work Journals will *not* be returned to the student. The journals are not kept on file but are destroyed in order to protect confidentiality.

Capstone Project

Students must complete a capstone requirement before graduating from the MSW program. Students will complete a community evaluation of a rural area, specifically the area of their field practicum. The community evaluation involves collection of quantitative and qualitative information about a community. The information gathered is evaluated and

assessed. The Integrative Capstone Project provides a culminating MSW educational experience, in which students integrate and synthesize program material in relation to a particular area of interest.

Students attend the 5800 Integrative Field Seminar in the spring of the concentration year. However, students are encouraged to begin thinking about their capstone project before that time. Students will submit their project capstone outline at the end of SWK 5500. The Integrative Field Seminar will provide guidance for the Capstone Project.

Professional Integrity and Social Work Values

The field of social work has a professional value base that provides an ethical foundation for competent practice. The best guide for professional integrity is the *Social Work Code of Ethics* approved by the National Association of Social Workers. A copy of the *Code of Ethics* can be found in XIII. Appendix I. All students are required to read this document and demonstrate their understanding during Seminar. Pincus and Minahan (1973) have defined values as *beliefs, preferences of assumptions about what is desirable or good for humankind*. Felix Biestek (1957) identified seven practice principals that reflect what we call social work values. Two of his principals include *the need for self-awareness and purposeful planned intervention when working with any client system*. Maria McMahon (1990) states that *the values of social work practice are rooted in the belief that every human being has dignity and worth*.

At The University of North Carolina at Pembroke, the faculty recognizes that the social work value base provides students with the foundation for ethical social work practice. Professional values provide parameters that enable social workers to provide services to diverse client systems without imposing ones personal values. Adherence to professional values increases one's competence and effectiveness as a professional.

There are seven basic values that the Social Work Department has identified as crucial to ethical practice. They are as follows:

1. *Individualization*--respecting the dignity and uniqueness of the individual. Do not generalize.
2. *Nonjudgmental attitude*--not being the client's parent or judge.
3. *Acceptance*--approval of the worth and dignity of the individual. Accept him/her as a human being even though you may not condone some of his/her behavior.
4. *Controlled emotional involvement*--the client needs a professional response to a problem or need. The student social worker is not a friend of the client. Do not over or under react.
5. *Confidentiality*--treat all information with respect and privacy.
6. *Clients right to self determination*--the client has the right to make choices which may not be congruent with the student's values system. Clients also have the right to make decisions that may result in poor outcomes.
7. *Advocacy and social action*--for the powerless, oppressed and the service eligible.

The MSW Curriculum is designed to assist each student in the making of a conscious effort to incorporate these values into their practice of social work.

Student Evaluation of Field Work

In the interest of maintaining consistently high standards of quality in our field placement settings, the Social Work Department at The University of North Carolina at Pembroke recognizes the value of providing students with the opportunity to report their perception of the field work experience. The students are required to provide a copy of the *Student Evaluation of Field Placement* to the Field Director. This form can be found in XIII. Appendix K. The information provided is also used to help decide who will receive the Supervisor of the Year Award.

Basic Principles of Field Placement

Introductory Comments for Field Instructors

The Field Instructor is an integral part of the Social Work Program and provides a valuable service to the community and the profession. Supervisors are encouraged to be familiar with classroom content and other learning input (i.e., The Campus Association of Social Workers) to which the student is exposed. Field Instructors are recognized as training resources for the Social Work Department. The Field Director is responsible for making available to instructors materials that would be helpful to them. These materials include but are not limited to:

1. Visits to [campus](#), the [library](#) and other resources
2. [The University of North Carolina at Pembroke Catalog](#)--latest issue
3. *Field Experience Handbook* (this document)
4. *The MSW Social Work Handbook*
5. Bibliographies from SWK courses

The Social Work Department is committed to providing ongoing consultation to local agencies in the community. Any agency that offers its resources as a field placement can request in-service training (at no cost) from the Social Work Faculty. The offer is limited to the fields of expertise of each faculty member.

Students come to The University of North Carolina at Pembroke from a variety of backgrounds, experiences and interests. As a result, no two students are alike. This uniqueness is more evident in field work than at any other time during the student's academic career. It is expected that our students will be sincere, motivated, tolerant, empathetic and discreet. The field instructors can also expect that the student will work efficiently, show flexibility and a readiness to perform the necessary tasks related to the learning experiences. It is important to recognize that the Social Work Curriculum is preparing students for advanced generalist social work practice at the entry level. It is extremely important that social work students understand agency policy prior to becoming deeply involved in direct service. This is stressed for two obvious reasons:

1. In order for students to make a contribution to the agency, they must grasp the basic philosophy of the agency as well as the procedural requirements. Students are capable of making significant contributions if they are informed of agency policies and procedures.
2. Having practical experience in understanding and analyzing agency policy is considered a part of the students' learning experience.

