

Field Practicum Education Handbook 2024-2025



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Table of Contents

History.....	5
Mission Statements.....	6
• The Mission of The University of North Carolina at Pembroke	6
• The Mission of the College of Health Sciences.....	6
• Department of Social Work Mission	6
• BSW Program Mission	6
• MSW Program Mission	6
Goals of the BSW and MSW Program	7
• Goals of the BSW Program	7
• Goals of the MSW Program	8
CSWE Education Policy and Accreditation Standards (EPAS).....	9
Advanced Generalist Practice Behaviors (MSW Only)	14
Field Education Overview	15
Basic Principles of Field Education	17
• Professional Integrity and Social Wrok Values.....	17
• Professional Behavior and Performance Standards.....	18
• Professional Performance Standards	18
The Field Practicum Placement Process	22
Field Practicum Placement Steps Overview	22
Pre-Placement Step	24
• Criteria for Selecting Field Agencies	24
• Criteria for BSW Field Practicum Supervisors	25
• Criteria for Selecting MSW Field Practicum Supervisors.....	26
• Criteria for Selecting a Task Instructor	27
• Criteria for External Supervisors.....	27
• BSW Field Practicum Placement Eligibility	28
• MSW Field Practicum Placement Eligibility	28
• Denial of Admission into Field Practicum	28
• Pre-Placement Sessions for BSW and Hybrid MSW Programs.....	28
• Pre-Placement Sessions for Online MSW Program	28
Application Step.....	30
• Application Process for BSW and MSW Students (Hybrid Program)	30
• Application Procees for MSW Students (Online Program)	31
• Application Process for MSW Students (Advanced Standing Program)	32
• Special Considerations.....	33
• Online Field Management Database: Tevera	34
• Specialty Programs and Placements	34
Interview Step.....	37
Pre-Onboarding Step	39
Confirmation Step.....	41
Field Practicum Experience Step.....	42
• Field Practicum Program Requirements	42
Components of the Field Practicum Education Program	43

Field Practicum Education Roles.....	43
Field Practicum Seminar Courses.....	45
Field Practicum Education Forms and Assignments	48
Permissible Field Practicum Activities	49
Supervision	49
• Expectations of Supervision from MSW Site Supervisor	49
• Methods of Supervision.....	51
• Methods of Evaluating Student	52
• Expectations of Supervision from External Supervisor.....	52
Safety of Students in Field Practicum	53
Faculty Monitoring of Students and Field Practicum Sites	54
Field Placement Expectations of the Student	54
Procedures for Grievance, Transition, and Dismissal	56
Student Concerns Related to Site Supervisor/Task Instructor/Agency	56
Site Supervisor or Task Instructor Concerns Related to a Student.....	57
Practicum Instructor Concerns Related to a Student	58
Placement Transition	65
Student Dismissal	65
Appendices	67

Foreword

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 organization 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 one's 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 organizational policy within ethical guidelines. The field practicum core competencies, and practice behaviors are described below, and establish criteria by which students demonstrate achievement of their respective program areas.

The purpose of the *Field Practicum Education Handbook* is to assist in preparing students, field seminar instructors, MSW site supervisors, task instructors, and external supervisors to understand all requirements, policies, and procedures related to field practicum education. This handbook will detail the field practicum placement process, the roles and responsibilities of all parties involved in field practicum education, and all policies and procedures related to field practicum education.

This handbook contains both a general section and an appendix section. The general section of the handbook covers all aspects of the placement process and policies and procedures related to both the placement process and while a student is placed in a practicum site. The appendix section includes examples of field practicum documentation forms (e.g., supervision logs, learning contracts, performance evaluations, and timesheets), required forms to be completed related to the field practicum placement process, and the NASW Code of Ethics.

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 organization 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 Department of Social Work, 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. As such, the UNCP Department of Social Work follows accreditation standards regarding the field practicum experience as outlined by the CSWE.

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.

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 BSW program was established in 1982. The department changed its name in the fall of 1983 from the Department of Sociology 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. The BSW program has been fully accredited by the Council on Social Work Education since 1987. 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 received full accreditation status in fall 2011. The MSW program is staffed with seven full-time faculty members, which include a Field Director and an MSW Program Director and a slate of social work practitioners that serve as adjunct faculty.

Mission Statements

The 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.

The Mission of the College of Health Sciences

The mission of the CHS is to educate students in a supportive and collaborative academic environment that provides innovative, interdisciplinary, and culturally responsive opportunities through rigorous education, meaningful service, and transformational scholarship to improve health and wellness outcomes and the quality of life for individuals, families, and communities that the graduates will engage and serve.

Department of Social Work Mission

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.

BSW Program Mission

The BSW Program at The University of North Carolina at Pembroke seeks to prepare students for professional entry-level social work practice within a generalist model and to become leaders in enhancing the quality of life. In keeping with its rural setting and the needs of the region's populace, the program attempts to impart to and teach students the skills necessary for implementing 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.

MSW Program Mission

The Master of Social Work (MSW) program at the University of North Carolina at Pembroke prepares students for competent professional social work practice based on an advanced generalist model. Social workers are prepared for practice in varied settings with diverse client populations. They are equipped to utilize resources available in rural areas and to work with members of indigenous communities. Students will develop an awareness of both historical and contemporary social issues embedded in the context of a larger, more global reality.

Goals of the BSW and MSW Programs

Goals of the BSW Program

The goals of Bachelor of Social Work (BSW) Program are derived from the mission and core values of the University, which include social inclusion, appreciation of its American Indian history, teaching and learning excellence, intellectual curiosity and creativity, commitment to local region, responsible leadership, and stewardship to the world. The program includes the following goals:

- Prepare students for professional entry-level social work practice within a generalist model and to become leaders in enhancing the quality of life.
- Teaches students the skills needed to empower populations-at-risk and advance economic, political, and social justice, with emphasis on rural communities.
- Help meet the immediate and growing need in public, private and social service agencies in North Carolina for generalist social work professionals.
- Offer a generalist program that emphasizes work with rural and Native American indigenous populations.
- Prepare students who will demonstrate the ability to appreciate human diversity and issues of social and economic justice.
- To prepare students to understand the role of the social worker in our region and a changing society.
- To instill in students a commitment for continued personal and professional growth.

Goals of the MSW Program

Building on the Bachelor of Social Work (BSW) program, the MSW program at UNCP both continues and enhances the current mission while emphasizing field practicum as a mechanism for integration of knowledge and experience. The program gives students opportunities to apply the advanced social work generalist model under a practicing social worker's supervision. The program includes the following goals:

- To offer a comprehensive generalist curriculum, based upon the liberal arts perspective, which enables students to develop proficiency in the key competencies of the social work profession.
- To draw from the generalist and the strengths perspective to offer a comprehensive, integrated advanced generalist curriculum designed to enable students to develop competency in advanced practice.
- To offer a focus on social work generalist practice at all levels: individual, family, community, state, nation, and international, with an emphasis on rural and Native American indigenous communities.
- To prepare graduates to participate in advanced level education beyond the MSW degree and to promote lifelong learning among North Carolina social workers by providing quality continuing education opportunities.

- To emphasize the rural community in practice, with special emphasis on working with populations-at-risk.
- To promote the active involvement of faculty and graduate students in scholarly production, with a focus on research for community problem solving and social work practice evaluation.
- To engage in action and analysis that leads to the development, adoption, and implementation of effective and humane policies and programs.
- To provide professional leadership in planning, organizing, delivering, and evaluating quality social services at the community level.

CSWE Education Policy and Accreditation Standards (EPAS)

The program objectives of the Department of Social Work are derived from the department's goals and the Educational Policy of the Council on Social Work education, our national accrediting body. These competencies and the associated practice behaviors that students will be challenged to develop are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

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 lifelong 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.

Note: AGPB stands for Advanced Generalist Practice Behavior and is shown on p. 13

Social workers:

1.1 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;

1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

1.4 use technology ethically and appropriately to facilitate practice outcomes; and

1.5 use supervision and consultation to guide professional judgment and behavior.

AGPB 1: Develop training and educational opportunities for career-long learning

AGPB 2: Design opportunities for supervision and consultation

AGPB 3: Negotiate professional roles and boundaries in a rural environment

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social,

economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and

2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

AGPB 4: Justify practice decisions based on professional social work values and ethics and relevant laws

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

3.2 engage in practices that advance social, economic, and environmental justice.

AGPB 5: Use multiple perspectives to analyze client's strengths and challenges

AGPB 6: Assess needs, values and strengths in applying appropriate interventions for diverse client systems

AGPB 7: Appraise practice delivery and policies to promote social and economic justice and human rights at all levels of practice

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

4.1 use practice experience and theory to inform scientific inquiry and research;

4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

AGPB 8: Use empirical evidence to create strategies for systems change

AGPB 9: Synthesize and select human behavior and social environment theories to match-client system needs

AGPB 10: Develop and recommend program and/or policy changes based on evaluation of programs that advance social welfare and enhance service delivery of all levels of practice

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

5.2 assess how social welfare and economic policies impact the delivery of and access to social services;

5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

AGPB 11: Employ micro and mezzo practice by monitoring and responding to a changing context

AGPB 12: Integrate theory-based relational skills in all areas of client engagement

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

7.2 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;

7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

AGPB 13: Design and conduct assessments at all levels of practice

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

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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.
AGPB 14: Critically apply interventions to facilitate best practice with all client systems

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- 9.1 select and use appropriate methods for evaluation of outcomes;
- 9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes;
and
- 9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

AGPB 15: Continuously scan the environment, forecast, and adapt macro practice based on the acquired knowledge.

Advanced Generalist Practice Behaviors (MSW Only)

AGPB	Advanced Generalist Practice Behavior (AGPB)
1	Develop training and educational opportunities for career-long learning
2	Design opportunities for supervision and consultation
3	Negotiate professional roles and boundaries in a rural environment
4	Justify practice decisions based on professional social work values and ethics and relevant laws
5	Use multiple perspectives to analyze client's strengths and challenges
6	Assess needs, values and strengths in applying appropriate interventions for diverse client systems
7	Appraise practice delivery and policies to promote social and economic justice and human rights at all levels of practice
8	Use empirical evidence to create strategies for systems change
9	Synthesize and select human behavior and social environment theories to match-client system needs
10	Develop and recommend program and/or policy changes based on evaluation of programs that advance social welfare and enhance service delivery of all levels of practice
11	Employ micro and mezzo practice by monitoring and responding to a changing context
12	Integrate theory-based relational skills in all areas of client engagement
13	Design and conduct assessments at all levels of practice
14	Critically apply interventions to facilitate best practice with all client systems
15	Continuously scan the environment, forecast, and adapt macro practice based on the acquired knowledge

Field Education Overview

Description of Field Experiences

BSW/ MSW Generalist Field Experience

Generalist field practicums give students the opportunity to learn the general practice of professional social work and develop foundational social works skills.

- Students will gain experience with all the following: individuals, families, groups, organizations, and communities.
- Potential types of agencies may include but are not limited to nonprofit agencies (shelters, crisis centers, senior services, adoption agencies, family resource centers); hospitals, nursing and/or assisted living facilities, rehabilitation centers, and child welfare agencies.

Advanced Generalist Field Experience

All students have one advanced generalist practicum, and this type of placement is focused on advanced social work practice and receiving experiential opportunities.

- This field experience advances the skills and knowledge used during the generalist field placement.
- During the advanced practice year, students use advanced skills and theories as they are expected to have a more fluid use of ethics and professionalism, resulting from the application of theories and skills learned in courses in the advanced year and previous practicum experience.

Overview of Field Education Per Program

BSW Program

All BSW students are required to complete one semester of practicum experience when enrolled in the BSW program. Students enrolled in the BSW program will have to obtain a minimum of 400 hours during one semester.

MSW Hybrid Program

Students enrolled in the hybrid program will complete two practicums during their program, one during the first year (generalist year) and the other during the second year of the program (advanced generalist year). The student will have to obtain a minimum of 430 hours during the generalist year and 500 hours during the advanced generalist year which is a total of 900 practicum hours completed by the end of the program. In addition, students must obtain half of the required hours for both their generalist and advanced generalist years per semester. This means that a student must have 215 practicum hours per semester during the generalist year and 250 practicum hours per semester during the advanced generalist year.

MSW Online Program

Students enrolled in the MSW online program will complete two practicums during their program,

one during the first year (generalist year) and the other during the second year of the program (advanced generalist year). The student will have to obtain at least 430 hours during the generalist year and 500 hours during the advanced generalist year, a total of 900 practicum hours completed by the program's end. In addition, students must obtain half of the required hours for both their generalist and advanced generalist years per semester. This means that a student must have 215 practicum hours per semester during the generalist year and 250 practicum hours per semester during the advanced generalist year.

Advanced Standing Program

Students enrolled in the advanced standing program will have one practicum during their program. This practicum will be completed during their advanced generalist year, and students must obtain at least 500 practicum hours. In addition, students must obtain half of the required hours for both their generalist and advanced generalist years per semester. This means that a student must have 250 practicum hours per semester during the advanced generalist year.

Basic Principles of Field Education

The field practicum design consists of specialized field experiences that enable students to apply their program's coursework in a field practicum setting. Students, field supervisors and faculty

field seminar instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to various social work roles and responsibilities that will let them put their classroom knowledge into practice through real-lived experiences.

Professional Integrity and Social Work Values

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. 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 principles that reflect what we call social work values. Two of his principles include (a) *the need for self-awareness* and (b) *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 one's personal values. Adherence to professional values increases one's competence and effectiveness as a professional.

There are seven basic values that the Department of Social Work 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 them as human beings even though you may not condone some of their 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 BSW and MSW curriculum is designed to assist each student in making a conscious effort to incorporate these values into their social work practice.

Professional Behavior and Performance Standards

Nonacademic standards are presented in the Professional Performance Standards. This document outlines behavior to be expected from students throughout the field practicum placement process and while the student is placed at a practicum site. This document also references the following codes of conduct which should be followed by all students participating in classes and activities in the Department:

CASW Code of Ethics

The CASW Code of Ethics was established by a committee of students and ratified by the Campus Association of Social Workers in 1999.

UNCP Student Academic Honor Code

National Association of Social Workers' Code of Ethics

Professional Performance Standards

The Department of Social Work recognizes that preparation for professional practice requires more than scholastic achievement. The Program expects students to exhibit behavior that is consistent with professional performance in their practicum placements. Such behavior is expected not only in the classroom but throughout the University and larger community.

Professional performance encompasses a commitment to the social work mission and values as found in the [NASW Code of Ethics](#). Signs of such professional performance include productive work with others; acceptance of supervision and criticism; respect for colleagues, supervisors, instructors, and clients; advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program and University policies and the laws of society.

Elements of Professional Performance

Specifically, professional performance includes the following elements:

1. Communication Skills (in writing and speaking)
2. Interpersonal Skills
3. Cognitive Skills
4. Self-Awareness and Judgment of Abilities and Limitations
5. Stress Management
6. Skills in Safeguarding Mental and Emotional Functioning
7. Ethical Behavior

1.0 Communication Skills

Students shall demonstrate sufficient skills in writing and speaking the English language to understand content presented in the program and complete assignments:

- a. Students shall produce written documents that communicate clearly, demonstrate correct grammar and spelling, and adhere to the American Psychological Association [\(APA\) Style](#).
- b. Students shall communicate orally in such a manner as to clearly express their ideas and feelings to others.
- c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for a student by the [UNCP Accessibility Resource Center](#).

2.0 Interpersonal Skills

Students shall demonstrate the interpersonal skills necessary to relate effectively to other students, faculty, staff, clients, and professionals. Students are expected to initiate and sustain working relationships with others, both one-to-one and in groups. In doing so, students shall:

- a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.
- b. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal and non-verbal behaviors.
- c. Listen to and understand the thoughts, feelings and intentions of others.
- d. Work effectively with others regardless of their level of authority.
- e. Advocate for themselves in an appropriate and responsible manner and use proper channels to resolve conflicts.
- f. Accept feedback in a constructive manner and in a way that furthers professional performance.
- g. Accept responsibility for their behavior and be aware of the effect their behavior on others.

3.0 Cognitive Skills

Students are expected to conceptualize and integrate knowledge. At a minimum, students shall demonstrate the ability to process information and apply information appropriately. In the course of their studies and training, students are expected to accumulate relevant knowledge from the social, behavioral and biological sciences and apply that knowledge to professional practice.

4.0 Self Awareness and Judgment of Abilities and Limitations

Students are expected to exhibit knowledge of how their values, beliefs, behavior and experiences affect their academic and professional performance. Students shall assess how they are perceived by others and be willing to modify their behavior when such behavior interferes in working with clients and other professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and limitations in engaging in specific efforts of professional practice. Students are further expected to seek and accept supervision and advice when necessary for their academic and professional performance.

5.0 Stress Management Skills

Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic achievement and professional performance. Such ability includes use of the following skills:

- a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
- b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory relationships when necessary to support such efforts.

6.0 Skills in Safeguarding Emotional and Mental Functioning

Students are expected to sustain mental and emotional functioning necessary for scholastic achievement and professional performance. Students shall seek help and support if psychosocial distress, substance use, or mental health issues affect such achievement or performance, or compromise the best interests of those to whom students have a professional or collegiate responsibility.

7.0 Ethical Behavior

Students are expected to exhibit a strong commitment to the goals and values of social work and to the ethical standards of the profession. Students shall be familiar with ethical values and behaviors appropriate for professional performance as set forth in the following:

- a. The [NASW Code of Ethics](#)
- b. The [UNCP Student Academic Honor Code](#)
- c. The [Campus Association of Social Workers' Code of Ethics](#)

In addition, students are expected to present or demonstrate:

- a. Most organizations require a criminal background check and/or a current drug screen before accepting students for practicums. Criminal charges do not necessarily preclude students from being placed but may significantly limit choice of practicum site.
- b. An ability to systematically evaluate clients and their situations in an unbiased, factual way and suspend personal biases during interactions with others. This shall include a comprehension of another's values and beliefs.
 - c. Appreciation of the value of diversity. This includes an effective and nonjudgmental relationship with others. Students in the course of their professional training shall strive to deliver appropriate service to all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value system. The student shall not impose personal, religious, or cultural values on others, including clients, colleagues and other professionals.
 - d. Respect for the rights of others. Students shall demonstrate commitment to clients' rights of freedom of choice, self-determination and other rights as set forth in the [NASW Code of Ethics](#).
 - e. Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
 - f. Honesty and integrity. Students shall be truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials in all assignments.
 - g. Clear, appropriate and culturally sensitive boundaries. Students shall not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in

physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist. In this regard students shall adhere to the [Campus Association of Social Workers' Code of Ethics](#) and the [NASW Code of Ethics](#).

The Field Practicum Placement Process

The chart below outlines the step-by-step field practicum process for placement in an agency.