It is essential that the roles of the Field Instructor and the student are clearly defined if the transition from student to social work professional is to be a smooth one. Students typically show signs of ambivalence through this transition. There is a desire for independence; however, there is also some anxiety. Underlying this anxiety is, most frequently, a sense of insecurity and lack of confidence. In order to increase self confidence and competence, the Field Instructor needs to give considerable support as well as encouragement to the student. As a result, *planned supervisory meetings* between student and field instructor are required. Such conferences are required by the Social Work Department and the Council on Social Work Education.

The Field Instructor should prepare for such meetings with the student, clarifying at the beginning the responsibilities he/she will have in the field setting. One of the functions of these meetings is to provide an on-going assessment of the student's performance. The student should be given an opportunity to be informed of the instructor's impressions. Ongoing constructive feedback contributes to a quality learning experience for the student, provides an opportunity for stimulation, and enables both the instructor and the student to develop a productive professional relationship. In summary, there should be ongoing communication of the strengths and needs of the student and, these needs should be addressed. One way of assessing the quality of feedback is the student's reaction. Thus, if a student is surprised by the written evaluation, the quality of the on-going oral feedback must be questioned.

Faculty Monitoring of Students and Contact with Field Practicum Agencies

The faculty liaison visits field placement sites in order to assess and evaluate the field placement activities of each student. The preferred plan is to make two field visits. The field instructors meet with the field students the first day of class each fall to review the goals and objectives of the practicum and updates on the program.

Comprehensive evaluations take place to ensure that students are applying their knowledge, values and skills. These evaluations include Student Mid-Semester evaluation, Student Final Evaluation, Student Evaluation of Field Placement, and Annual Field Placement Questionnaire. The seminar class encourages discussion of student's experiences in field and also the application of advanced generalist concepts. A visit by the Field Director is made at mid-term and again at the end of the semester to review the practicum experience and obtain the recommended grade from the Field Instructor.

Priority is placed on early visits to agencies that are being utilized for field placements for the first time. The faculty liaison meets with both the student and the field instructor at the agency. The faculty liaison also communicates with field instructors as needed throughout the semester by telephone. Additional meetings are arranged, if necessary, to handle placement problems or special needs of students.

Orientation for Field Instructors

Training and support of Field Instructors occurs on an ongoing basis, and is critical to the attainment of program objectives. We hold an orientation at the beginning of each Fall semester for the field student and the field instructor. Field instructors are provided a copy of the Field Experience Handbook; it has all of the information regarding field instruction of the social work program. The Field Director facilitates this orientation and reviews the goals and objectives of the program with each participant.

In the Spring of each year the Social Work Program holds an annual symposium. This symposium provides an opportunity for regional human services personnel to interact with each other. We also offer opportunities for them to earn CEU's for state certifications and licenses; they also share their experiences with other Field Instructors. The symposium also provides Field Instructors formal and informal opportunities to ask and answer any questions regarding student evaluation.

Criteria for Selecting Field Practicum Instructors

Field Instructors for master's students will hold a CSWE-accredited master's social work degree. The Field Practicum placement will be responsible for reinforcing social work perspectives if the Field Instructor does not hold the required degree by making arrangements with other agencies or with the MSW program to meet this educational requirement. They must also have a commitment to the purposes of social work education, and to teaching and working with students.

Task Supervisors are non-MSW agency employees who are highly experienced in the area of human services and to the program, which the student may be assigned. These should be used in only unusual circumstances in field.

A formal interview is conducted with the potential field instructor in which he/she receives a copy of *The Field Experience Handbook*. The interview is used as a screening process. The Field Director maintains a confidential file on personnel who have been rejected as field work instructors and reviews them periodically to determine if a change has occurred in order to later include them as part of the program. In addition, the Field Instructor is expected to:

1. Provide an educational experience within the context of the Advanced Generalist Model.
2. Provide appropriate supervision and instruction.
3. Attend the orientation meetings.
4. Offer facilities to provide experience consistent with generalist practice.
5. Complete evaluation forms and contracts in a timely manner.
6. Be willing to have at least two visits by the Field Director for each semester the student is in placement.
7. Be able to provide adequate space and facilities for the student's experience.
8. Be able to provide scheduled supervisory meetings with student each week.
9. Complete the [*Annual Field Work Questionnaire*](#) (see XIII. Appendix B).