Field Practicum Placement Steps Overview

Practicum Placement Steps	Description
Pre-Placement Step	<p><i>Students attend the placement session a semester before entering practicum to begin preparing for practicum and start their applications.</i></p> <p><i>The Field Office prepares for practicum placement sessions and notifies students of the date/time of when these sessions will take place.</i></p>
Application Step	<p><i>Students will complete field applications via Tevera by the deadline specified.</i></p> <p><i>The Field Office will review all Tevera applications and follow up with students as needed.</i></p>
Interview Step	<p><i>Students will interview at an agency after receiving approval and notification from the field office regarding the interview.</i></p> <p><i>The Field Office coordinates with agencies to set up interviews for students.</i></p> <p>Note: <i>Students do not reach out to sites on their own.</i></p>
Pre-Onboarding Step	<p><i>Students will submit all required documentation (e.g., background screening, drug screening, immunization record) required by the agency by the appropriate deadline.</i></p> <p><i>The Field Office will provide students with pre-onboarding requirements after being notified by the agency that the student will be hosted by the agency.</i></p>
Confirmation Step	<p><i>Students will be required to complete all required pre-practicum documentation in Tevera, complete all pre-onboarding requirements by the agency, and attend the scheduled practicum orientation prior to</i></p>

	<p>receiving confirmation to begin their practicum placements.</p> <p><i>The Field Office</i> will provide confirmation letters to all students via Tevera after all pre-practicum requirements have been completed by the students.</p>
<p>Field Practicum Experience Step</p>	<p><i>Students</i> begin their practicum experience in their confirmed agency.</p> <p><i>The Field Office</i> continues to provide support when needed throughout the academic year related to the practicum process.</p>

Pre-Placement Step

The pre-placement step provides students with pertinent information about the field practicum placement process. During the semester prior to students beginning their practicum, students will be required to attend a pre-placement session and the purpose of this pre-placement session is to provide information regarding the placement process and to begin applications in Tevera which is the Department of Social Work's field practicum online management system. In addition, this step begins several months prior to the pre-placement step through the recruitment, onboarding, and continuation of field practicum sites and supervisors.

Criteria for Selecting Field Agencies

The field experience is a cooperative relationship between local social service agencies and the Department of Social Work. The local social service agencies play two vital roles. They provide meaningful educational experiences for social work students, and they contribute to the social work curriculum by providing settings where the students may develop adequate practice skills as entry-level social workers.

Field agencies are selected based on the educational needs of the student and agency interest and commitment to participation in the field education process. If the agency can provide a meaningful learning experience, and meets the criteria listed below the Field Director will visit the agency and review the MOA. The information is then entered into Tevera.

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. If the student does not have an on-site social work professional, the Assistant Field Director will provide the student with external supervision.

The selection criteria for field agencies are as follows:

1. The agency is expected to provide an educational experience within the context of the generalist model of social work practice.
1. The agency is expected to be willing and able to provide appropriate supervision and instruction.
2. The agency is expected to support and to represent the students by attending orientation meetings and the annual UNCP Social Work Symposium.
3. The agency is expected to offer facilities to provide effective social work practice experience consistent with generalist practice.
4. The agency must complete evaluation forms and other documents promptly.
5. The agency is expected to be able to schedule two visits by the Field Director per fieldwork course and to consult with the Field Director as necessary.
6. The agency is expected to provide adequate space and facilities for the student's practice experience.
7. The agency is expected to provide a field supervisor with appropriate educational background and experience.

After the contact has been made by the Field Director and the criteria has been met, the Field Director will then create a *Social Work Practicum Memorandum of Agreement (MOA)* between the agency and the Social Work Department. The Memorandum clarifies and defines the roles and responsibilities of the University and the Agency regarding the field placement. The MOA must be completed and signed by the agency's appropriate authority. Once signed by the agency's appropriate authority, the MOA is then forwarded to the Chair of the Department of Social Work

for review and signage, the Dean of College, and Health Science for review, and to the Provost of the University for review and signage for final approval. After the University approves the agency, a copy of the signed MOA is sent to the agency.

Once all appropriate signatures have been obtained, the *Memorandum of Agreement* is placed on file with the Department of Social Work and remains on file unless a request by the signing parties has been made to lift the agreement.

After the university approves sites, they are placed in Tevera our online field management system that provides information pertaining to the function and purpose, learning opportunities, types of programs, and targetgroup served.

Criteria for BSW Field Practicum Supervisors

The field supervisor is an integral part of the BSW Program and provides a valuable service to the community and the profession. Field supervisors are selected by the agency and approved by the Field Director. Organization field supervisors for BSW students will hold a CSWE-accredited Bachelor of Social Work degree and 2 years of post-BSW experience in the field. They must also be committed to social work education and to teaching and working with students. The field practicum site will be responsible for reinforcing social work perspectives.

The following criteria must be met by the field supervisors:

1. Provide appropriate supervision and instruction.
2. Attending the orientation meetings.
3. Offer facilities to provide experience consistent with generalist practice.
4. Complete evaluation forms and contracts in a timely manner.
5. Be willing to meet for a field site visit and conference calls with their field liaison for each semester the student is in placement.
6. Be able to provide adequate space and facilities for the student's experience.
7. Be able to provide scheduled formal weekly supervisory meetings with students during the semester.
8. 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.
9. Demonstrate a willingness to utilize the Department of Social Work's online field management system Tevera.

If, due to extenuating circumstances, the agency does not have a field supervisor with an accredited social work degree, the program will accept individuals with an undergraduate degree and one-year of postgraduate experience in social work. The Program will, however, provide a social work perspective for the student through field seminar meetings.

Criteria for Selecting MSW Field Practicum Supervisors

Organization field supervisors for MSW students will hold a CSWE-accredited master's social work degree and 2 years of post-MSW experience in the field. They must also be committed to social work education and to teaching and working with students. The field practicum site will be responsible for reinforcing social work perspectives.

All students will receive at least 10 hours of formal supervision with an MSW-credentialed supervisor per semester and this supervision will be documented on the MSW supervision logs.

Note: The 10 supervision hours can be held in both a group and individual format. A minimum of 2 supervision hours must be held individually.

A formal interview is conducted with the potential organization field supervisor in which one receives a copy of the field practicum manual and other materials. The interview is used as a screening process. In addition, the organization's field supervisor is expected to:

Provide an educational experience within the context of the Advanced Generalist Model.

1. Provide appropriate supervision and instruction.
2. Attending the orientation meetings.
3. Offer facilities to provide experience consistent with generalist practice.
4. Complete evaluation forms and contracts in a timely manner.
5. Be willing to meet for a field site visit and conference calls with their field seminar instructor foreach semester the student is in placement.
6. Be able to provide adequate space and facilities for the student's experience.
7. Be able to provide scheduled formal supervisory meetings with students for at least 10 hoursduring the semester.
8. Demonstrate a willingness to utilize the Department of Social Work's online field management system Tevera.

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.

Criteria for Selecting a Task Instructor

If an organization does not have an individual with a CSWE-accredited master's social work degree and 2 years of post-MSW experience in the field, then the student may be assigned a task instructor at the organization. Organization employees, who are highly experienced in human services and to the program, may be assigned as a task instructor for the student, but preference is shown with agencies that have an MSW Field Practicum Supervisor on site. If the field site does not hold the required degree, the Department of Social Work will meet this educational requirement by providing external MSW supervision for students.

A formal interview is conducted with the potential organization task instructor in which one receives a copy of the field practicum manual and other materials. The interview is used as a screening process. In addition, the organization's task instructor is expected to:

Provide an educational experience within the context of the Advanced Generalist Model.

1. Provide appropriate supervision of tasks and instruction.
2. Attending the orientation meetings.
3. Offer facilities to provide experience consistent with generalist practice.
4. Complete evaluation forms and contracts in a timely manner.
5. Be willing to meet for a field site visit and conference calls with their field seminar instructor for each semester the student is in placement.
6. Be able to provide adequate space and facilities for the student's experience.
7. Demonstrate a willingness to utilize the Department of Social Work's online field management system Tevera.

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

Criteria for External Supervisors

The External Supervisor is an adjunct faculty member for the Department of Social Work. This individual will hold a CSWE-accredited master's social work degree and 2 years of post-MSW experience in the field.

The Department of Social Work's External Supervisor is expected to:

1. Provide an educational experience within the context of the Advanced Generalist Model.
2. Be able to provide scheduled formal supervisory meetings with students for at least 10 hours during the semester.
3. Attending the external supervisor orientation meetings.
4. Complete evaluation forms and contracts in a timely manner.
5. Be available to meet with the field seminar instructor and/or task instructor for each semester the student is in placement when necessary.
6. Demonstrate a willingness to utilize the Department of Social Work's online field management system Tevera.

BSW Field Practicum Placement Eligibility

All BSW students applying for field practicum placement must meet the following criteria:

1. Have completed all prerequisite coursework SWK 4900 and SWK 4910 to include: SWK 2000, SWK 2450, SWK 3050, SWK 3450, SWK 3480, SWK 3800, SWK 3810, SWK 3850, SWK 3910, SWK 4450, SWK 4600, SWK 4800.
2. A minimum of a 2.5 GPA overall and a 2.5 in the major
3. Met the standards of the Department of Social Work in all grade work in prerequisite coursework.

MSW Field Practicum Placement Eligibility

All MSW students applying for field practicum placement must meet the following criteria:

1. Be enrolled in the appropriate courses per plan of study of either Generalist or Advanced Generalist programs.
2. Met the standards of the Department of Social Work in all prerequisite coursework.

Denial of Admission into Field Practicum

Students may be denied admission to SWK4900/4910 (Field Work and Seminar) under the following circumstances:

1. Failure to maintain a minimum of a 2.5 GPA overall and a 2.5 in the Social Work Program
2. Failure to have completed course prerequisites.
3. Failure to make a “C” or above in ENG 1050, ENG 1060, ENG 3700 and all social work courses.
4. Violation of UNCP Honor Code
5. Violation of Academic and Non-academic standards as outlined in the current Student Handbook

Students who have not met specified criteria are notified and are not placed until criteria are met. In some cases, students can become eligible by taking specific steps during the semester prior to entering the field. In other cases, students must delay entering field practicum for a year or consider changing their major.

Pre-Placement Sessions for BSW and Hybrid MSW Programs

Pre-Placement sessions will be held at the start of the semester before the student enters field practicum. The pre-placement session provides information about the placement process and begins applications in Tevera, the Department of Social Work’s field practicum online management system.

Students will be notified via the SWK student listserv regarding the day/time of the pre-placement session, and it is a requirement to attend the pre-placement session in-person. It is important for the student to prepare before attending the pre-placement session through reading the Field Practicum Education Handbook, bringing an electronic updated resume, and having an idea of a practice area of interest.

Pre-Placement Sessions for Online MSW Program

Pre-Placement sessions will be held at the start of the semester before the student enters field practicum. The pre-placement session provides information about the placement process and begins applications in Tevera, the Department of Social Work’s field practicum online management system.

Students will be notified via the SWK student listserv regarding the day/time of the pre-placement session, and it is a requirement to attend the pre-placement session. The pre-placement session will be held virtually. It is important for the student to prepare before attending the pre-placement

session through reading the Field Practicum Education Handbook, having an electronic updated resume, and an idea of a practice area of interest.

Application Step

During the application step, the student will complete the Tevera application and meet with either the Director of Field Education or the Assistant Director of Field Education to review the student's field practicum application. The section below outlines the step-by-step process for submitting the field practicum application.

Application Process for BSW and MSW Students (Hybrid Program)

1. All students eligible to begin their field practicums at the start of the upcoming semester will attend the Pre-Placement Session described in the Pre-Application Step a semester before starting their field practicum. During this session, students will receive pertinent information regarding the field practicum process and the use of Tevera and begin their field practicum application in Tevera.
2. Students will be required to complete/submit a Field Practicum Application (see Appendices), upload an updated resume, and sign an acknowledgment form confirming the student has read both the student and field handbook respective to their program. These tasks must be completed by the deadline specified below:
 - a. **September 1** for BSW students applying to complete a field practicum in the spring semester and MSW students applying to complete their field practicum for their generalist year.
 - b. **February 1** for BSW students applying to complete a field practicum in the fall semester and MSW students applying to complete their field practicum for their advanced generalist year.
3. The Department of Social Work's field placement selection process is designed to permit students to select their own placements by ranking their top three agencies on the field practicum application and selecting areas of interest.
4. If a student is interested in an agency not listed in the Tevera database, they can add that site to their application and the Field Office will initiate a partnership agreement.
5. Students requesting to complete an employment-based practicum will need to specify that on application.
6. BSW students pursuing the School Social Work (SSWK) Licensure will need to specify that on the application due to the student needing to be placed in an appropriate school setting to meet the needs of the SSWK licensure.
7. Advanced Generalist MSW students pursuing either the School Social Work (SSWK) Licensure or the Criteria C Pathway will need to specify that on the application. Students will need to be placed in an appropriate school setting to meet the needs of the SSWK licensure or an appropriate Criteria C setting to meet the needs of the Criteria C pathway.
8. Once the application is submitted, the Field Office will contact the student to review it via phone call, electronic communication, and/or virtual or in-person meeting. Then the Field Office will begin to reach out to sites specified on the application or determined through further discussion with the student.

9. Failure to submit the field practicum application or adhere to the deadline may result in the student withdrawing from field practicum seminar, delaying the student's graduation date.
 - a. *Student submissions of field applications will not be accepted after December 1 for students beginning field practicum in the spring semester and after July 1 for students beginning in the fall semester for field practicum.*

Note: Evenings/weekend placements are extremely limited, and the Field Office cannot guarantee an evening/weekend placement.

Application Process for MSW Students (Online Program)

1. All eligible students to begin their field practicums at the start of the upcoming semester will attend the virtual Pre-Placement Session described in the Pre-Application Step a semester before starting their field practicum. During this session, students will receive pertinent information regarding the field practicum process and the use of Tevera and begin their field practicum application in Tevera.
2. Students will be required to complete/submit a Field Practicum Application (see Appendices), upload an updated resume, and sign an acknowledgment form confirming the student has read both the student and field handbooks respective to their program. These tasks must be completed by the deadline specified below:
 - a. **September 1** for MSW students applying to complete their field practicum for their generalist year.
 - b. **February 1** for MSW students applying to complete their field practicum for their advanced generalist year.
3. The Department of Social Work's field placement selection process is designed to permit students to select their own placements by ranking their top three agencies on the field practicum application and selecting areas of interest.
4. Students can provide the Field Office with three leads regarding their field practicum placement if the student does not live within 60 miles of the University.
5. If a student is interested in an agency not listed in the Tevera database, they can add that site to their application and the Field Office will initiate a partnership agreement.
6. Students requesting to complete an employment-based practicum will need to specify that on application.
7. Advanced Generalist MSW students pursuing either the School Social Work (SSWK) Licensure or the Criteria C Pathway will need to specify that on the application. Students will need to be placed in an appropriate school setting to meet the needs of the SSWK licensure or an appropriate Criteria C setting to meet the needs of the Criteria C pathway.
8. Once the application is submitted, the Field Office will contact the student to review it via phone call, electronic communication, and/or virtual meeting. Then the Field Office will begin to reach out to sites specified on the application or determined through further discussion with the student.

9. Failure to submit the field practicum application or adhere to the deadline may result in the student withdrawing from field practicum seminar, delaying the student's graduation date.
 - a. *Student submission of field applications will not be accepted after December 1 for students beginning field practicum in the spring semester and after July 1 for students beginning in the fall semester for field practicum.*

Application Process for MSW Students (Advanced Standing Program)

1. Newly incoming Advanced Standing students will receive a welcome letter from the Field Office regarding the field practicum application process and information on the Pre Field-Placement Session which will be held in conjunction with the Advanced Standing Orientation. During the Pre-Placement Session described in the Pre-Application Step students will receive pertinent information regarding the field practicum process and the use of Tevera and begin their field practicum application in Tevera.
2. Students will be required to complete/submit a Field Practicum Application (see Appendices), upload an updated resume, and sign an acknowledgment form confirming the student has read both the student and field handbooks respective to their program. These tasks must be completed by the deadline specified below:
 - a. **June 1** for MSW students applying to complete their field practicum for their advanced generalist year.
3. The Department of Social Work's field placement selection process is designed to permit students to select their own placements by ranking their top three agencies on the field practicum application and selecting areas of interest.
4. If a student is interested in an agency not listed in the Tevera database, they can add that site to their application and the Field Office will initiate a partnership agreement.
5. Students requesting to complete an employment-based practicum will need to specify that on application.
6. Advanced Generalist MSW students pursuing either the School Social Work (SSWK) Licensure or the Criteria C Pathway will need to specify that on the application. Students will need to be placed in an appropriate school setting to meet the needs of the SSWK licensure or an appropriate Criteria C setting to meet the needs of the Criteria C pathway.
7. Once the application is submitted, the Field Office will contact the student to review it via phone call, electronic communication, and/or virtual or in-person meeting. Then the Field Office will begin to reach out to sites specified on the application or determined through further discussion with the student.
8. Failure to submit the field practicum application or adhere to the deadline may result in the student withdrawing from field practicum seminar, delaying the student's graduation date.
 - a. *Student submission of field applications will not be accepted after July 1 for students beginning in the fall semester for field practicum.*

Special Considerations

Placements with Family Members

To avoid conflicts of interest, students are not permitted to complete their field practicum in an agency or institution owned by a family member or close personal or family friend. As well as the students are not permitted to complete their field practicum in an agency or institution where a family member or close personal or family friend hold an administrator role. Additionally, a student's family member or personal or close family friend may not serve as a field supervisor for the student. Students are obligated to notify the Field Office if a family member is employed in any capacity with the placement agency, organization, or institution. In addition, if the student, or a close family member, received services from any local agencies that might be recommended as a field placement based on the interests the student has indicated, that information should be provided as well.

Evening/Weekend Placement

Evenings/weekend placements are extremely limited, and the Field Office cannot guarantee an evening/weekend placement.

Location of Site Placement

Students enrolled in the BSW and MSW Hybrid or Advanced Standing programs are expected to accept field placements within a 60-mile radius of the University. Students who prioritize proximity of the field placement may limit their field placement options. Depending on resources, the Field Office may not be able to meet these requests. In addition, placements in agencies outside Bladen, Columbus, Cumberland, Hoke, Moore, Richmond, Robeson, and Scotland counties will require special consideration by the Field Office.

Students enrolled in the MSW (online program) must have a placement within the State of North Carolina.

Relevant Information

Depending on the student's area of interest for field placement, other types of information that would potentially be relevant may include, for example, personal experience with domestic violence or sexual assault, a history of substance abuse and/or mental illness. Students are encouraged to make an appointment with the Field Office to discuss any concerns about current issues or past experiences that may impact field placement. This information may be disclosed to the MSW Program Director, a potential field supervisor and/or the MSW field seminar instructor and/or field liaison if it is relevant to the student's field placement. Students concerned about the release of specific information should discuss this directly with the Field Office.