Criteria for Selecting Field Agencies

Request for referrals and recruitment of effective field settings is a continuous process. After an initial contact is made and the agency director, staff member, social work student or other

interested party has expressed an interest in the field work component, a representative from the setting is requested to complete the "Field Setting Profile Form" (see XIII Appendix E). Based on the information recorded on the form, an interview is scheduled by the Field Director with the setting representative in order to discuss selection criteria in order to accept or to reject the setting.

The selection criteria for field agencies are as follows:

1. The agency is expected to provide an educational experience within the context of the Advanced Generalist Model of social work practice.
2. The agency is expected to be willing and able to provide appropriate supervision and instruction.
3. The agency is expected to support and to represent the student by attending the orientation meetings and the Annual Social Work Symposium.
4. The agency is expected to offer facilities to provide effective social work practice experience consistent with advanced generalist practice.
5. The agency is expected to complete evaluation forms and other documents in a timely manner.
6. The agency is expected to be able to schedule at least two visits by the Field Director per field work course and to consult with the Director as necessary.
7. The agency is expected to provide adequate space and facilities for the student's practice experience.
8. The Agency is expected to provide a field instructor with appropriate educational background and experience.

Tasks of Supervision

There are six primary tasks for student supervision:

1. Attend the Field Instructor Orientation as scheduled.
2. The sharing of practical experience, knowledge and agency resources.
3. The development of a professional identity as an entry level professional social worker.
4. The teaching of agency specific knowledge and the encouragement of skill development.
5. The evaluation of the student with feedback to facilitate professional growth on an ongoing basis.
6. Weekly scheduling of supervisory conferences to successfully complete the above tasks.

The student has the opportunity to link the academic world with the real practice of social work, to develop his/her professional identity and to learn a specific area of social work. The most difficult task of the Field Instructor is to evaluate the student's experience. Since the Spring of 1985, the social work program has used the Pass/Fail grading system. The P/F grading system requires that the instructor offer an evaluation that is descriptive of the student's strengths and needs which may not appear otherwise.

Students are to be evaluated by the highest standards. The faculty respects the Field Instructor's evaluation. A passing grade will be indicated by the instructor's selection of one or more of the following three assessments on the Final Student Evaluation Form (see XIII. Appendix N):

1. This intern has completed the semester performing above expectations of an average student intern. He/she is ready to begin practice as a social worker.
2. This intern is being considered for hire by this agency.
3. This intern has completed the semester successfully and has accomplished all goals in the Learning Contract. He/She is ready to begin practice as an entry level social worker.

Field Supervisor's Evaluation of the MSW Program

At the end of each academic year, the field work instructor is asked to complete the *Annual Field Work Questionnaire*. The *Questionnaire* is short, but extremely important for the field work component. Supervisors are given the opportunity to evaluate four aspects of the Social Work Program and its liberal arts foundation:

1. Field Work Materials
2. The Field Director
3. The Curriculum
 - a. Liberal Arts Foundation
 - b. Professional SWK Content
4. Services to the Supervisor

The evaluation can be found in XIII. Appendix B. Supervisors are asked to copy the form, respond to the questions, and mail the form to the Chair of the Social Work Department.

Methods of Supervision/Field Instruction

During the Field Practicum experience, students are beginning to integrate skills, values, and knowledge. Following are some techniques that can be used to enhance student development and effectiveness as a practitioner.

1. Use the information from the Field Instructor Orientation as a basis for all interaction with the student.
2. Create a supportive learning environment for each social work student.
3. Provide each student with an orientation period which provides structure and learning about the agency, its purpose, goals and the social work roles.
4. Encourage continued professional growth through client contact, group work, community involvement, participation in the agency's organizational environment, evaluation of service delivery systems, social welfare policy implementation, professional documentation, social history writing, grant writing, workshop attendance, research and professional reading.
5. Encourage continued self awareness and personal growth through the understanding of personal values verses professional values, ethics and human diversity.
6. Encourage students to integrate social work and liberal arts skills, values, knowledge, ethics, and self awareness which will eventually translate to more effective social work practice skills.
7. Set aside time for weekly supervisory conferences and use that time to obtain feedback regarding the student's feelings and learning style. Give support, suggestions, and encouragement as deemed appropriate.
8. Use the Field Director as a resource and maintain ongoing contact with the Director.
9. Be willing to share your practice wisdom and serve as a mentor to your student; but recognize that you can also learn from your student.