Multiple Students at One Placement

As the Field Office matches the interests of students with opportunities available in field sites, sometimes more than one student requests the same placement and it is at the discretion of the Field Office if more than one student is placed at an agency.

Online Field Management Database: Tevera

Tevera is used to organize, track, and store field documents. These field documents include information related to students, field supervisors, field education, and field practicum agency profiles.

To create agency profiles for each partnering agency; agencies are required to provide field directors with their agency's information such as the services the agency provides, learning opportunities, types of programs, target group served, and demographics. Additionally, the agency will provide their agency's contact information such as the agency's address, phone number, email, website, field supervisor's credentials, and field supervisor's contact information. Agencies are required to contact field directors when updates to their profiles occur.

Tevera is accessible to students, superusers, field directors, field seminar instructors, task instructors, field supervisors, graduate assistants, the social work department chair, the BSW program director, and the MSW program director.

In Tevera, students are required to submit their pre-field applications, resumes, timesheets, employment-based applications, learning contracts, midterm evaluations, supervision logs, final evaluations.

In Tevera, supervisors are required to review and sign timesheets, employment-based applications, and learning contracts. Additionally, supervisors are required to review, evaluate, and sign midterm evaluations and final evaluations.

Note: Students must purchase Tevera through the UNCP Bookstore or directly through the Tevera website. Tevera must be purchased for students to submit their field applications. Please contact the Director of Field Education for more information.

Students can access helpful information regarding the use of Tevera and how to access Tevera on the [Field Education website](#).

Specialty Programs and Placements

There are specialty tracks available to students depending on their interests and eligibility criteria. Please see the specialty programs below, and please indicate your interest in any of the specialty programs on your field practicum application.

Child Welfare Education Collaborative (CWEC) Scholars Certificate (BSW Only)

The Department of Social Work's Child Welfare Education Collaborative (CWEC) offers a program that allows students to complete the state mandated pre-service training required by all North Carolina Department of Social Services organizations. This allows students to begin work immediately upon graduation once selected by a Department of Social Service agency. The Department of Social Work's CWEC seeks individuals that are committed to the social work profession and a career in child welfare. Please visit the [Child Welfare Education Collaborative](#) webpage for information regarding this plan of study.

Requirements:

1. Be admitted to the BSW Program
2. Maintain a 2.5 overall and major GPA
3. Complete the online NCCWEC application
4. Complete 400-hour practicum in a North Carolina Department of Social Services
5. Complete SWK 3830, Child Welfare Services, with a C or better

School Social Work Licensure (BSW & MSW)

Students who are currently enrolled in the BSW or MSW programs and professionals who have already completed a CSWE approved BSW or MSW program and are currently employed in a NC Public Schools setting have the option to complete a specialty in School Social Work. Successful completion of all requirements can result in recommendation to the NC Department of Public Instruction for school social work licensure. Please visit the [School Social Work Licensure](#) webpage for more information regarding the requirements to obtain this licensure.

Employment-Based Field Practicum (BSW & MSW)

The policy of the Department of Social Work is that an employment setting may be used as a field placement if all the regular requirements of agencies and organization instructors 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 an employment-based field application and agreement that includes:

1. Name and qualifications of field supervisor (must be an BSW/MSW (depending on respective program) or approved substitute and not the employment supervisor)
2. The organization must review the requirements of the respective program and agree to all the learning experiences

3. Description of planned learning experiences and student's regular work assignments
4. Description of designated employment hours and internship hours

New employment that begins no earlier than 3 months prior to the start of the semester student is enrolling in field may be considered as a field practicum.

The Field Director will review the material to ensure that role confusion will not occur between the student and employee role. After reviewing the employment-based field practicum application, the Field Director will either approve or deny the application.

Remote Placements (Generalist and Advanced Generalist Year MSW Only)

The Council on Social Work Education permits remote practicum placements. To model the trends in social work practice the Department of Social Work permits remote practicum placements. The policy of the Department of Social Work allows an alternate practicum location to be used as a practicum if all the regular requirements of agencies and organization instructors are met in the setting. Students seeking a field practicum experience in a remote environment must receive approval from the Department of Social Work Practicum Office. This placement must be clearly delineated as a learning experience and meet the guidelines of [Remote Practicum Policy](#), and therefore will require close supervision. To this end, remote field practicum assignments must be educationally focused and structured appropriately to achieve the goals and objectives of the field practicum course.

Students enrolled in either the generalist or advanced generalist practicum are permitted to engage in remote placements upon the Field Office approving the Remote Practicum Application. Students interested in engaging in a remote placement, must review the [Remote Practicum Policy](#) and submit the Remote Practicum Application in Tevera.

Criteria C: MSW with Emphasis on Substance Use and Addiction Recovery (Advanced Generalist Year MSW Only)

Students entering their advanced generalist year or completing the Advanced Standing program are eligible to pursue the Criteria C program. Master's degree programs serve as a prerequisite for applicants pursuing North Carolina Licensed Clinical Addictions Specialist (LCAS) licensure. Because these programs incorporate the LCAS criteria into their curricula, students graduating with a master's degree from a "Criteria C" program can be assured that they are receiving necessary LCAS material infused into their learning program. Additionally, because these programs are held to the highest standards in addiction education, the NCSAPPB allows these graduates to qualify for licensure after only the equivalent of one year of properly supervised clinical practice instead of two years for others. This means that graduates of "Criteria C" programs are eligible to enter the workforce as independent practitioners at a much faster rate than those without the substance abuse specialty curricula. Please visit the [Criteria C: MSW with Emphasis on Substance Use and Addiction Recovery](#) webpage for more information regarding the requirements for this program.

OPTIMISE Rural NC Program (Advanced Generalist Year MSW Only)

Students entering their advanced generalist year or completing the Advanced Standing program can apply for the OPTIMISE Rural NC Program. The OPTIMISE Rural NC Program is a trainee program designed to promote holistic access to health care services across the lifespan for medically underserved communities in rural Southeastern NC, with a specific focus on children, adolescents, and transitional-aged youth who are at risk for behavioral health disorders. Students accepted into the OPTIMISE Rural NC Program must complete several requirements including completing their field practicum in a rural and medically underserved area. Students will receive a \$10,000 stipend as part of being an OPTIMISE trainee. Additionally, the OPTIMISE Rural NC program is only available through 2025. Please visit the [OPTIMISE Rural NC Program](#) webpage for more information regarding the requirements for this program.

Interview Step

During the interview step, students will complete interviews to obtain a placement for their field practicum. Please see below for details regarding this step in the field practicum placement process.

Note: Students are not permitted to initiate placement on their own. Failure to adhere to this requirement may result in the student withdrawing from field practicum which will delay their graduation date.

1. After the student's field practicum application has been reviewed and the Field Office has met with the student to review the application, then the Field Office will send the student's resume and field practicum information to a potential field practicum site for placement. Once the Field Office receives confirmation of interest from the potential field practicum site then either the Field Office or the potential practicum site will reach out to the student to coordinate an interview.
 - a. The Field Office will notify the student if the site chooses to coordinate the interview, so the student is aware.
2. The Field Office will contact the potential placement site after the interview to determine if the site is willing to host the student for their field practicum.
 - a. Students must successfully interview and be accepted by a practicum site to begin their field practicum.
3. If the student is accepted, then the Field Office will update the student's application in Tevera, and the student will have to sign the Field Confirmation form (found in the Appendices).
 - a. Note: Once the student is accepted by the field agency and has signed the Field Confirmation form in Tevera then the Field Office will no longer continue looking for placement for the student. The student cannot request a different placement after this step.
4. If the interview has raised a student's concerns about the proposed educational experience at the placement, the student should immediately contact the Field Office to discuss the interview and their rationale for wanting to decline the match.
5. The student can only deny one placement. If the student denies the second placement, then the Field Office is under no obligation to locate additional field placements for the student, and this may result in the student having to withdraw from their field practicum which will delay the student's graduation date. If this occurs, the Field Office will coordinate with the Program Director to determine the next steps for the student.
 - a. After a site confirms placement for the student, the Field Office will not find alternative placement for students.
6. If the field practicum site chooses to decline hosting the student due to the student's lack of professionalism, then this feedback will be provided to the student and a recommendation to the Career Center will be made to engage in at least one mock interview. If two field practicum sites choose to decline hosting the student due to the student's lack of professionalism then the student will not

be allowed to interview at another field practicum site until a meeting has been held with the Field Office, Program Director, and Department Chair to address the concerns of the field agencies. The recommendations from this meeting may be but are not limited to discussion about the (1) specific feedback given, (2) discussion about the feedback given and either corrective action can occur concurrently while the student is enrolled in their field practicum, or (3) corrective action is recommended prior to the student beginning field practicum.

Note: It is the Field Office's responsibility to uphold CSWE accrediting standards regarding field practicum placements, therefore, the Field Office makes the final decision regarding field practicum placements for all students.

Pre-Onboarding Step

Once a student has been successfully placed at a field practicum site then the student will transition into the Pre-Onboarding Step. During this step, the student will complete all necessary paperwork required by both the field practicum site and the Field Office. Please see below for details regarding this step in the field practicum placement process.

Potential Documentation/Items to be Completed for Placement

There are a variety of practice areas within the social work discipline to include but not limited to child welfare agencies, mental health clinics, integrated behavioral healthcare facilities, non-profits, hospitals, substance use disorder treatment facilities, school systems, and/or government agencies. Depending on the practice area and agency regulations, students will have to complete pre-onboarding documentation, drug screens, background checks, fingerprints, and/or submit immunization records.

The Field Office may not be aware of all the pre-onboarding requirements for each agency, so it is important for the student to ask the site representative about the documentation/items that are required by the specific agency. However, students are encouraged to contact the Field Office with any questions or concerns.

After a student has successfully been placed with an agency and completed the Field Confirmation form located in Tevera then the student will complete the remaining documentation and/or tasks to be completed prior to beginning one's field practicum placement. In addition, students will not move forward to the next placement step until they have completed all pre-onboarding requirements requested by both the agency and Field Office.

Some sites use online onboarding management systems, and the student will be required to upload all required documents into this system and cover any fees associated with using this management system. In addition, students are responsible for paying for any cost associated with documentation/items needed prior to beginning placement with the agency.

1. Blood Borne Pathogen Training/Exam (*Required by the Field Office*)
 - a. Students will complete the Blood Borne Pathogen Training and Exam located in Tevera. All instructions on how to complete this training and exam is listed in Tevera.
2. Field Practicum Agreement and Waiver of Liability (*Required by the Field Office*)
 - a. The Field Practicum Agreement and Waiver of Liability is required document to be reviewed and signed by the student. The purpose of this document is for students to review their responsibilities, the responsibilities of both the University of North Carolina at Pembroke, and the agency, and to waive liability of the university regarding what occurs at the placement site.
3. Employment Based Field Application (*Required by the Field Office*)
 - a. Students seeking a field practicum experience in their place of employment must receive approval from the Department of Social Work field office through

completion of this application.

4. Criminal Background Check
 - a. The University of North Carolina at Pembroke has contracted with Certiphi Screening, Inc. to conduct criminal background checks for students entering their practicums. Students are responsible for paying for the criminal background screen and providing these results to their confirmed agency. If a student is required to utilize Certiphi, no other forms of a criminal background check will be accepted. *Note: Some sites choose to use their own criminal background contractor and will use this contractor to conduct student criminal background screens.*
 - b. It is the student's responsibility to inform the Field Office of any information that would be reasonably understood to have a direct impact on field placement recommendations, for example, a felony conviction.
5. Liability Protection
 - a. The University has a blanket policy that covers all students in internships or practicums. The Field Office will provide the field site with a copy of the student's liability policy if requested.
6. TB Skin Test
7. Immunization Records
8. Criminal Background Check
9. Drug Screen
10. CPR
11. Fingerprints
12. Agency Application
13. References
14. Any additional requirements specified by the agency or indicated on the partnership agreement with the site.

Confirmation Step

During the Confirmation Step, students will attend the BSW/MSW Student Field Orientation then will receive their Pre-Field Confirmation Letters in Tevera verifying they have successfully completed all pre-onboarding documentation/requirements requested by both the agency and the Field Office and that the student is able to proceed to beginning their field practicum placement.

Note: Students can attend orientation and complete onboarding training prior to the field start date for each semester with approval from the Field Office. Also, the student cannot have contact with clients until the field start date, and all field requirements are met for each semester.

A student cannot request to change their placement after December 1 for students beginning field practicum in the spring semester and after July 1 for students beginning in the fall semester for field practicum.

Students requesting to change their placements during the semester please refer to page 70.

BSW/MSW (Hybrid) Student Field Practicum Orientation

Students are required to attend the in-person BSW/MSW Student Orientation which is held once per semester. The purpose of this orientation is to familiarize all students registered for field practicum with current field practicum policies and procedures. Students cannot begin their field practicum placements until they have attended this orientation.

Online MSW Student Field Practicum Orientation

Students are required to attend the virtual MSW Student Orientation which is held once per semester. The purpose of this orientation is to familiarize all students registered for field practicum with current field practicum policies and procedures. Students cannot begin their field practicum placements until they have attended this orientation.

Pre-Field Confirmation Letters

Once the student has completed all pre-onboarding requirements determined by the agency and the Field Office and attended the Student Field Practicum Orientation then the student will be able to access their Pre-Field Confirmation Letter in Tevera. The purpose of this letter is to verify that the student has met all the pre-field requirements and is ready to begin the field placement. The student will be able to download this letter from Tevera and submit to both their practicum seminar instructor and agency supervisor or task instructor (see Appendices).

Field Practicum Experience Step

This is the final step of the field practicum placement process. This section will discuss all the requirements for the student's respective program and expectations of students during this step.

Field Practicum Program Requirements

	BSW Program	Generalist Practicum	Advanced Generalist Practicum (applies to both Advanced Standing and Advanced Generalist Year MSW)
Total Field Hours	<p>Students are expected to be at their placements for a minimum of 32 hours per week.</p> <p>Students are expected to complete a minimum of 400 hours for one semester.</p> <p>Students are allowed to count a maximum of 30 hours of seminar time towards their total practicum hours.</p>	<p>Students are expected to be at their placements for a minimum of 16 hours per week.</p> <p>Students are expected to complete a minimum of 215 hours per semester.</p> <p>Students are expected to complete a minimum of 430 hours for the Generalist Practicum.</p> <p>Students are allowed to count a maximum of 32 hours of seminar time towards their total practicum hours for two consecutive semesters (e.g., fall semester: 16 hours and spring semester: 16 hours).</p>	<p>Students are expected to be at their placements for a minimum of 20 hours per week.</p> <p>Students are expected to complete a minimum of 250 hours per semester.</p> <p>Students are expected to complete a minimum of 500 hours for the Advanced Practicum.</p> <p>Students are allowed to count a maximum of 32 hours of seminar time towards their total practicum hours for two consecutive semesters (e.g., fall semester: 16 hours and spring semester: 16 hours).</p>
Field Days/Times	<p>Students are expected to be at the placement site at a minimum of 4 days a week.</p> <p>Students will typically be present at the agency between 8-5 (but depending on the agency schedule, this can vary).</p>	<p>Students are expected to be at the placement site at a minimum of 2 days a week.</p> <p>Students will typically be present at the agency between 8-5 (but depending on the agency schedule, this can vary).</p>	<p>Students are expected to be at the placement site at a minimum of 3 days a week.</p> <p>Students will typically be present at the agency between 8-5 (but depending on the agency schedule, this can vary).</p>

Supervision Requirements	Students are expected to receive 1 hour of weekly supervision from either a BSW or MSW with at least 2 years of experience post degree.	Students are expected to receive a minimum of 10 hours of supervision (a minimum of 2 individual hours and maximum of 8 group hours) from an MSW with at least 2 years of experience post masters.	Students are expected to receive a minimum of 10 hours of supervision from an MSW with at least 2 years of experience post masters. Students pursuing the Criteria C pathway or SSWK licensure will need to receive supervision from an individual that meets the requirements for supervision.
Field Seminar Courses	Students will need to be registered for SWK 4900 and SWK 4910.	Students will need to be registered for SWK 5300 (spring semester) and SWK 5400 (summer semester).	Students will need to be registered for SWK 5500 (fall semester) and SWK 5800 (spring semester).

Components of the Field Practicum Education Program

Theory, policy, and conceptual learning from the classroom are put into practice in the field of education experience. The transfer of learning is possible only through a collaboration of efforts from the student, the department (primarily the field faculty), and the agency (primarily the task instructor or site supervisor). The relationships that develop among these partnerships enhance opportunities for the student to have didactic and experiential learning opportunities.

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, field supervisors and faculty field seminar 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.

Field Practicum Education Roles

Director of Field Education

The Director provides leadership in the development and implementation of field curriculum, collaborates with current and potential field practicum sites and human services communities, and interacts with other social work programs regarding regional and national field education standards and policies. The Director assures appropriate educational processes are implemented to support student learning and students' emerging professional development. The Director leads efforts to recruit, develop, and provide ongoing support to field supervisors and field site organizations. The Director of Field Education ensures the Council of Social Work Education standards for field education are upheld.

Assistant Director of Field Education

The Assistant Director co-collaborates with BSW and MSW students, UNCP Department of Social Work faculty, field organizations and human services communities to provide instruction and support for field education curriculum. The Assistant Director works under the supervision of the Director of Field Education to coordinate all aspects of field education and to ensure standards of field education are upheld.

OPTIMISE Rural NC Student Success Advocate

The OPTIMISE program further strengthens the development of the behavioral healthcare workforce in our region, with a particular focus on serving children, adolescents, and transitional aged youth. The OPTIMISE Rural NC Student Success Advocate works with OPTIMISE students to ensure their field sites meet OPTIMISE grant parameters through placement at agencies considered both rural and medically underserved within southeastern North Carolina. This position supports work on grant reporting measures and coordinates various training activities provided to OPTIMISE participants. The Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) has funded the OPTIMISE program through an award of \$1,913,297 through June 2025.

Field Practicum Seminar Instructor

Faculty field instructors plan activities that will support the development of generalist and advanced generalist skills as specified in individualized learning contracts. The field faculty will serve as a liaison between the student, placement site, and university. Field faculty facilitate practicum seminars and assign grades to students for their field practicums.

MSW Site Supervisor

The MSW Site Supervisor is an MSW practitioner that provides onsite supervision at the agency and supervises the student in the agency setting. The MSW Site Supervisor assists the student in composing tasks/activities for the student's individual learning contract, provides supervision, and evaluates the student's performance.

Task Instructor

The Task Instructor is an individual that does not hold an MSW degree but has demonstrated knowledge of the social work profession and can oversee the implementation of a student's individual learning contract. The Task Instructor assists the student in composing tasks/activities for the student's individual learning contract, delegates tasks/activities for the student to complete, and evaluates the student's performance.

External Supervisor

The External Supervisor is an adjunct instructor that provides a minimum of 10 hours of supervision to students that are in a placement that does not have an MSW Site Supervisor on site.

Field Practicum Seminar Courses

Graduate field instruction includes a seminar that will meet regularly throughout each semester. The purpose of the seminar will be for students to share field experiences and to relate them to the competencies and practice behaviors.

Grading

The grading for field is pass/fail. Specific information related to grading procedures and standards will be found in the syllabi associated with each field seminar course.

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.

BSW Field Practicum Seminar Courses

SWK 4910 Field Work and Integrative Field Seminar

This course will focus on each student's performance as they demonstrate social work competency behaviors in a human service setting. Students will integrate coursework and practice to transition from student to entry-level social work professionals. Each student will engage in generalist practice activities that will allow them to demonstrate cultural humility, advocate for human rights, make ethical decisions, use supervision effectively, engage in policy and research, and the planned change process. Social work majors must complete this course with a minimum of grade C. Prerequisites: SWK 3910, SWK 4450, SWK 4600, SWK 4800 and formal acceptance to the BSW Program.

SWK 4900 Field Work

This fieldwork experience is designed to facilitate professional development as well as to integrate social work skills, knowledge, values, and ethics. Each student will complete 32 hours per week in an assigned field setting. Successful completion of a minimum of 400 clock hours is required at the end of the semester to receive a passing grade. Grading is Pass/Fail for 9 credit hours. SWK 4900 and SWK 4910 are required to be taken concurrently.

MSW Field Practicum Seminar Courses

SWK 5300. Generalist Practicum I

This is the first course of two generalist practicum that enable students to apply master's level coursework in a generalist 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 four times throughout the semester. The purpose of the seminar will be for students to share field experiences and to relate them to real world experiences. Open to MSW students only. PREREQ: Admission to the MSW Program.

SWK 5010. Generalist Field I External Supervision

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5010 Generalist Field I External Supervision must be taken concurrently with SWK 5300 Generalist Field I. SWK 5010 is the first of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester to integrate practice and theory, resolve ethical dilemmas and develop professional identity. COREQ: SWK 5300 Generalist Practicum I

SWK 5400. Generalist Practicum II

This is the second course of two generalist practicum that enable students to apply master's level coursework in a generalist 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 four times throughout the semester. The purpose of the seminar will be for students to share field experiences and to relate them to real world experiences. Open to MSW students only. PREREQ: Admission to the MSW Program.

SWK 5020. Generalist Field II External Supervision

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5020 Generalist Field I External Supervision must be taken concurrently with SWK 5400 Generalist Field I. SWK 5020 is the second of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester to integrate practice and theory, resolve ethical dilemmas and develop professional identity. COREQ: SWK 5400

SWK 5500. Advanced Generalist Practicum I

This is the first practicum in the advanced generalist curriculum. This course enables students to apply advanced generalist master's level coursework in an advanced generalist 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. PREREQ: Admission to the MSW Program and SWK 5060 or Advanced Standing.

SWK 5800. Advanced Generalist Practicum II

This is the second practicum in the advanced generalist year. This course enables students to apply Advanced Generalist master's level coursework in an advanced generalist 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.

Students will complete a capstone project that provides a culminating MSW educational experience in which students integrate and synthesize program material in relation to a particular area of interest. Open to MSW students only. PREREQ: SWK 5300, SWK 5400, SWK 5500 or Advanced Standing.

SWK 5030. Advanced Generalist Field I External Supervision

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5030 Advanced Generalist Field I External Supervision must be taken concurrently with SWK 5500 Advanced Generalist Field I. SWK 5030 is the third of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester to integrate practice and theory, resolve ethical dilemmas and develop professional identity. COREQ: SWK 5500

SWK 5040. Advanced Generalist Field II External Supervision

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5040 Advanced Generalist Field II External Supervision must be taken concurrently with SWK 5800 Generalist Field I. SWK 5040 is the fourth of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester to integrate practice and theory, resolve ethical dilemmas and develop professional identity. COREQ: SWK 5800

Field Practicum Education Forms and Assignments

Learning Contract

This document lists tasks that allow you to demonstrate the Council on Social Work Education (CSWE) competencies and generalist practice behaviors. The student is to develop a learning contract in collaboration with the field supervisor/task instructor and field seminar instructor (see Appendices).

Midterm and Final Performance Evaluations

The student and field supervisor will complete the midterm and final performance evaluations to provide feedback to both the student and field seminar instructor. The performance evaluations are based off the student's performance regarding their learning contract (see Appendices).

Timesheets

Timesheets are professional documents used to track each student's field clock hours over the course of the semester. Each submitted timesheet must have an original signature by the student, field supervisor, external supervisor, and task instructor, as applicable. Students will submit a total of 4 timesheets.

MSW Supervision Forms

MSW Supervision Forms serve many purposes in addition to verifying clock hours. Students should use the supervision documentation form to note topics for discussion in supervision sessions. These notes should initiate and guide group and/or individual discussions with the supervisor. The supervisor and student should also use the form to review planned learning activities and opportunities for the coming week(s) and to document student progress on identified objectives (i.e., learning activities as outlined in the learning contract, plans of correction, skill-building, documentation, etc.).

Evaluation of Field Practicum Placement

In the interest of maintaining consistent high standards of quality in our field practicum settings, the Department of Social Work at The University of North Carolina at Pembroke recognizes the value of providing students with the opportunity to report their perception of the field experience. The students are asked to complete a student evaluation of the field experience questionnaire per semester.

BSW E Portfolio (BSW Only)

Each student will be required to create a professional website using a free website building site. Weebly is suggested due to familiarity and cost. Using a paid site builder will be at your own discretion but it is not required. This website's homepage will contain a professional head shot, an introduction statement, and resume. This assignment will consist of 7 different sections that you will be graded on: 1. Agency Overview, 2. Agency Project, 3. Case Presentation, 4. Continuing Education, 5. Advocacy Project, 6. Competency Presentations, 7. e-Portfolio

Capstone Project (MSW Advanced Generalist Year Only)

Students will complete a final project, specifically the area of their field practicum interest. The information gathered is evaluated and assessed. The integrative project provides a culminating MSW educational experience, in which students integrate and synthesize program material in relation to the core competencies and practice behaviors in their area of interest.

Permissible Field Practicum Activities

Telework

Students are permitted to engage in telework that is applicable to their field practicum placements. Students must request permission from both their field seminar instructor and task instructor or site supervisor prior to engaging in any telework activities. Additionally, telework activities cannot exceed more than 10 percent combined of the student's field practicum hours.

Trainings

Students are permitted to engage in training opportunities that is applicable to their field practicum placements. Students must request permission from both their field seminar instructor and task instructor or site supervisor prior to engaging in any training opportunities. Additionally, training opportunities cannot exceed more than 10 percent of the student's field practicum hours. *The training opportunities can be obtained virtually or in-person but must offer a certificate of completion.*

Note: Students can attend orientation and complete onboarding training prior to the field start date for each semester with approval from the Field Office. Also, the student cannot have contact with clients until the field start date, and all field requirements are met for each semester.

Field Seminar

BSW students are allowed to count a maximum of 30 seminar hours towards their practicum hours. MSW students are allowed to count a maximum of 16 seminar hours towards their practicum hours per semester.

Supervision

Expectations of Supervision from MSW Site Supervisor

The field supervisor is an integral part of the MSW 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 supervisors are recognized as training resources for the Department of Social Work. The Field Office is responsible for making materials available that would be helpful to them.

The Department of Social Work is committed to providing ongoing consultation to local agencies in the community. Any organization 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 supervisors 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 organization policy prior to becoming deeply involved in direct service. This is stressed for two obvious reasons:

1. For students to contribute to the organization, they must grasp the basic philosophy of the organization as well as the procedural requirements. Students can make significant contributions if they are informed of organization policies and procedures.
2. Having practical experience in understanding and analyzing organization policy is considered a part of the students' learning experience.

It is essential that the roles of the organization field supervisor 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. To increase self-confidence and competence, the field supervisor needs to give considerable support as well as encouragement to the student. As a result, *planned supervisory meetings* between student and field supervisor are required. Such conferences are required by the Department of Social Work and the Council on Social Work Education.

The organization field supervisor should prepare for such meetings with the student, clarifying at the beginning the responsibilities the student 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 supervisor's impressions. Ongoing constructive feedback contributes to a quality learning experience for the student, provides an opportunity for stimulation, and enables both the supervisor 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.

There are six primary tasks for student supervision:

1. Competition field supervisor orientation.
2. The sharing of practical experience, knowledge, and organization resources.
3. The development of a professional identity as a professional social worker.
4. The teaching of organization 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. Scheduling of regular supervisory sessions (a minimum of 10 hours per semester).

The student can 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 organization field supervisor is to evaluate the student's experience. Since the spring of 1985, the Social Work Program has used the pass/fail grading system (see "Grading" below). The P/F grading system requires that the supervisor 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 supervisor's evaluation. A passing grade will be indicated by the instructor's selection of "meeting expectations" on the final evaluation form.

Methods of Supervision

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 supervisor 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 organization, its purpose, goals, and the social work roles.
4. Encourage continued professional growth through client contact, group work, community involvement, participation in the organization'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 versus 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 Office as a resource and maintain ongoing contact.
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 to provide the students with ongoing support, increased learning, and skill development through regular periodic assessment. "Periodic" is determined as a minimum of 10 hours over the course.

Methods of Evaluating Student

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 liaison during each site visit (informal evaluation).
2. Written evaluation at mid-term.
3. Written evaluation at the end of the semester

Student performance evaluation forms are the basis on which the grade for field is determined, and the field seminar instructor is prohibited from giving a passing grade without having a completed evaluation. There are two student performance evaluations which are used to evaluate the field experience, the mid-term evaluation, and the final evaluation. Students are responsible for informing field supervisors as to due dates set for these evaluations.

It will be necessary for the organization field supervisor 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 orientation for field supervisors.

Expectations of Supervision from External Supervisor

The external supervisor is an integral part of the MSW 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 supervisors are recognized as training resources for the Department of Social Work. The Field Office is responsible for making materials available that would be helpful to them.

The purpose of external supervision is to provide students with appropriate supervision that meets CSWE accreditation standards and allows the student to remain in a field placement of interest to their future practice area. Additionally, the external supervision course will be held in a hybrid model to meet the individual needs of all students. The format for this hybrid model is as follows:

1. The students registered for external supervision will be assigned into two groups (e.g., Group A or Group B).
2. Each group will meet with the external supervisor via a hybrid model (e.g., Group A may meet 1st and 3rd week of the month and Group B will meet the 2nd and 4th week of the month).

There are six primary tasks for student supervision:

1. Completion of external supervisor orientation.
2. The sharing of practical experience, knowledge, and organization resources.
3. The development of a professional identity as a professional social worker.
4. The encouragement of skill development.

5. The evaluation of the student with feedback to facilitate professional growth on an ongoing basis.
6. Scheduling of regular supervisory sessions. Students must have a minimum of two individual supervision hours and a maximum of 8 supervision hours.

The student can 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 organization field supervisor is to evaluate the student's experience. Since the spring of 1985, the Social Work Program has used the pass/fail grading system (see "Grading" below). The P/F grading system requires that the supervisor 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 supervisor's evaluation. A passing grade will be indicated by the instructor's selection of "meeting expectations" on the final evaluation form.

Safety of Students in Field Practicum

The safety of students in field practicum is of major importance. It is important that students feel safe to carry out their responsibilities in the field. Students are made aware that the practice of social work has the potential to involve personal risk.

To minimize risk, students are not allowed to transport clients in their own personal vehicle or an agency (company) vehicle. Students must be accompanied by their field supervisor or another agency employee on all home visits. Students and field practicum sites are made aware of this rule in orientation and in field seminars. Students are to be made aware of and follow additional agency-specific safety protocols. If safety concerns arise for a student, it is imperative that the student discuss these safety concerns with their field supervisor immediately. This discussion also must be shared with the student's field seminar instructor. Students are not to take needless risks. If a student is threatened or injured while in the field practicum or is involved in an incident when their safety could have been compromised, the student should report the event immediately to their field supervisor and the Field Director.

Faculty Monitoring of Students and Field Practicum Sites

A representative from the Department of Social Work (field seminar instructor and/or the Field Director) continually assesses and evaluates the field activities of each student. The field seminar instructors are expected to check-in (e.g., email, phone call, and/or electronic form) with the field supervisor or task instructor within the first four weeks of the semester. Additionally, a representative from the Department of Social Work (field seminar instructor and/or the Field Director) visits field placement sites to ensure the student is completing their tasks/activities associated with their learning contract and assessing the student's experience in the field site placement. These visits are held synchronously through video conferencing and should be held prior to the midpoint of the semester. However, these visits can be held face-to-face if requested or at the discretion of the Field Office.

Priority is placed on early visits to agencies that are being utilized for field placements for the first time. The faculty meets with both the student and the organization field supervisor at the organization. The faculty also communicates with organization field supervisors as needed throughout the semester by telephone. Additional meetings are arranged, if necessary, to address problems or special needs.

Field Placement Expectations of the Student

The Field Education 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.
2. The student enrolled in the BSW program must complete a minimum of 400 hours of supervised work in the field practicum site.
3. The student enrolled in either the MSW Hybrid or Online program must complete a minimum of 930 hours of supervised work in the field practicum site.
4. The student enrolled in MSW Advanced Standing program must complete a minimum of 500 hours of supervised work in the field practicum site.
5. The student will maintain their typical schedule as designated on the learning contract throughout the duration of the semester even when minimum hours have been obtained.
6. The student must follow and adhere to the National Association of Social Worker's Code of Ethics.
7. The student must attend all scheduled seminars.
8. The student must attend all required organization meetings and workshops.
9. The student must attend all scheduled supervision sessions with the field supervisor or external supervisor.
10. The student must develop and successfully fulfill the activities described in the learning contract.
11. Students will document their field hours and submit to the organization field supervisor for signature to monitor the required hours in field. The student must submit their field hours on a routine basis as scheduled by the field seminar instructor.
12. The organization field supervisor and the field seminar instructor must be informed of all absences in advance when possible. Time missed must be made up to meet the

- requirements of the field setting, the Department of Social Work, and the University.
13. Students are encouraged to attend educational activities outside of their normal field setting (workshops and seminars related to their field work placements). To attend such events, students must obtain permission from the organization field supervisor in writing prior to the event.
 14. All students are required to attend the field seminar as scheduled. 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.
 15. Field 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 organization policies, it is the responsibility of the student to discuss the matter with the organization field supervisor, and the Field Office.

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 can translate classroom experiences into beginning-level professional practice. In a carefully chosen organization setting the student can 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.

Procedures for Grievance, Transition, and Dismissal

This section provides step-by-step procedures to address any grievances or concerns regarding the field practicum.

Student Concerns Related to Site Supervisor/Task Instructor/Agency.

Below are the steps for the student to follow regarding any concerns involving the assigned site supervisor, task instructor, and/or field agency.

Step 1: Meeting with Site Supervisor or Task Instructor

The student will request a one-on-one meeting with their assigned site supervisor or task instructor to address the concerns of the student. During the meeting, the student will communicate their concerns in a respectful and professional manner. Additionally, the student and site supervisor or task instructor will collaborate on next steps needed to resolve these concerns. The student is responsible for documenting the meeting and will complete a *Field Practicum Report Form* (see Appendices) and send it to the Field Director within one week of the meeting.

Note: The student cannot use electronic communication to explicitly state their concerns or grievances towards the site supervisor, task instructor, or field agency. These concerns must be addressed verbally in a face-to-face meeting.

Step 2: Meeting with Field Seminar Instructor

If the concerns or grievances remain unresolved after the completion of **Step 1** then the student will request a one-on-one meeting with their assigned field seminar instructor. During the meeting, the student will communicate their concerns in a respectful and professional manner. Additionally, the student and field seminar instructor will collaborate on next steps needed to resolve these concerns. The field seminar instructor is responsible for documenting the meeting and the determined resolution to the student's concern(s). The field seminar instructor will submit the documentation to the Field Director within one week of the meeting. The student will adhere to the resolution agreed upon between the student and field seminar instructor.

Note: The student must always adhere to confidentiality and the NASW Code of Ethics and are not permitted to voice their concerns or grievances during the field seminar course. These concerns should be directly addressed only the field seminar instructor.

Step 3: Meeting with Site Supervisor or Task Instructor and Field Seminar Instructor

If the concerns or grievances remain unresolved after the completion of **Step 2**, then the field seminar instructor will request a joint meeting with the student and site supervisor or task instructor. If necessary, the Director of Field Education will attend the meeting. Additionally, all parties involved in the meeting will collaborate on the next steps needed to resolve these concerns. The field seminar instructor is responsible for documenting the meeting and the determined

resolution to the student's concern(s). The field seminar instructor will send the documentation to the Field Director within one week of the meeting. The student will adhere to the resolution agreed upon by all parties.

Step 4: Meeting with the Field Office and Program Director

If the concerns or grievances remain unresolved after the completion of **Step 3**, then the field seminar instructor will request a joint meeting with the student, the Field Office, and respective Program Director. All parties involved in the meeting will collaborate on next steps needed to resolve these concerns. The Field Office is responsible for documenting the meeting and the determined resolution to the student's concern(s). The student will adhere to the resolution agreed upon by all parties.

Exceptions to steps 1-4.

There are exceptions to the above steps if the student's concern(s) justify immediate action by the Field Office. If the student is experiencing discrimination, harassment, or abuse then the student should report these concerns immediately to the Field Office. Additionally, if the student is concerned for their safety at their field placement, then the student should report these concerns immediately to the Field Office.

Site Supervisor or Task Instructor Concerns Related to a Student

Below are the steps for the site supervisor or task instructor to follow regarding any concerns involving the student.

Step 1: Meeting with Student

The site supervisor or task instructor will request a one-on-one meeting with the student to address the concerns of the site supervisor or task instructor. During the meeting, the site supervisor or task instructor will communicate their concerns and engage in problem-solving with the student to identify potential solutions. Moving forward, the student will adhere to the solutions determined. The site supervisor or task instructor is responsible for documenting the meeting and will submit the documentation to the Field Director within one week of the meeting.