Individual, one to one, supervision is by far the most common form of supervision used by the agencies working with the MSW Program. Regular supervisory conferences are required in order to provide the students with ongoing support, increased learning and skill development through regular periodic assessment. "Periodic" is usually interpreted as one meeting for every 30 hours of supervised field work, or approximately one meeting every week. The Supervisor can use this time to offer a continuing oral assessment of the student's skills, attributes and progress.

One important element of supervision is evaluation. This is accomplished informally and formally at least six times during the academic year:

1. Oral evaluation with Field Director during each site visit (constitutes an informal evaluation).
2. Short written evaluation at midterm.
3. Written evaluation at the end of the semester.

The Student Evaluation Forms are the basis on which the grade for field work is determined, and the Field Director is prohibited from giving a passing grade without having a completed evaluation. There are two Student Evaluation Forms which are used to evaluate the field experience. The first is the MID SEMESTER STUDENT EVALUATION FORM (see XIII. Appendix M). The second is FINAL STUDENT EVALUATION FORM (see XIII. Appendix N). If the "final" form is not returned to the Field Director in a timely manner, the student will not receive a grade or be permitted to graduate. ***Students are responsible for informing Field Instructors as to due dates set for these evaluations.***

It will be necessary for the Field Instructor to give verbal feedback on a regular basis. Students must know where they stand prior to a written evaluation. Specifically, the *NASW Code of Ethics* states: "*The social worker who has the responsibility for evaluating the performance of employees, instructors, or students should share evaluations with them.*" Methods for dealing with student's evaluations are discussed during Fall Orientation and the annual spring Social Work Symposium each year for Field Instructors. During this time, these issues are discussed in greater detail.

Awards for Field Instructors

The Social Work Department has an excellent working relationship with local field work agencies. Field instructors are awarded in a variety of different manners:

1. A continuing education activity is offered each spring through the annual Social Work Symposium and contact hours are available to participants.
2. At the annual Social Work Symposium, Field Instructors are recognized and awarded a Certificate of Appreciation.
3. An individual is selected as Field Instructor of the year. Below is more information.

The Program offers a special award for Field Instructors who go beyond the normal expectations. Recipients are recognized as the *Field Instructor of the Year* and presented with a plaque at the Annual Social Work Symposium. The Award is offered annually to a field work instructor who meets the following criteria:

1. The instructor has offered his/her services to the Social Work Program for three (3) consecutive academic years.
2. The instructor has consistently received above average ratings on student evaluations.
3. The instructor or the agency has made a significant contribution to the Social Work Department or the local community.

Duties of the Field Director

The Field Director is the representative of the Social Work Department to the local field settings. The faculty member is responsible for coordinating all field activities. However, no change in field placements may occur without the knowledge of the Chair of the MSW Social Work Department, who is the direct supervisor of the Field Director. The major duties of the Field Director include, but are not limited to the following:

1. Oversight of the Field Program, including BSW and MSW program activities.
2. Personally visits every MSW field work setting at least two times per semester and completes the Social Work Visitation Form found in XIII. Appendix F.
3. Edits the *Field Experience Handbook* to reflect current standards.
4. Organizes two on-campus meetings for field work instructors. One is orientation and training in the fall and the other is the annual Social Work Symposium in the spring.
5. Meets with MSW field work students at least once per week in a seminar fashion to discuss relevant issues.
6. Reports any difficulties or potential difficulties to the Chair of the Social Work Department.
7. Reads and comments on the MSW students' journals.
8. Provides a mid-term and final grade for MSW students based on the evaluations completed by the Field Instructor.
9. Meets with the Director of the Social Work Department to outline the progress of students.
10. Explains and represents the Social Work Department to the network of field work settings.
11. Meets with the Social Work Department Advisory Board on an as needed basis.
12. Coordinates the activities of the Field Advisory Board.
13. Meets with MSW field work students on an individual basis who are experiencing difficulty.
14. Provides special supervision for students who have not been placed in a traditional social work setting.
15. Seeks out and evaluates social service settings to be considered as part of the field work component.
16. Evaluates and reevaluates current field work agencies to be included or excluded from future contracts.
17. Interviews MSW students individually to facilitate the placement process.

In order to assist the Field Director with number thirteen (13), the Social Work Department has established a ranking system for credential preference of the person who directly supervises the student:

1. A social work professional (MSW who embraces the generalist model for social work practice).
2. If a MSW is not available, other arrangements must be made to provide additional supervision.

Summary Statement

The MSW Field Experience Handbook is designed to guide field work instructors, social work interns and the Field Director in the execution and documentation of the fieldwork experience for the Social Work Department of The University of North Carolina at Pembroke. If there are questions or other concerns, please contact the Field Director.

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