Step 2: Meeting with Field Seminar Instructor

If the concerns or grievances remain unresolved after the completion of **Step 1** then the site supervisor or task instructor will request a one-on-one meeting with the student's assigned field seminar instructor. During the meeting, the site supervisor or task instructor will communicate their concerns and will collaborate on next steps with the field seminar instructor to resolve these concerns. Following this meeting, the field seminar instructor will meet with the student separately to address the site supervisor or task instructor's concerns. Then the field seminar instructor will schedule a meeting with the site supervisor or task instructor and the student to collaboratively resolve the concerns. The field seminar instructor is responsible for documenting all meetings and the determined resolutions to the presented concerns. The field seminar instructor will submit the

documentation to the Field Director within one week of the meeting.

Step 3: Meeting with the Field Director

If the concerns or grievances remain unresolved after the completion of **Step 2**, then the field seminar instructor will request a joint meeting with the student, site supervisor or task instructor, and the field director. Additionally, all parties involved in the meeting will collaborate on the next steps needed to resolve these concerns. A *field practicum remedial plan* may need to be implemented and this plan should include the site supervisor or task instructor's concerns, remedial steps for the student to address the concerns, and possible outcomes for noncompliance. The field director is responsible for documenting the meeting and the determined resolutions to the presented concerns. The field director will document the meeting.

Step 4: Meeting with the Field Office and Program Director

If the concerns or grievances remain unresolved after the completion of **Step 3**, then the field director will request a joint meeting with the student and respective program director. All parties involved in the meeting will collaborate on next steps needed to resolve these concerns. The field director is responsible for documenting the meeting and the determined resolutions to the presented concerns. The student will adhere to the resolution agreed upon by all parties.

Exceptions to steps 1-4.

There are exceptions to the above steps if the site supervisor or task instructor concern(s) justify immediate action by the Field Office. If the student has violated University policies, then the site supervisor or task instructor should report these concerns immediately to the Field Office.

Practicum Instructor Concerns Related to a Student

Below are the steps for the practicum seminar instructor to follow regarding any concerns involving the student.

Step 1: Meeting with Student

The practicum seminar instructor will request a one-on-one meeting with the student to address the practicum seminar instructor's academic or behavioral concerns regarding the student. During the meeting, the practicum seminar instructor will communicate their concerns and engage in problem-solving with the student to identify potential solutions. Moving forward, the student will adhere to the solutions determined. The practicum seminar instructor is responsible for documenting the meeting and submitting the documentation to the Field Director within one week of the meeting.

Step 2: Meeting with Field Committee

If the concerns remain unresolved after the completion of Step 1 then the practicum seminar instructor will request a meeting with the student and the Field Committee to meet jointly to discuss a solution. The student and field seminar instructor will present their concerns and

responses. Following the presentation, the Field Committee will enter a closed session to determine whether a referral to complete referral to initiate a SARC process or to establish a *field practicum remedial plan* will be made. The field director is responsible for documenting the meeting and the determined resolutions to the presented concerns.

- If the decision to establish a field practicum remedial plan is made, then the Field Committee will compose the plan during the closed session (see *Step 3* for further details regarding the field remedial plan).
- If the decision is to make a referral for a SARC process, then the Field Committee will compose the referral during the closed session and send it to the department chair (see *Step 4* for further details regarding the SARC process).

Step 3: Field Practicum Remedial Plan

The remedial plan will include the practicum seminar instructor's concerns, remedial steps for the student to address the concerns, dates the plan will be reviewed, and outcomes for noncompliance. If the student is noncompliant with the *field practicum remedial plan*, then the field seminar instructor will complete a referral to initiate the SARC process and send it to the department chair.

Step 4: Student Academic/Non-Academic Review Conference (SARC)

If a referral to initiate a SARC process is made in Step 2 or the student is noncompliant with the *field practicum remedial plan* then a formal review will be recommended at this stage. Student Academic/Non-Academic Review Conference (SARC)

1. Purpose

A Student Academic/Non-Academic Review Conference (SARC) is held when concerns arise pertaining to the academic or professional performance of individual students as outlined in the Non-Academic Performance Standards (Student/Field Handbooks). It provides the student with an opportunity to be heard by an Academic Review Faculty Committee (ARFC). It also allows the ARFC the opportunity to seek clarifications from the student in regards to the concern and examine the student's intent in rectifying his/her academic/professional performance issues. ARFC is charged with the task of making recommendations to the Chair/Program Director presented at the conference.

2. Conditions that Initiate a Student Academic/Non-Academic Review Conference

Academic progress toward the Bachelor of Social Work degree or Master of Social Work degree is reviewed each semester for all students. A Student Academic/Non-Academic Review Conference may occur for any of the following reasons:

1. Substandard academic performance in the Bachelor of Social Work degree program: a grade point average that falls below 2.5 after admission to the program;
2. Substandard academic performance in the Master of Social Work degree program: a grade point average that falls below 3.0 after completion of 6 or more credits;
3. Alleged violation of the Code of Ethics of the National Association of Social Workers by

report from the field instructor, faculty liaison, advisor, faculty member, academic advisor, or peer; and/or.

4. Alleged violation of the UNC Pembroke Student Code of Conduct and UNC Pembroke Academic Honor Code by report from the field supervisor/task instructor, faculty liaison, academic advisor, faculty member, or peer; and/or (see #11 below for adjudication of these alleged violations)
5. Alleged failure to demonstrate the capacity to engage in appropriate professional social work roles by report from the field supervisor/task instructor, faculty liaison, academic advisor, faculty member, or peer.

3. Possible Recommendations

Possible recommendations may include:

1. Continuation in the program in good standing without remedial action; no action plan initiated.
2. Continuation in the program in good standing contingent upon successful completion of remedial action; action plan initiated.
3. Referral to the Student Conduct Office/Graduate Office with recommendations from the program.

4. Procedures for Convening a Student Academic/Non-Academic Review Conference

Students, academic advisors, field supervisor/task instructor, field liaisons, or other members of the full-time or part-time social work faculty may request, in writing, that the Department Chair initiate a Student Academic/Non-Academic Review Conference (SARC) process. The statement shall set forth the reasons for the request, describe the general nature of the problem in sufficient detail for the understanding of the Department Chair and conference members, and list any specific questions to be addressed by the Academic Review Faculty Committee (ARFC). A SARC may be held at any time during the semester. If a SARC is necessary at the end of a semester, persons requesting the review should notify the Department Chair as early as possible so that the review can occur before the next semester begins. If a decision is made to hold a SARC, the Department Chair will notify the student by the UNCP email system and/or return-receipt-requested certified mail detailing the student's rights and responsibilities (see section 9).

5. Committee Membership

In the Department Chair's notification, the student will be requested to provide a list of up to five full-time faculty members, preferably those with whom the student has studied. When provided, the Department Chair will appoint an Academic Review Faculty Committee (ARFC), drawing upon the student's nominations when available, appointing a chair and two other faculty members. If no response is received from the student within five business days after the date of the Department Chair's notification, the Department Chair will appoint an ARFC without student input. At this time, the Departmental Chair will set a date and time for the Student Academic/Non-Academic Review Conference (SARC). Should an unavoidable emergency keep the student from attending the scheduled SARC, the student should notify the Department Chair immediately. The student's academic advisor is not eligible to serve on the ARFC due to a potential for conflict of

interest. Any other potential conflicts of interest are to be reported to the Department Chair by faculty or staff appointed to the ARFC. Additional participants may be invited by the chair of the ARFC to provide additional testimony, including other faculty, field supervisors, or other students.

6. Responsibilities of the Academic Review Faculty Committee Chair

The chair of the Academic Review Faculty Committee (ARFC) is responsible for:

- Distributing preliminary documentation to the ARFC members and Student within 2 business days prior to the Student Academic Review Conference (SARC); to include the initial statement requesting the review and any supporting documentation.
- Conducting meetings in an orderly and professional manner.
- Due to confidentiality and privacy, audio or video recording(s) of SARC meetings are not allowed.
- Ensuring that all available information concerning the student's academic and professional performance is gathered and available for evaluation by the ARFC and Student; including the invitation of any relevant additional participants (see section 5).
- Ensuring the preparation and distribution of committee meeting minutes.
- Preparing and forwarding the recommendations and any action plan in writing to the Department Chair within seven business days following the SARC meeting date.

7. Responsibilities of the Academic Review Faculty Committee Members

Academic Review Faculty Committee (ARFC) members are responsible for:

- Thoroughly reviewing preliminary documentation prior to the Student Academic Review Conference (SARC).
- Attending the scheduled SARC as established.
- Contributing to the conference; to include but not limited to assisting in the gathering of information concerning the student's academic and professional performance, contributing to evaluation of information concerning the student's academic and professional performance, contributing to possible resolutions and action plans, and exercising individual voting rights and responsibilities.

8. Conference Process: Meeting, Vote, and Report

A Student Academic/Non-Academic Review Conference (SARC) is to be held within the same semester that a student concern is initiated. The Department Chair will set a date and time for the Student Academic Review Conference (SARC) and will notify the appointed chair. An alternative conference date and time will be set only if a conflict of a serious nature exists for the student and if the student communicates this to the conference chair within two (2) weeks of the originally established conference date.

The student will be allowed up to 30 minutes to provide information about the concern and then he/she may answer any questions that the Academic Review Faculty Committee (ARFC) may have. At this time the student may request that their written statement be included with the recommendation and action plan forwarded to the Departmental Chair. Other invited members, as defined in section 9, will each be allowed 30 minutes of time to present an oral and/or written

report. The conference will then allow adequate time, as determined by the conference members, for review of any remaining documentation. Due to confidentiality and privacy, audio or video recording(s) of SARC meetings are not allowed.

ARFC members will hold a vote to send the recommendation ruled by the majority to be provided to the Departmental Chair. The ARFC report shall include a summary of all alternative solutions proposed during its deliberations as well as the recommendations of the majority. Any action plan steps are to be outlined. Upon receipt of the ARFC recommendations, it shall be the responsibility of the Department Chair to notify the student and the ARFC of the Department Chair's decision regarding the conference's recommended course of action. The notification shall be by the UNC Pembroke email system and/or return-receipt-requested certified mail. The action plan is effective with the date of the Department Chair's decision letter. The action plan will be held in abeyance while an appeals process is taking place, but once any appeals process is complete, the action plan is retroactive to the date of the Department Chair's decision letter.

9. Student Rights and Responsibilities

1. A student has the right and responsibility to provide the Department Chair with a list of up to five full-time faculty members, preferably those with whom the student has studied. Of the submitted faculty members, two will be included, as available, in the Academic Review Faculty Committee (ARFC).
2. A student has the right to receive the same records being provided to the ARFC committee members.
3. A student has the right to ask other witnesses (faculty, student) who have relevant testimony to attend the SARC. Witnesses will not be allowed to observe the SARC proceedings but will be provided time to present relevant testimony to the ARFC.
4. The student has the right and responsibility to appear in person at the SARC and be heard by the ARFC.
5. A student has the right to present to the conference written and oral statements describing his or her own perspective about the matters under review and may make recommendations for resolution of the issues being considered by the ARFC.
6. At the student's request a copy of the student's written statement shall be attached to the ARFC's report to the Department Chair.
7. A student has the right to receive the ARFC committee report provided to the Department Chair. A student who believes that a fair remedy has been denied may appeal the decision by requesting a meeting with the Department Chair within forty-eight (48) hours after notification of the decision by obtaining a Request for Appellate Consideration form from the Department Chair and then submitting said form to the Department Chair within forty-eight (48) hours for prompt consideration. The appeal meeting should be scheduled within 7 business days and will be held in-person. The Department Chair may or may not modify the original decision and may impose less severe sanction or more severe sanctions.
8. If still dissatisfied, a student may further appeal to the Dean, College of Health Sciences, by requesting a meeting with the Dean within forty-eight (48) hours after notification of the Department Chair's appeal decision by obtaining a Request for Appellate Consideration form from the Department Chair and then submitting said form to the Dean within forty-eight (48) hours for prompt consideration. The appeal meeting should be

scheduled within 7 business days and will be held in-person.

9. A third person, employed at UNCP but not involved in the SARC process, may attend either appeal meeting to assist with documentation and note taking.
10. Because of the sensitive nature of the matters reviewed through the Student Academic/Non-Academic Review Conference (SARC), all parties involved are expected to keep the proceedings and outcome confidential, except to the extent that ARFC actions require notification of other parties.
11. Due to confidentiality and privacy, audio or video recording(s) of SARC meetings are not allowed. A student has the right to take written notes during SARC meetings.

10. Dismissal from the Program

Among the recommendations available to the Academic Review Faculty Committee (ARFC), the ARFC may recommend dismissal from the BSW or MSW program. Students who fail to comply with the recommendations and related action plan, as decided by the Department Chair, may be recommended dismissal from the Bachelor of Social Work or Master of Social Work programs.

- A student who refuses to comply with the recommendation and related action plan will be dismissed from the Bachelor of Social Work or Master of Social Work program immediately.
- If a student who is following an action plan violates a condition of the related action plan, another SARC process will be initiated to review the concerns and determine further recommendations, which could include dismissal from the Bachelor of Social Work or Master of Social Work programs.

The dismissal decision is final and there is no further appeal process following a dismissal decision.

11. Student Conduct Violations

All Student conduct Violations will be adjudicated as outlined in the UNCP Student Code of Conduct found in the [UNCP student handbook](#).

Reviewed and approved by OGC May 9th, 2023.

STUDENT ACADEMIC/ NON-ACADEMIC REVIEW CONFERENCE REQUEST FOR APPELLATE CONSIDERATION

Name: _____

Banner ID: _____

THIS APPEAL FORM MUST BE RETURNED TO THE DEPARTMENT OF SOCIAL WORK CHAIR VIA UNCP EMAIL WITHIN FORTY-EIGHT (48) HOURS.

INSTRUCTION: You are to list below each decision you wish to appeal. Explain in detail the reasons for appeal which you believe apply to your case. Make certain that your reasons are

substantial and can be verified. Attach any related documents you have to support your stated reasons.

The appeal authority will generally limit its review of the original hearing record to the following three (3) issues. Check the issues that will be addressed in your appeal. (Check ALL that apply.)

- 1. An alleged violation of the rights guaranteed the accused has occurred
- 2. The sanctions and/or conditions of sanctions are extraordinarily disproportionate to the violation(s)
- 3. The discovery of new and significant information that would have affected the outcome of the hearing and that was not known, or could not reasonably have been discovered and/or presented at the time of the hearing.

Be advised that the decision to grant or deny an appellate hearing to you will depend upon the clarity of this written request and upon the merit of its supporting documentation and/or argument. Type all information below the line. Use additional pages as necessary. NOTE: At any level of appeal, the appellate authority may impose less severe sanctions as well as more severe sanctions.

TYPE HERE:

Placement Transition

A student may request to change their placement. Prior to formally requesting to change their placement through the Field Office by completing the *Request for a Placement Change* form (see Appendices) the student must first follow the Grievance procedures outlined above. The placement change request form will not be considered if the student has not followed the steps outlined in the Grievance procedures. Additionally, a student requesting a placement change will not be considered after the midpoint of the semester.

Note: A student cannot change their placement without approval by the Field Office.

Students requesting a placement change are expected to adhere to the following steps:

1. The student will follow the Grievance process outlined above. If all steps have been completed student will consult with their Field Seminar Instructor and complete the *Request for a Placement Change* (see Appendices).
2. The student will submit the form to their faculty seminar instructor for their input; and after it is completed and signed then the student will submit the completed form to the Director of Field Education.
3. The Request to Change Field Placement form will be reviewed by the Field Office and/or the Field Committee.
 - a. *Note: The student must remain in their placement until the Field Office has approved the placement change.*
4. The Field Office will request an evaluation of the student based on their time spent at the agency.
5. The student may be requested to update their resume and field application as part of the placement process to the new agency.
6. Students will be expected to update their learning contract to reflect the new placement.
7. Students will be responsible for completing any required pre-onboarding items for the new agency and training or orientations held by the new agency.

Student Dismissal

This section will outline the steps regarding student dismissal from the field practicum site.

Note: Students are expected to remain in their same placement for two consecutive semesters. If a student is dismissed in their first semester, then this dismissal is in effect for the duration of the two semesters and the student must follow the dismissal procedures outlined below.

1. If the site supervisor/task instructor/field practicum agency decides to dismiss the student due to egregious behavior on the part of the student, then the Field Office will request a written document of the explanation of the dismissal of the student.
2. The Director of Field Education will meet with the respective Program Director of the student to discuss the documentation provided by the agency and to determine the implementation of a *Field Practicum Remedial Action Plan* for strengthening the area(s) to be improved. The decisions from this meeting will be (1) implementing a *Field Practicum*

Remedial Action Plan while the student is concurrently enrolled in their field practicum, or (2) implementation and successful completion of the *Field Practicum Remedial Action Plan* prior to the student reenrolling in a section of field practicum.

Note: If the dismissal occurs after the midpoint of the semester, then the Field Office will not be able to find a new placement for the student and the student will either withdraw from field practicum, receive an "I" in field practicum, or receive an "F" in field practicum.

Additionally, if it is decided that the student will complete the remedial action plan prior to reenrolling in a section of field practicum then the student will have to withdraw from their current field practicum course. Failure to withdraw from field practicum will result in the student receiving an "F" in field practicum.

3. The Field Office provides documentation to the student's Program Director to include the written explanation of dismissal and the remedial action plan. The student will receive a copy and the original will be retained electronically by the Department of Social Work.
4. If the *Field Practicum Remedial Action Plan* will be implemented while the student is concurrently enrolled in their field practicum, then it is the student's responsibility to work closely and timely with the Field Office to establish a new placement site.
 - a. The student may be requested to update their resume and field application as part of the placement process to the new agency.
 - b. Students will be expected to update their learning contract to reflect the new placement.
 - c. Students will be responsible for completing any required pre-onboarding items for the new agency and training or orientations held by the new agency
5. If the *Field Practicum Remedial Action Plan* will be implemented prior to the student reenrolling in a section of field practicum, then it is the student's responsibility to complete the *Field Practicum Remedial Action Plan*. The Field Office will review the student's completed *Field Practicum Remedial Action Plan* and determine whether the plan has been successfully completed.
 - a. If the student has successfully met the requirements of the action plan, then the Field Office will work closely with the student to determine a new field practicum placement.
 - b. The student will have to follow the placement steps outlined in the field practicum handbook.

Appendix A

BSW Field Practicum Application

An application for field practicum must be submitted by each student. This application must be submitted with an updated copy of student's professional resumé by the indicated date. Students requesting an employment-based field practicum will be required to complete an additional application. Field practicum applications are kept confidential as part of students' record.

It is important to the preservation of our program's relationship with field education sites that students do not to contact organizations or supervisors individually to arrange for a field practicum or supervision without the advanced approval of the Field Director. The Field Director will work with you to find a practicum you are interested in. Students that violate this procedure may risk delay in the placement process.

BSW Student First Name:

BSW Student Last Name:

Banner ID:

Active Contact Phone Number:

UNCP Email Address (must use @bravemail.uncp.edu address)

Date when the Field Semester Begins:

Expected Graduation Date:

What city/county/area do you prefer your internship to begin?

Will you be employed during your field practicum?

Yes

No

Are you requesting a field practicum at your current place of employment?

Yes

No

Administration and Management

Social work administrators are proactive leaders in public and private agencies that provide services to clients. Many elements of this area of social work practice are common to administration in other organizations. However, administration and management also require knowledge about social policy and the delivery of social services, vision for future planning, an understanding of human behavior, and commitment to social work ethics and values

Advocacy and Community Organization

Advocacy is one of the keystones of social work practice. Social work advocates champion the rights of individuals and communities with the goal of achieving social justice. Community organizing and advocacy work with the power of numbers—many people thinking, working, and acting together—to counterbalance wealthy and powerful groups and the means they have to protect and extend themselves. Historically, community organizing and social work were responses to the many forces that created inequality in our society. They remain as necessary and effective as ever today.

Aging

Social workers link older adults with services that help them live independently and with dignity, thereby maximizing their quality of life and participation in society. Social work with older adults focuses on the physical, psychological, social, and economic aspects of daily living.

alcohol and other Drugs

Social workers help individuals, families, and communities find ways to recover from substance use. They provide a much-needed ecological perspective to treatment that focuses on the client in relation to family and neighborhood environments, community support systems, cultural attitudes, and policies. Consequently, social workers trained in treating alcohol, tobacco, and other drug addictions can be found doing case management, group and individual therapy, family counseling, advocacy for jobs and housing needs, community resource development, education, and policy making.

Child Welfare

Child welfare social workers serve some of the most vulnerable children, youths, and families. Social workers specialize in building on the strengths of families and helping them to provide a safe and nurturing environment for children and youths. However, when families are unable to do this, social workers must intervene to protect the children from harm. Child welfare social workers ensure that children and youths who have experienced abuse or neglect are supported through a range of services.

Developmental Disabilities

Social workers also help parents of children with developmental disabilities understand their legal rights. They help parents learn to be advocates and find special services that enable their children to be as independent as possible.

Health Care

Since the early 1900s, professionally trained social workers have helped people deal with personal and social factors that affect health and wellness. Some health care social workers are in direct services and concentrate on individual, families, and small groups. Others work in settings where the focus is on planning, administration, and policy. In the health care setting, social workers may conduct research, develop programs, and administer social work and other departments.

International

The functions of social work in international development are diverse. They include direct services in communities, refugee camps, orphanages, hospitals, and schools, as well as supporting the efforts of national governments, intergovernmental organizations, and nongovernment organizations to enhance social well-being.

Justice and Corrections

Social workers who work in justice and corrections can be found in courts, rape crisis centers, police departments, and correctional facilities.

Mental Health and Clinical Social Work

Clinical social workers are one of the nation's largest groups of providers of mental health services. They provide mental health services in both urban and rural settings, where they may be the only licensed provider of mental health services available.

Occupational and Employee Assistance Program (EAP) Social Work

Occupational social workers help organizations re-engineer their structure and methods to improve efficiency, creativity, productivity, and morale. They may also work for a union and be involved in job counseling or organizing.

Policy and Planning

Social workers analyze policies, programs, and regulations to see what is most effective. They identify social problems, study needs and related issues, conduct research, propose legislation, and

suggest alternative approaches or new programs. They may foster coalitions of groups with similar interests and develop organizational networks.

Politics

There is a natural progression in the careers of many social workers from activism to leadership. Increasingly social workers are holding elective offices from school boards to city and county governments, from state legislatures all the way to the U.S. House of Representatives and the Senate. Social workers also play leadership roles in local, state and federal agencies.

Public Welfare

Social work in public welfare entails planning, administering, and financing programs, training and supervising staff, and setting and evaluating standards and criteria for service delivery. Public welfare offers many challenges that require creative thinking and leadership from professional social workers.

Research

Social workers in research typically tend to be academics with postgraduate degrees in social work. Research provides the framework for effective practice. Although considered an art by some, social work is also a science based on evidence.

School Social Work

School social workers act as the connection for school, home, and community services to help children with emotional, developmental, and educational needs. Most school social workers practice in public and private schools, although a small percentage may work in social services agencies or other service sites such as a pre-admission program or residential treatment center for children who are emotionally disturbed.

Please select areas of interest (check all that apply).

- | | | |
|--|---|---|
| <input type="checkbox"/> Administration and Management | <input type="checkbox"/> Advocacy and Community Organization | <input type="checkbox"/> Aging |
| <input type="checkbox"/> Child Welfare (Department of Social Services) | <input type="checkbox"/> Clinical Social Work (Mental/Behavioral Healthcare) | <input type="checkbox"/> Crisis Intervention/Disaster Services |
| <input type="checkbox"/> Developmental Disabilities (Services for physically or mentally disabled) | <input type="checkbox"/> Domestic Violence/Sexual Assault Intervention/Prevention | <input type="checkbox"/> Environmental |
| <input type="checkbox"/> Family Services | <input type="checkbox"/> Health Care (Medical Social Work) | <input type="checkbox"/> International |
| <input type="checkbox"/> Justice and Corrections (Juvenile or Adult) | <input type="checkbox"/> Military/Veterans | <input type="checkbox"/> Non-profit |
| <input type="checkbox"/> Occupational and Employment Assistance Program (EAP) Social Work | <input type="checkbox"/> Policy and Planning | <input type="checkbox"/> Politics |
| <input type="checkbox"/> Public Welfare | <input type="checkbox"/> Research/Higher Education | <input type="checkbox"/> Residential Facilities for Youth or Adults |

homelessness)

Drugs)

Guardian Ad Litem

Other:

List your top three preferences below. You must identify more than one preference.

1.

2.

3.

Are you a child welfare collaborative student?

Yes

No

Are you pursuing your school social work licensure?

Yes

No

Most organizations require a criminal background check and/or a current drug screen before accepting students for practicums. Criminal charges do not necessarily preclude students from being placed but may significantly limit choice of practicum site. Have you ever been convicted or are you currently charged with any crime other than minor traffic violations? (This information will not be disclosed by UNCP Faculty and Staff)

Yes

No

I am verifying that I have completed this application and certify that the information I have provided is complete and accurate. I understand that I am required to arrange my schedule so that I will be available to complete my field hours and supervision.

Appendix B

MSW Field Practicum Application

An application for field practicum must be submitted by each student. This application must be submitted with an updated copy of student's professional resumé by the indicated date. Students requesting an employment-based field practicum will be required to complete an additional application. Field practicum applications are kept confidential as part of students' record.

It is important to the preservation of our program's relationship with field education sites that students do not to contact organizations or supervisors individually to arrange for a field practicum or supervision without the advanced approval of the Field Director. The Field Director will work with you to find a practicum you are interested in. Students that violate this procedure may risk delay in the placement process.

MSW Student First Name:

MSW Student Last Name:

Banner ID:

Active Contact Phone Number:

UNCP Email Address (must use @bravemail.uncp.edu address):

Date when the Field Semester Begins:

Expected Graduation Date:

What city/county/area do you prefer your practicum site to be in?

Will you be employed during your field practicum?

Yes

No

Are you requesting a field practicum at your current place of employment?

Yes

No

Administration and Management

Social work administrators are proactive leaders in public and private agencies that provide services to clients. Many elements of this area of social work practice are common to administration in other organizations. However, administration and management also require knowledge about social policy and the delivery of social services, vision for future planning, an understanding of human behavior, and commitment to social work ethics and values.

Advocacy and Community Organization

Advocacy is one of the keystones of social work practice. Social work advocates champion the rights of individuals and communities with the goal of achieving social justice. Community organizing and advocacy work with the power of numbers—many people thinking, working, and acting together—to counterbalance wealthy and powerful groups and the means they have to protect and extend themselves. Historically, community organizing and social work were responses to the many forces that created inequality in our society. They remain as necessary and effective as ever today.

Aging

Social workers link older adults with services that help them live independently and with dignity, thereby maximizing their quality of life and participation in society. Social work with older adults focuses on the physical, psychological, social, and economic aspects of daily living.

Alcohol, Tobacco and other Drugs

Social workers help individuals, families, and communities find ways to recover from substance use. They provide a much-needed ecological perspective to treatment that focuses on the client in relation to family and neighborhood environments, community support systems, cultural attitudes, and policies. Consequently, social workers trained in treating alcohol, tobacco, and other drug addictions can be found doing case management, group and individual therapy, family counseling, advocacy for

jobs and housing needs, community resource development, education, and policy making.

Child Welfare

Child welfare social workers serve some of the most vulnerable children, youths, and families. Social workers specialize in building on the strengths of families and helping them to provide a safe and nurturing environment for children and youths. However, when families are unable to do this, social workers must intervene to protect the children from harm. Child welfare social workers ensure that children and youths who have experienced abuse or neglect are supported through a range of services.

Developmental Disabilities

Social workers also help parents of children with developmental disabilities understand their legal rights. They help parents learn to be advocates and find special services that enable their children to be as independent as possible.

Health Care

Since the early 1900s, professionally trained social workers have helped people deal with personal and social factors that affect health and wellness. Some health care social workers are in direct services and concentrate on individuals, families, and small groups. Others work in settings where the focus is on planning, administration, and policy. In the health care setting, social workers may conduct research, develop programs, and administer social work and other departments.

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Social workers analyze policies, programs, and regulations to see what is most effective. They identify social problems, study needs and related issues, conduct research, propose legislation, and suggest alternative approaches or new programs. They may foster coalitions of groups with similar interests and develop organizational networks.

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School social workers act as the connection for school, home, and community services to help children with emotional, developmental, and educational needs. Most school social workers practice in public and private schools, although a small percentage may work in social services agencies or other service sites such as a preschool program or residential treatment center for children who are emotionally disturbed.

Please select areas of interest (check all that apply):

- Administration and Management
- Advocacy and Community Organization
- Aging
- Child Welfare (Department of Social Services)
- Clinical Social Work (Mental/Behavioral Healthcare)
- Crisis Intervention/Disaster Services
- Developmental Disabilities (Services for physically or mentally disabled)
- Domestic Violence/Sexual Assault Intervention/Prevention
- Environmental
- Family Services
- Health Care (Medical Social Work)
- International
- Justice and Corrections (Juvenile or Adult)
- Military/Veterans
- Non-profit
- Occupational and Employment Assistance Program (EAP) Social Work
- Policy and Planning
- Politics
- Public Welfare
- Research/Higher Education
- Residential Facilities for Youth or Adults
- School Social Work
- Shelter Services/Housing Insecurity (individuals experiencing homelessness)
- Substance Use/Abuse (Alcohol, Tobacco and other Drugs)

jobs and housing needs, community resource development, education, and policy making.

Child Welfare

Child welfare social workers serve some of the most vulnerable children, youths, and families. Social workers specialize in building on the strengths of families and helping them to provide a safe and nurturing environment for children and youths. However, when families are unable to do this, social workers must intervene to protect the children from harm. Child welfare social workers ensure that children and youths who have experienced abuse or neglect are supported through a range of services.

Developmental Disabilities

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Social workers analyze policies, programs, and regulations to see what is most effective. They identify social problems, study needs and related issues, conduct research, propose legislation, and suggest alternative approaches or new programs. They may foster coalitions of groups with similar interests and develop organizational networks.

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accepting students for practicums. Criminal charges do not necessarily preclude students from being placed but may significantly limit choice of practicum site. Have you ever been convicted or are you currently charged with any crime other than minor traffic violations? This information will not be disclosed by UNCP faculty or staff.

Yes

No

I am verifying that I have completed this application and certify that the information I have provided is complete and accurate. I understand that I am required to arrange my schedule so that I will be available to complete my field hours and supervision.

Student Signature: Date

SAMPLE

Appendix C

BSW Employment-Based Field Application

Criteria for Employment-Based Field Practicums

- Practicum tasks must align with BSW program competencies and practice behaviors.
- Practicum tasks must be different from duties of regular employment.
- Student must have a new learning experience (cannot have worked in same role more than three months prior to start of field)
- Student must be allowed to designate hours as field hours and be allowed to work on field tasks during these hours.
- During field practicum hours, educational needs must take priority over regular employment duties.
- Field Supervisor or Task Instructor must be different from employment supervisor.

Student Name:

Student Email:

Organization Name:

Employment Supervisor:

Employment Supervisor Phone:

Employment Supervisor Email:

Field Supervisor or Task Instructor:

Field Supervisor or Task Instructor Phone:

Field Supervisor or Task Instructor Email:

Please list current duties as an employee or attach a position description.

Please describe field practicum duties or attach a position description (must be different than employment duties listed above).

Employment Hours Schedule

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Field Practicum Hours Schedule (must be different from employment hours listed above)

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

I have reviewed this application and I am in agreement with the arrangement detailed above.

Student Signature: Date

Field Supervisor/Task Instructor Signature: Date

Employment Supervisor Signature: Date

Field Director Signature: Date

Appendix D

MSW Employment-Based Field Application

The policy of the Department of Social Work allows an employment setting to be used as a field placement if all the regular requirements of agencies and organization instructors are met in the setting. Students seeking a field practicum experience in their place of employment must receive approval from the Department of Social Work field office. This placement must be clearly delineated as a learning experience and not a work experience, and therefore will require close supervision. To this end, field practicum assignments in places of employment must be educationally focused and structured appropriately to achieve the goals and objectives of the field practicum course.

While employment-based practicums are not always the ideal situation, there are times when a field practicum assignment in places of employment (FPAPE) can be beneficial for the student and employer. Not all employment situations will be approved for field placement. 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.

Field practicum assignments in places of employment (FPAPE) must meet **ONE** of the following criteria:

New Employment

- New employment is defined as employment that begins no earlier than 3 months (90 days) prior to the start of the semester the student is enrolling in a field seminar course.
- The agency must be willing to establish an affiliation agreement with UNCP's Department of Social Work if one does not already exist.
- The agency must be able to provide an advanced generalist placement experience (job duties must address program practice behaviors) and have an educational focus.
- The student/employee and agency can document days and times field clock hours will be completed on the employment-based application.
- The agency must be willing to allow the student/employee to attend classes.
- If available, the agency will assign the student/employee a qualified MSW Field Supervisor that has been employed at the agency for at least one year – A qualified MSW Field Supervisor is defined as an individual that has an MSW degree, from an accredited program, with at least two years post-master's experience.
- If there is an on-site MSW Supervisor, they must agree to submit a copy of their MSW degree to the MSW Field office.
- If the agency does not have a qualified MSW Field Supervisor on-site the agency must assign the student a Task Instructor – A Task Instructor is defined as an individual that has been employed with the agency for more than one year and will provide day-to-day instruction to the student/employee.
- The agency must be willing to allow the student/employee to attend regularly scheduled external MSW supervision with a faculty member in the Department of Social Work.
- The agency must be willing to allow the site supervisor/task instructor to attend, in person or virtually, field orientation and/or all other field education training and seminars offered by the Department of Social Work.
- The agency agrees to allow the site supervisor/tasks instructor to have sufficient time to provide a minimum of at least one hour/week of supervision for the student and time to complete all required field documentation.
- The student and setting can clearly outline how the learning opportunity and supervision requirements will be met.

Existing Employment

- Satisfies all requirements of "New Employment"
- The student/employee has been employed at the agency for a minimum of 91 days prior to applying for an employment-based practicum and has an employment and academic history that demonstrates an ability to be successful in this setting.

the learning opportunity differs from the student's regular employment. In order to provide new learning opportunities, the field experience must be in an area or role that is different from where the student is currently employed, has been employed, or has had previous field experience.

- The field experience supervisor cannot be the student's employment supervisor – the student/employee can identify another individual, within the agency, that has agreed to provide day-to-day instruction during scheduled field clock hours.

Once the application is returned to the field office, it will be reviewed, and a written response will be given as soon as possible to indicate whether or not the placement has been approved. A site visit may be required as part of the application review process prior to determining approval.

MSW Program Competencies and Practice Behaviors

All social work students will be expected to demonstrate their mastery of the cluster of practice behaviors that operationalize each of the nine core competencies. The expectation is that competency-based education will better prepare social work students for professional practice.

Generalist Practice Behaviors (Addressed during Foundation Semesters)

Competency 1: Demonstrate Ethical and Professional Behavior

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

Competency 2: Engage Diversity and Difference in Practice

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
2. Engage in practices that advance social, economic, and environmental justice.

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

1. Use practice experience and theory to inform scientific inquiry and research.
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
2. Assess how social welfare and economic policies impact the delivery of and access to social services.
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

other multidisciplinary theoretical frameworks to engage with clients and constituencies.

1. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

1. Select and use appropriate methods for evaluation of outcomes.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Advanced Generalist Practice Behaviors (Addressed during Concentration Semesters)

1. Develop training and educational opportunities for career-long learning
2. Design opportunities for supervision and consultation
3. Design opportunities for supervision and consultation
4. Justify practice decisions based on professional social work values and ethics and relevant laws
5. Use multiple perspectives to analyze client's strengths and challenges
6. Assess needs, values and strengths in applying appropriate interventions for diverse client systems
7. Appraise practice delivery and policies to promote social and economic justice and human rights at all levels of practice
8. Use empirical evidence to create strategies for systems change
9. Synthesize and select human behavior and social environment theories to match client system needs
10. Develop and recommend program and/or policy changes based on evaluation of programs that advance social welfare and enhance service delivery of all levels of practice
11. Employ micro and mezzo practice by monitoring and responding to a changing context
12. Integrate theory-based relational skills in all areas of client engagement
13. Design and conduct assessments at all levels of practice
14. Critically apply interventions to facilitate best practice with all client systems
15. Continuously scan the environment, forecast, and adapt macro practice based on the acquired knowledge

Student/Employee Name:

Date:

Which best describes the type of employment-based practicum being requested?

New Employment

Existing Employment

Agency Information

Agency Director Name:

Agency Contact Person:

Agency Contact Person Title:

Agency Name:

Address:

City:

State:

Zip Code:

Phone Number:

Does the agency have a Memorandum of Agreement established with UNCP's Department of Social Work?

Yes

No

Employment Information

Date Employment Began:

Employee's Department/Program:

Employee's Job Title:

Employee's Job Supervisor:

Employee's job duties/responsibilities. Please include client population and practice methods used.

Proposed Field Placement Information

Student's Field Placement Department/Program:

Please fill out the following fields if the field placement's address is different from the place of employment's address.

Field Placement Address:

City:

State:

Zip Code:

Field Supervision

Name:

Job Title:

Phone Number:

Email Address:

Student's Responsibilities/Assignments

Please clearly differentiate employment responsibilities from field responsibilities, specify different client populations, practice methods/interventions and skills learned, etc. or attach a job description.

Can the agency program provide learning activities/tasks to address each of the competencies and practice behaviors? (See above section)

- Yes
- No

Please complete the following schedule to document the days/hours the student will be operating as an employee and the days/hours the student will be fulfilling their field placement responsibilities at the agency. The field placement experience must have a primary educational focus.

Employment Schedule

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>	<u>Sunday</u>
---------------	----------------	------------------	-----------------	---------------	-----------------	---------------

Field Practicum Hours Schedule

Must be different from employment hours listed above or identified as practicum hours for students starting new employment.

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>	<u>Sunday</u>
---------------	----------------	------------------	-----------------	---------------	-----------------	---------------

I have read the attached **guidelines for field practicum assignment in places of employment (Employment-Based) field placement** and attest that this proposed field placement can meet all of the identified criteria.

Agency Director/Administrator Signature: Date

Proposed Field Supervisor (Field Placement Supervisor) Signature: Date

Student/Employee's Work Supervisor Signature: Date

Student/Employee Signature: Date

Field Office Use Only

Please select one:

- Approved
- Denied

Field Director Signature: Date

Appendix F

Field Agency Confirmation Form

Student Name:

Field Agency Name:

I confirm my placement at this agency.

Student Signature: Date

SAMPLE

Appendix G

PRACTICUM CONFIRMATION FORM

University Information:

Bobbi L. Fields, MSW, LCSW
Director of Field Education
Department of Social Work
The University of North Carolina at Pembroke
Health Sciences Building/Office 356
910.775.4176 (o)
bobbi.fields@uncp.edu

The below student has met all pre-field requirements (see below) and can begin their practicum as of:

Student Information:

Name:

Email:

Program:

Semester:

The receipt of this letter confirms that the following agency has met all pre-field requirements (see below) and has agreed to provide a learning environment that allows the above student to address the practice behaviors of UNCP's Social Work MSW Program.

Practicum Information:

Agency:

Address:

City:

State:

Zip Code:

Telephone:

Pre-Field Requirements

1. Professional Liability Insurance:
2. Blood Borne Pathogen Training:
3. MSW Field Practicum Agreement & Waiver Form:
4. MSW Field Manual Acknowledgement Form:
5. Registered for Field Seminar- Section:
6. Registered for External Supervision (If applicable):
External Supervisor's Name:
7. Employment-based Field Application submitted/approved (if applicable):
8. Attended Field Orientation:

Agency:

1. Memorandum of Agreement (MOA) current and on file:
2. MSW Supervisor's Name/Credentials/Title:
3. MSW Supervisor's Contact:

- Copy of MSW Degree
 - Copy of CCS Credentials
 - Copy of School Social Work License
4. Task Instructor's Name (if applicable):
5. Task Instructor's Contact Information:

Signatures:

Program Administrator Signature: Date

SHU - Field Director Signature Date

Student Signature: Date

SAMPLE

Appendix H

SWK 4900: BSW Learning Contract

BSW Learning Contract

Student:
Student Contact Number:
Student Email:
Semester:
Year:
Practicum Organization:
Practicum Organization Address:
City:
State:
Zip:
Field Supervisor (BSW) or Task Instructor:
Field Supervisor Contact Number:
Field Supervisor Email:
Field Practicum Schedule:
Monday:
Tuesday:
Wednesday:
Thursday:
Friday:
Saturday:
Sunday:
Supervision Day and Time:

Instructions for Completion

This Learning Contract and Performance Evaluation form serves as the guiding document for social work students in the field. Students and Field Supervisors should work together to develop this document and review it throughout the semester. Students are responsible for scheduling time for this process with their Field Supervisor. Students are also responsible for composing a draft, making revisions and submitting three times over the semester.

Definitions

Competencies: The Council on Social Work Education has developed a list of nine competencies, which describe what students should achieve through their social work education. **Behaviors:** Each competency is demonstrated by observable behaviors. **Dimensions of Learning:** Students develop knowledge, values, skills, and cognitive and affective processes (e.g. critical thinking, judgements, reactions to people or situations).

Each competency is matched with one or two dimensions of learning that are most relevant. For example, when evaluating your student's progress in achieving *Competency 1: Demonstrate Ethical and Professional Behavior*, please consider the student's knowledge of ethical and professional expectations and their values in acting on these expectations. When evaluating your student's progress on *Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities*, please consider their skills in implementing interventions and their use of cognitive and affective processes while doing so. Competence is defined as demonstrating levels of knowledge, values, skills, and cognitive & affective processes that are appropriate for the degree the student is seeking.

Competency 1: Demonstrate Ethical and Professional Behavior (Dimensions: Knowledge & Values)

1.1 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.

Relevant Activities or Tasks:

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Relevant Activities or Tasks:

1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Relevant Activities or Tasks:

1.4 Use technology ethically and appropriately to facilitate practice outcomes.

Relevant Activities or Tasks:

1.5 Use supervision and consultation to guide professional judgment and behavior.

Relevant Activities or Tasks:

Competency 2: Engage Diversity and Difference in Practice (Dimensions: Skills & Values)

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Relevant Activities or Tasks:

2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.

Relevant Activities or Tasks:

2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Relevant Activities or Tasks:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (Dimensions: Knowledge & Values)

3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Relevant Activities or Tasks:

3.2 Engage in practices that advance social, economic, and environmental justice.

Relevant Activities or Tasks:

Competency 4: Engage In Practice-informed Research and Research-informed Practice (Dimensions: Knowledge & Cognitive/Affective Processes)

4.1 Use practice experience and theory to inform scientific inquiry and research.

Relevant Activities or Tasks:

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.
Relevant Activities or Tasks:

Competency 5: Engage in Policy Practice (Dimensions: Knowledge & Skills)

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Relevant Activities or Tasks:

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.

Relevant Activities or Tasks:

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Relevant Activities or Tasks:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Skills & Cognitive/Affective Processes)

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Relevant Activities or Tasks:

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Relevant Activities or Tasks:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Cognitive/Affective Processes)

7.1 Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

Relevant Activities or Tasks:

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Relevant Activities or Tasks:

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

Relevant Activities or Tasks:

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Relevant Activities or Tasks:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Cognitive/Affective Processes)

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Relevant Activities or Tasks:

8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Relevant Activities or Tasks:

8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Relevant Activities or Tasks:

8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

Relevant Activities or Tasks:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Skills)

9.1 Select and use appropriate methods for evaluation of outcomes.

Relevant Activities or Tasks:

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Relevant Activities or Tasks:

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Relevant Activities or Tasks:

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Relevant Activities or Tasks:

Learning Contract Approval

Student Signature: Date

Field Supervisor Signature (BSW): Date

Task Instructor Signature (if applicable): Date

Appendix I

SWK 5300: Foundation I Learning Contract

MSW Foundation I Draft Learning Contract

Student:

Student Contact Number:

Student Email:

Semester:

Practicum Organization:

Practicum Organization Physical Address:

City:

State:

Zip Code:

Field Supervisor (MSW) or Task Instructor:

Field Supervisor Contact Number:

Field Supervisor Email:

Field Practicum Schedule

Monday

Tuesday

Wednesday

Thursday

Friday

Supervision Day and Time:

Instructions for Completion

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Each competency is matched with one or two dimensions of learning that are most relevant. For example, when evaluating your student's progress in achieving *Competency 1: Demonstrate Ethical and Professional Behavior*, please consider the student's knowledge of ethical and professional expectations and their values in acting on these expectations. When evaluating your student's progress on *Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities*, please consider their skills in implementing interventions and their use of cognitive and affective processes while doing so. Competence is defined as demonstrating levels of knowledge, values, skills, and cognitive & affective processes that are appropriate for the degree the student is seeking. Numbers on the scale do not correspond directly with a letter grade.

Competency 1: Demonstrate Ethical and Professional Behavior (Dimensions: Knowledge & Values)

1.1 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.

Relevant Activities or Tasks:

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Relevant Activities or Tasks:

1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Relevant Activities or Tasks:

1.4 Use technology ethically and appropriately to facilitate practice outcomes.

Relevant Activities or Tasks:

1.5 Use supervision and consultation to guide professional judgment and behavior.

Relevant Activities or Tasks:

Competency 2: Engage Diversity and Difference in Practice (Dimensions: Skills & Values)

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Relevant Activities or Tasks:

2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.

Relevant Activities or Tasks:

2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Relevant Activities or Tasks:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (Dimensions: Knowledge & Values)

3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Relevant Activities or Tasks:

3.2 Engage in practices that advance social, economic, and environmental justice.

Relevant Activities or Tasks:

Competency 4: Engage In Practice-informed Research and Research-informed Practice (Dimensions: Knowledge & Cognitive/Affective Processes)

4.1 Use practice experience and theory to inform scientific inquiry and research.

Relevant Activities or Tasks:

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Relevant Activities or Tasks:

4.1 Use and translate research evidence to inform and improve practice, policy, and service delivery.

Relevant Activities or Tasks:

Competency 5: Engage in Policy Practice (Dimensions: Knowledge & Skills)

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Relevant Activities or Tasks:

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.

Relevant Activities or Tasks:

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Relevant Activities or Tasks:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Skills & Cognitive/Affective Processes)

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Relevant Activities or Tasks:

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Relevant Activities or Tasks:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Cognitive/Affective Processes)

7.1 Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

Relevant Activities or Tasks:

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Relevant Activities or Tasks:

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;

Relevant Activities or Tasks:

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Relevant Activities or Tasks:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Cognitive/Affective Processes)

8.1 Critically choose and implement interventions to achieve practice goals and enhance

capacities of clients and constituencies.

Relevant Activities or Tasks:

8.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Relevant Activities or Tasks:

8.2 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Relevant Activities or Tasks:

8.3 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Relevant Activities or Tasks:

8.4 Facilitate effective transitions and endings that advance mutually agreed-on goals.

Relevant Activities or Tasks:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Skills)

9.1 Select and use appropriate methods for evaluation of outcomes.

Relevant Activities or Tasks:

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Relevant Activities or Tasks:

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Relevant Activities or Tasks:

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Relevant Activities or Tasks:

Learning Contract Approval

Student Signature: Date

Field Seminar Instructor Signature: Date

Appendix J

SWK 5500: Concentration I Learning Contract

MSW Concentration I Learning Contract

Student:

Semester:

Student Contact Number:

Student Email:

Practicum Organization:

Practicum Organization Physical Address:

City:

State:

Zip:

Field Supervisor (MSW) or Task Instructor:

Field Supervisor Contact Number:

Field Supervisor Email:

Field Practicum Schedule

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Sunday:

Supervision Day and Time:

Instructions for Completion

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Each competency is matched with one or two dimensions of learning that are most relevant. For example, when evaluating your student's progress in achieving *Competency 1: Demonstrate Ethical and Professional Behavior*, please consider the student's knowledge of ethical and professional expectations and their values in acting on these expectations. When evaluating your student's progress on *Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities*, please consider their skills in implementing interventions and their use of cognitive and affective processes while doing so. Competence is defined as demonstrating levels of knowledge, values, skills, and cognitive & affective processes that are appropriate for the degree the student is seeking. Numbers on the scale do not correspond directly with a letter grade.

Competency 1: Demonstrate Ethical and Professional (Dimensions: Knowledge & Values)

AGPB 1 Develop training and educational opportunities for career-long learning

Relevant Activities or Tasks:

AGPB 2 Design opportunities for supervision and consultation

Relevant Activities or Tasks:

AGPB 3 Negotiate professional roles and boundaries in a rural environment

Relevant Activities or Tasks:

**Competency 2: Engage Diversity and Difference in Practice
(Dimensions: Skills & Values)**

AGPB 4 Justify practice decisions based on professional social work values, ethics, and relevant laws

Relevant Activities or Tasks:

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
(Dimensions: Knowledge & Values)**

AGPB 5 Use multiple perspectives to analyze client's strengths and challenges

Relevant Activities or Tasks:

AGPB 6 Assess needs, values, and strengths in applying appropriate interventions for diverse client systems

Relevant Activities or Tasks:

AGPB 7 Appraise practice delivery and policies to promote social and economic justice and human rights at all levels of practice

Relevant Activities or Tasks:

**Competency 4: Engage In Practice-informed Research and Research-informed Practice
(Dimensions: Knowledge & Cognitive/Affective Processes)**

AGPB 8 Use empirical evidence to create strategies for system change

Relevant Activities or Tasks:

AGPB 9 Synthesize and select human behavior and the social environment theories to match client system needs

Relevant Activities or Tasks:

**Competency 5: Engage in Policy Practice
(Dimensions: Knowledge & Skills)**

AGPB 10 Develop and recommend program and/or policy changes based on evaluation of programs that advance social welfare and enhance service delivery of all levels of practice

Relevant Activities or Tasks:

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
(Dimensions: Skills & Cognitive/Affective Processes)**

AGPB 11 Employ micro and mezzo practice by monitoring and responding to changing contexts

Relevant Activities or Tasks:

AGPB 12 Integrate theory based relational skills in all areas of client engagement

Relevant Activities or Tasks:

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
(Dimensions: Knowledge & Cognitive/Affective Processes)**

AGPB 13 Design and conduct assessments at all levels of practice

Relevant Activities or Tasks:

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
(Dimensions: Knowledge & Cognitive/Affective Processes)**

AGPB 14 Critically apply interventions to facilitate best practice with all client systems

Relevant Activities or Tasks:

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
(Dimensions: Knowledge & Skills)**

AGPB 15 Continuously scan the environment, forecast, and adapt macro practice based on the acquired knowledge

Relevant Activities or Tasks:

Learning Contract Approval

Student Signature: Date

Field Supervisor Signature (MSW): Date

Task Instructor Signature (if applicable): Date

Field Seminar Instructor Signature: Date

Appendix K

SWK 4900: Midterm Evaluation

BSW Midterm Evaluation

Student:

Student Contact Number:

Student Email:

Semester:

Year:

Practicum Organization:

Practicum Organization Physical Address:

City:

State:

Zip Code:

Field Supervisor (BSW) or Task Instructor:

Field Supervisor Contact Number:

Field Supervisor Email:

Field Practicum Schedule

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Sunday:

Supervision Day and Time:

Instructions for Completion

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Each competency is matched with one or two dimensions of learning that are most relevant. For example, when evaluating your student's progress in achieving *Competency 1: Demonstrate Ethical and Professional Behavior*, please consider the student's knowledge of ethical and professional expectations and their values in acting on these expectations. When evaluating your student's progress on *Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities*, please consider their skills in implementing interventions and their use of cognitive and affective processes while doing so. Competence is defined as demonstrating levels of knowledge, values, skills, and cognitive & affective processes that are appropriate for the degree the student is seeking. Numbers on the scale do not correspond directly with a letter grade.

Evaluation Scale

- 1= Not Competent w/ Insufficient Progress
- 2= Not Competent w/ Sufficient Progress
- 3= Emerging Competence
- 4= Competent
- 5= Exceptional Competence/a= Not Observed

Competency 1: Demonstrate Ethical and Professional Behavior (Dimensions: Knowledge & Values)

1.1 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.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

1.4 Use technology ethically and appropriately to facilitate practice outcomes.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

1.5 Use supervision and consultation to guide professional judgment and behavior.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Competency 2: Engage Diversity and Difference in Practice (Dimensions: Skills & Values)

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Relevant Activities or Tasks:

5 4 3 2 1 n/a

2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (Dimensions: Knowledge & Values)

3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

3. 2 Engage in practices that advance social, economic, and environmental justice.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Competency 4: Engage in Practice-informed Research and Research-informed Practice (Dimensions: Knowledge & Cognitive/Affective Processes)

4.1 Use practice experience and theory to inform scientific inquiry and research.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

5 4 3 2 1 n/a

Competency 5: Engage in Policy Practice (Dimensions: Knowledge & Skills)

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Skills & Cognitive/Affective Processes)

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Cognitive/Affective Processes)

7.1 Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

Relevant Activities or Tasks:

5 4 3 2 1 n/a

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Cognitive/Affective Processes)

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

5 4 3 2 1 n/a

8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Skills)

9.1 Select and use appropriate methods for evaluation of outcomes.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Mid-Term Performance Evaluation

Number of Clock Hours Completed:

Mid-Term Field Supervisor Comments:

Field Supervisor Signature (BSW): Date

Appendix L

SWK 4900: Final Evaluation

BSW Final Evaluation

Student:

Student Contact Number:

Student Email:

Semester:

Year:

Practicum Organization:

Practicum Organization Physical Address:

City:

State:

Zip Code:

Field Supervisor (BSW) or Task Instructor:

Field Supervisor Contact Number:

Field Supervisor Email:

Field Practicum Schedule

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Sunday:

Supervision Day and Time:

Instructions for Completion

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Evaluation Scale

- 1 = Not Competent w/ Insufficient Progress
- 2 = Not Competent w/ Sufficient Progress
- 3 = Emerging Competence
- 4 = Competent
- 5= Exceptional Competence
- n/a= Not Observed

Competency 1: Demonstrate Ethical and Professional Behavior (Dimensions: Knowledge & Values)

1.1 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.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

1.4 Use technology ethically and appropriately to facilitate practice outcomes.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

1.5 Use supervision and consultation to guide professional judgment and behavior.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

Competency 2: Engage Diversity and Difference in Practice (Dimensions: Skills & Values)

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (Dimensions: Knowledge & Values)

3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

3. 2 Engage in practices that advance social, economic, and environmental justice.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

Competency 4: Engage In Practice-informed Research and Research-informed Practice (Dimensions: Knowledge & Cognitive/Affective Processes)

4.1 Use practice experience and theory to inform scientific inquiry and research.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

Competency 5: Engage in Policy Practice (Dimensions: Knowledge & Skills)

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Skills & Cognitive/Affective Processes)

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Cognitive/Affective Processes)

7.1 Collect and organize data and apply critical thinking to interpret information from clients

and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Cognitive/Affective Processes)

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Skills)

9.1 Select and use appropriate methods for evaluation of outcomes.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Relevant Activities or Tasks:

Midterm Rating:

5 4 3 2 1 n/a

Final Rating:

5 4 3 2 1 n/a

Mid-Term Performance Evaluation

Mid-Term Field Supervisor Comments

Mid-Term Student Comments:

Number of Clock Hours Completed:

Final Performance Evaluation

Final Field Supervisor Comments:

Student's final grade will be given by the Faculty Field Seminar Instructor based on seminar assignments, discussions with student and evaluations.

Satisfactory: Student has successfully completed all requirements and is ready to practice in the field as a BSW level social worker.

Unsatisfactory: Student has not completed one or more aspects of the field practicum and/or does not display readiness to work in the community as a BSW level social worker.

Overall Recommended Grade:

SATISFACTORY

UNSATISFACTORY

Number of Clock Hours Completed:

Signatures

Field Supervisor Signature (BSW): Date

Task Instructor Signature (if applicable): Date

Final Student Comments:

Student Signature: Date

SAMPLE

Appendix M

SWK 5300: Foundation I Midterm Evaluation

MSW Foundation I Midterm Evaluation

Student:
Student Contact Number:
Student Email:
Semester:
Practicum Organization:
Practicum Organization Physical Address:
City:
State:
Zip Code:
Field Supervisor (MSW) or Task Instructor:
Field Supervisor Contact Number:
Field Supervisor Email:

Field Practicum Schedule

Monday
Tuesday
Wednesday
Thursday
Friday

Supervision Day and Time:

Instructions for Completion

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Definitions

Competencies: The Council on Social Work Education has developed a list of nine competencies, which describe what students should achieve through their social work education. **Behaviors:** Each competency is demonstrated by observable behaviors. **Dimensions of Learning:** Students develop knowledge, values, skills, and cognitive and affective processes (e.g. critical thinking, judgements, reactions to people or situations).

Each competency is matched with one or two dimensions of learning that are most relevant. For example, when evaluating your student's progress in achieving *Competency 1: Demonstrate Ethical and Professional Behavior*, please consider the student's knowledge of ethical and professional expectations and their values in acting on these expectations. When evaluating your student's progress on *Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities*, please consider their skills in implementing interventions and their use of cognitive and affective processes while doing so. Competence is defined as demonstrating levels of knowledge, values, skills, and cognitive & affective processes that are appropriate for the degree the student is seeking. Numbers on the scale do not correspond directly with a letter grade.

Evaluation Scale:

1= Not Competent w/ Insufficient Progress
2= Not Competent w/ Sufficient Progress
3= Emerging Competence
4= Competent

5= Exceptional Competence

n/a= Not Observed

Competency 1: Demonstrate Ethical and Professional Behavior (Dimensions: Knowledge & Values)

1.1 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.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

1.4 Use technology ethically and appropriately to facilitate practice outcomes.

Relevant Activities or Tasks:

Mid-Term Eval:

2 2 3 4 5 n/a

1.5 Use supervision and consultation to guide professional judgment and behavior.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Competency 2: Engage Diversity and Difference in Practice (Dimensions: Skills & Values)

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (Dimensions: Knowledge & Values)

3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

3.2 Engage in practices that advance social, economic, and environmental justice.

Relevant Activities or Tasks:

Mid-Term Eval:

5 4 3 2 1 n/a

Competency 4: Engage In Practice-informed Research and Research-informed Practice (Dimensions: Knowledge & Cognitive/Affective Processes)

4.1 Use practice experience and theory to inform scientific inquiry and research.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Competency 5: Engage in Policy Practice (Dimensions: Knowledge & Skills)

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.

Relevant Activities or Tasks:

Mid-Term Eval:

5 4 3 2 1 n/a

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Relevant Activities or Tasks:

Mid-Term Eval:

4 3 2 1 5 n/a

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Skills & Cognitive/Affective Processes)

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Cognitive/Affective Processes)

7.1 Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

5 4 3 2 1 n/a

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and

constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

5 4 3 2 1 n/a

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Cognitive/Affective Processes)

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Skills)

9.1 Select and use appropriate methods for evaluation of outcomes.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Mid-Term Performance Evaluation

Mid-Term Task Instructor Comments:

Task Instructor Signature (if applicable): Date

Mid-Term Field Supervisor Comments:

Field Supervisor Signature (MSW): Date

Mid-Term Student Comments:

Student Signature: Date

SAMPLE

Appendix N

SWK 5300: Foundation I Final Evaluation

MSW Foundation II Final Evaluation

Student:

Student Contact Number:

Student Email:

Semester:

Year:

Practicum Organization:

Practicum Organization Physical Address:

City:

State:

Zip Code:

Field Supervisor (MSW) or Task Instructor:

Field Supervisor Contact Number:

Field Supervisor Email:

Field Practicum Schedule

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Sunday:

Supervision Day and Time:

Instructions for Completion

This Learning Contract and Performance Evaluation form serves as the guiding document for social work students in the field. Students and Field Supervisors should work together to develop this document and review it throughout the semester. Students are responsible for scheduling time for this process with their Field Supervisor.

Definitions

Competencies: The Council on Social Work Education has developed a list of nine competencies, which describe what students should achieve through their social work education. **Behaviors:** Each competency is demonstrated by observable behaviors. **Dimensions of Learning:** Students develop knowledge, values, skills, and cognitive and affective processes (e.g. critical thinking, judgements, reactions to people or situations).

Each competency is matched with one or two dimensions of learning that are most relevant. For example, when evaluating your student's progress in achieving *Competency 1: Demonstrate Ethical and Professional Behavior*, please consider the student's knowledge of ethical and professional expectations and their values in acting on these expectations. When evaluating your student's progress on *Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities*, please consider their skills in implementing interventions and their use of cognitive and affective processes while doing so. Competence is defined as demonstrating levels of knowledge, values, skills, and cognitive & affective processes that are appropriate for the degree the student is seeking. Numbers on the scale do not correspond directly with a letter grade.

Evaluation Scale

1= Not Competent w/ Insufficient Progress
2= Not Competent w/ Sufficient Progress
3= Emerging Competence
4= Competent
5= Exceptional Competence
n/a= Not Observed

Competency 1: Demonstrate Ethical and Professional Behavior (Dimensions: Knowledge & Values)

1.1 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.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

1.4 Use technology ethically and appropriately to facilitate practice outcomes.

Relevant Activities or Tasks:

Mid-Term Eval:

2 2 3 4 5 n/a

Final Eval:

2 2 3 4 5 n/a

1.5 Use supervision and consultation to guide professional judgment and behavior.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

Competency 2: Engage Diversity and Difference in Practice (Dimensions: Skills & Values)

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (Dimensions: Knowledge & Values)

3.1 Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

3. 2 Engage in practices that advance social, economic, and environmental justice.

Relevant Activities or Tasks:

Mid-Term Eval:

5 4 3 2 1 n/a

Final Eval:

5 4 3 2 1 n/a

Competency 4: Engage In Practice-informed Research and Research-informed Practice (Dimensions: Knowledge & Cognitive/Affective Processes)

4.1 Use practice experience and theory to inform scientific inquiry and research.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

Competency 5: Engage in Policy Practice (Dimensions: Knowledge & Skills)

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.

Relevant Activities or Tasks:

Mid-Term Eval:

5 4 3 2 1 n/a

Final Eval:

5 4 3 2 1 n/a

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Relevant Activities or Tasks:

Mid-Term Eval:

4 3 2 1 5 n/a

Final Eval:

4 3 2 1 5 n/a

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Skills & Cognitive/Affective Processes)

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Cognitive/Affective Processes)

7.1 Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

5 4 3 2 1 n/a

Final Eval:

5 4 3 2 1 n/a

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

5 4 3 2 1 n/a

Final Eval:

5 4 3 2 1 n/a

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Cognitive/Affective Processes)

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge & Skills)

9.1 Select and use appropriate methods for evaluation of outcomes.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Relevant Activities or Tasks:

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1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Relevant Activities or Tasks:

Mid-Term Eval:

1 2 3 4 5 n/a

Final Eval:

1 2 3 4 5 n/a

Mid-Term Performance Evaluation

Mid-Term Field Supervisor Comments:

Mid-Term Student Comments:

Final Performance Evaluation

Task Instructor Signature (if applicable): Date

Final Field Supervisor Comments:

Student's final grade will be given by the Faculty Field Seminar Instructor based on seminar assignments, discussions with student and evaluations.

Satisfactory: Student has successfully completed all requirements and is ready to move to second semester of MSW foundation-year practicum.

Unsatisfactory: Student has not completed one or more aspects of the field practicum and/or does not

display readiness for second semester of MSW foundation-year practicum.

Overall Recommended Grade:

Satisfactory

Unsatisfactory

Field Supervisor Signature (MSW): Date

Final Student Comments:

Student Signature: Date

SAMPLE

Appendix O

SWK 5500: Concentration I Midterm Evaluation

MSW Concentration I Midterm Evaluation

Student:
Semester:
Student Contact Number:
Student Email:
Practicum Organization:
Practicum Organization Physical Address:
City:
State:
Zip:
Field Supervisor (MSW) or Task Instructor:
Field Supervisor Contact Number:
Field Supervisor Email:

Field Practicum Schedule

Monday:
Tuesday:
Wednesday:
Thursday:
Friday:
Saturday:
Sunday:

Supervision Day and Time:

Instructions for Completion

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Evaluation Scale

1= Not Competent w/ Insufficient Progress

2= Not Competent w/ Sufficient Progress

3= Emerging Competence

4= Competent

5= Exceptional Competence

N/A= Not Observed

**Competency 1: Demonstrate Ethical and Professional
(Dimensions: Knowledge & Values)**

AGPB 1 Develop training and educational opportunities for career-long learning

Relevant Activities or Tasks:

AGPB 1 Mid-Term Rating

AGPB 2 Design opportunities for supervision and consultation

Relevant Activities or Tasks:

AGPB 2 Mid-Term Rating

AGPB 3 Negotiate professional roles and boundaries in a rural environment

Relevant Activities or Tasks:

AGPB 3 Mid-Term Rating

**Competency 2: Engage Diversity and Difference in Practice
(Dimensions: Skills & Values)**

AGPB 4 Justify practice decisions based on professional social work values, ethics, and relevant laws

Relevant Activities or Tasks:

AGPB 4 Mid-Term Rating

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
(Dimensions: Knowledge & Values)**

AGPB 5 Use multiple perspectives to analyze client's strengths and challenges

Relevant Activities or Tasks:

AGPB 5 Mid-Term Rating

AGPB 6 Assess needs, values, and strengths in applying appropriate interventions for diverse client systems

Relevant Activities or Tasks:

AGPB 6 Mid-Term Rating

AGPB 7 Appraise practice delivery and policies to promote social and economic justice and human rights at all levels of practice

Relevant Activities or Tasks:

AGPB 7 Mid-Term Rating

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

(Dimensions: Knowledge & Cognitive/Affective Processes)

AGPB 8 Use empirical evidence to create strategies for system change

Relevant Activities or Tasks:

AGPB 8 Mid-Term Rating

AGPB 9 Synthesize and select human behavior and the social environment theories to match client system needs

Relevant Activities or Tasks:

AGPB 9 Mid-Term Rating

**Competency 5: Engage in Policy Practice
(Dimensions: Knowledge & Skills)**

AGPB 10 Develop and recommend program and/or policy changes based on evaluation of programs that advance social welfare and enhance service delivery of all levels of practice

Relevant Activities or Tasks:

AGPB 10 Mid-Term Rating

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
(Dimensions: Skills & Cognitive/Affective Processes)**

AGPB 11 Employ micro and mezzo practice by monitoring and responding to changing contexts

Relevant Activities or Tasks:

AGPB 11 Mid-Term Rating

AGPB 12 Integrate theorybase relational skills in all areas of client engagement

Relevant Activities or Tasks:

AGPB 12 Mid-Term Rating

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
(Dimensions: Knowledge & Cognitive/Affective Processes)**

AGPB 13 Design and conduct assessments at all levels of practice

Relevant Activities or Tasks:

AGPB 13 Mid-Term Rating

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
(Dimensions: Knowledge & Cognitive/Affective Processes)**

AGPB 14 Critically apply interventions to facilitate best practice with all client systems

Relevant Activities or Tasks:

AGPB 14 Mid-Term Rating

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
(Dimensions: Knowledge & Skills)**

AGPB 15 Continuously scan the environment, forecast, and adapt macro practice based on the acquired knowledge

Relevant Activities or Tasks:

AGPB 15 Mid-Term Rating

Mid-Term Performance Evaluation

Mid-Term Student Comments:

Mid-Term Field Supervisor Comments:

Signatures

Task Instructor Signature (if applicable): Date

Field Supervisor Signature (MSW): Date

Student Signature: Date

SAMPLE

Appendix O

SWK 5500: Concentration I Final Evaluation

MSW Concentration I Final Evaluation

Student:
Semester:
Student Contact Number:
Student Email:
Practicum Organization:
Practicum Organization Physical Address:
City:
State:
Zip:
Field Supervisor (MSW) or Task Instructor:
Field Supervisor Contact Number:
Field Supervisor Email:

Field Practicum Schedule

Monday:
Tuesday:
Wednesday:
Thursday:
Friday:
Saturday:
Sunday:

Supervision Day and Time:

Instructions for Completion

This Learning Contract and Performance Evaluation form serves as the guiding document for social work students in the field. Students and Field Supervisors should work together to develop this document and review it throughout the semester. Students are responsible for scheduling time for this process with their Field Supervisor. Students are also responsible for composing a draft, making revisions and submitting three times over the semester.

Definitions

Competencies: The Council on Social Work Education has developed a list of nine competencies, which describe what students should achieve through their social work education. **Behaviors:** Each competency is demonstrated by observable behaviors. **Dimensions of Learning:** Students develop knowledge, values, skills, and cognitive and affective processes (e.g. critical thinking, judgements, reactions to people or situations).

Each competency is matched with one or two dimensions of learning that are most relevant. For example, when evaluating your student's progress in achieving *Competency 1: Demonstrate Ethical and Professional Behavior*, please consider the student's knowledge of ethical and professional expectations and their values in acting on these expectations. When evaluating your student's progress on *Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities*, please consider their skills in implementing interventions and their use of cognitive and affective processes while doing so. Competence is defined as demonstrating levels of knowledge, values, skills, and cognitive & affective processes that are appropriate for the degree the student is seeking. Numbers on the scale do not correspond directly with a letter grade.

Evaluation Scale

1= Not Competent w/ Insufficient Progress

2= Not Competent w/ Sufficient Progress

3= Emerging Competence

4= Competent

5= Exceptional Competence

N/A= Not Observed

Competency 1: Demonstrate Ethical and Professional

(Dimensions: Knowledge & Values)

AGPB 1 Develop training and educational opportunities for career-long learning

Relevant Activities or Tasks:

AGPB 1 Mid-Term Rating

AGPB 1 Final Rating

AGPB 2 Design opportunities for supervision and consultation

Relevant Activities or Tasks:

AGPB 2 Mid-Term Rating

AGPB 2 Final Rating

AGPB 3 Negotiate professional roles and boundaries in a rural environment

Relevant Activities or Tasks:

AGPB 3 Mid-Term Rating

AGPB 3 Final Rating

Competency 2: Engage Diversity and Difference in Practice

(Dimensions: Skills & Values)

AGPB 4 Justify practice decisions based on professional social work values, ethics, and relevant laws

Relevant Activities or Tasks:

AGPB 4 Mid-Term Rating

AGPB 4 Final Rating

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

(Dimensions: Knowledge & Values)

AGPB 5 Use multiple perspectives to analyze client's strengths and challenges

Relevant Activities or Tasks:

AGPB 5 Mid-Term Rating

AGPB 5 Final Rating

AGPB 6 Assess needs, values, and strengths in applying appropriate interventions for diverse client systems

Relevant Activities or Tasks:

AGPB 6 Mid-Term Rating

AGPB 6 Final Rating

AGPB 7 Appraise practice delivery and policies to promote social and economic justice and human rights at all levels of practice

Relevant Activities or Tasks:

AGPB 7 Mid-Term Rating

AGPB 7 Final Rating

**Competency 4: Engage In Practice-informed Research and Research-informed Practice
(Dimensions: Knowledge & Cognitive/Affective Processes)**

AGPB 8 Use empirical evidence to create strategies for system change

Relevant Activities or Tasks:

AGPB 8 Mid-Term Rating

AGPB 8 Final Rating

AGPB 9 Synthesize and select human behavior and the social environment theories to match client system needs

Relevant Activities or Tasks:

AGPB 9 Mid-Term Rating

AGPB 9 Final Rating

**Competency 5: Engage in Policy Practice
(Dimensions: Knowledge & Skills)**

AGPB 10 Develop and recommend program and/or policy changes based on evaluation of programs that advance social welfare and enhance service delivery of all levels of practice

Relevant Activities or Tasks:

AGPB 10 Mid-Term Rating

AGPB 10 Final Rating

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
(Dimensions: Skills & Cognitive/Affective Processes)**

AGPB 11 Employ micro and mezzo practice by monitoring and responding to changing contexts

Relevant Activities or Tasks:

AGPB 11 Mid-Term Rating

AGPB 11 Final Rating

AGPB 12 Integrate theorybase relational skills in all areas of client engagement

Relevant Activities or Tasks:

AGPB 12 Mid-Term Rating

AGPB 12 Final Rating

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
(Dimensions: Knowledge & Cognitive/Affective Processes)**

AGPB 13 Design and conduct assessments at all levels of practice

Relevant Activities or Tasks:

AGPB 13 Mid-Term Rating

AGPB 13 Final Rating

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
(Dimensions: Knowledge & Cognitive/Affective Processes)**

AGPB 14 Critically apply interventions to facilitate best practice with all client systems

Relevant Activities or Tasks:

AGPB 14 Mid-Term Rating

AGPB 14 Final Rating

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

(Dimensions: Knowledge & Skills)

AGPB 15 Continuously scan the environment, forecast, and adapt macro practice based on the
acquired knowledge

Relevant Activities or Tasks:

AGPB 15 Mid-Term Rating

AGPB 15 Final Rating

Mid-Term Performance Evaluation

Mid-Term Student Comments:

Mid-Term Field Supervisor Comments:

Final Performance Evaluation

Final Student Comments:

Final Field Supervisor Comments:

Student's final grade will be given by the Faculty Field Seminar Instructor based on seminar
assignments, discussions with student and evaluations.

Satisfactory: Student has successfully completed all requirements and is ready to move to second

semester of MSW concentration-year practicum.

Unsatisfactory: Student has not completed one or more aspects of the field practicum and/or does not display readiness for second semester of MSW concentration-year practicum.

Overall Recommended Grade:

SATISFACTORY

UNSATISFACTORY

Signatures

Task Instructor Signature (if applicable): Date

Field Supervisor Signature (MSW): Date

Student Signature: Date

SAMPLE

Appendix P
Field Practicum Report Form

Name of Individual Submitting Form: _____

Date of Meeting: _____

Persons involved in the incident: _____

Description of incident (what led up to the situation and what occurred during the incident)

Action taken:

Student signature: _____

Date: _____

Site Supervisor signature: _____

Task Instructor signature (if applicable): _____

Date: _____

Appendix Q
Request for Placement Change

Student Name:
Date of Request:
Name of Placement:
Name of Site Supervisor or Task Instructor:

Student Status: ____BSW ____MSW Generalist ____MSW Advanced Generalist

Reason for requested change:

Please provide details about the reason for the request and what action you have taken with both your site supervisor or task instructor and your field seminar instructor to attempt to resolve the issues:

Student's Signature: _____

Field Seminar Instructor, please provide evidence for why you are advocating for placement change:

Field Seminar Instructor's Signature: _____

Approved or Denied (To be completed by Director of Field Education):
