

FIELD EDUCATION MANUAL



Joint Bachelor of Social Work Field Education Program

2016-2017

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PREFACE

The *Field Education Manual* is designed as a guide for all participants in the field education program. It includes the history of the program; responsibilities and requirements; guidelines, policies, and protocols; and an explanation of the CSWE core competencies for field education. The appendices present information that will help all students have a successful field experience.

This manual is a supplement to the University *Bulletin* and curriculum materials on each campus.

This manual is not a contract, and the provisions contained herein may be changed without prior notice.

PHILOSOPHY OF THE JOINT BSW FIELD EDUCATION PROGRAM

The Joint BSW Field Education Program seeks to prepare generalist practitioners who are grounded in the liberal arts and the person-in-environment construct with a full range of skills needed for a variety of practice settings. The field education experience is a supervised internship in which students will translate social work knowledge and values into practice skills and competencies. Students receive intensive preparation in one or more specific areas of social work practice and opportunities to engage in a variety of practice activities. The field experience allows students to have a broad focus that includes work with individuals, families, groups, referral agencies, administration, staff training, community education, and evaluation. Students are required to actively participate in the internship setting.

The BSW programs of both universities have been accredited by the Council on Social Work Education (CSWE). In 2015, CSWE developed new specifications for the curriculum. These are presented in *Educational Policy and Accreditation Standards (2015)*. EPAS, as it is called, states:

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program (p 12).

This competency-based approach to curriculum design is further developed through the unique contributions of faculty on both the North Carolina Agricultural and Technical State University (NCA&TSU) and University of North Carolina at Greensboro (UNCG) campuses. The rich heritage of involvement in the civil rights and women’s movements serve as an example and guidepost for an educational culture and learning environment that is rooted in social justice. As we connect the theoretical and conceptual contributions of the classroom, we are keenly aware of and attuned to our partners in the agencies and communities in the Triad area and around the State of North Carolina. Agency-based field instructors, administrators, leaders and other constituencies are integral to the design, coordination and evaluation of achievement of program competencies.

INTRODUCTION TO FIELD EDUCATION

Since 1972 the Social Work Program at North Carolina A&T State University (NCA&TSU) and the University of North Carolina at Greensboro (UNCG) have offered a joint field education program. Students from both schools are placed in agencies together and faculties from both schools serve as faculty liaison representatives and instructors for the Joint Field seminar. Since the primary objective of each social work program is to prepare persons for beginning social work practice, the Joint BSW Field Education Program ensures efficient use of community and faculty resources and enhances the diversity of learning experiences for students.

The Joint BSW Field Education Program provides students with supervised opportunities to demonstrate mastery of the knowledge, values, and core competencies of BSW or generalist practice. Students learn to apply the knowledge gained from classroom experiences to practice assignments in an agency setting. Field education is designed to develop the educational outcomes that are necessary for entry-level social work practice. These outcomes are accomplished by providing structured contacts that allow students to engage in a variety of generalist practice activities in field agencies and seminar sessions which assist in the integration of knowledge and skills and the attainment of each of the core competencies.

Connecting the Classroom and the Practice Setting

Since Walter Boehm concluded the *Social Work Education Curriculum Study* in 1959, the social work profession has made a sharp distinction between job training and field education. Job training, according to Boehm, prepares a worker for a particular job with clearly defined parameters and tasks. Conversely, field education prepares a professional to apply knowledge, values, and skills to diverse problems, populations, and settings. Consequently, students engaged in evidence-based, problem-solving practice in the field learn to apply these skills to job opportunities with children, adults, or larger systems through individual, family, or group processes. The ability to take basic information from one setting and apply it appropriately to another setting is a hallmark of every social work field education program. Students learn about basic theories, concepts, and skills in the classroom; in the field, these seeds come to fruition in the form of observable behaviors.

The Joint Field Education Program draws on established theoretical models and practice methods, using problem-solving, strength-based, and ecological perspectives to underscore the larger social context. Students take courses in social policy; human and social behavior; diversity and vulnerable populations; professional skills; practice skills; social work interventions; and the evaluation of practice based on practice wisdom and accumulated evidence. In the field, students apply this knowledge to a particular population in a specific setting using an assigned method. Burgeoning skills acquired in the classroom inform real-time interactions with clients and colleagues at the field site. Students assimilate lectures, readings, assignments, and their own experiences to succeed in evidence-informed practice.

Core Competencies and Behaviors

Field education is social work education’s signature pedagogy.¹ The connection between theoretical and conceptual knowledge occurs in the field internship setting through the students’ demonstration of core competencies and generalist, or BSW-level, behaviors established by CSWE in 2015. These competencies and behaviors have been endorsed by both UNCG and NCA&TSU BSW programs.²

In social work education, core competencies are expressed through observable actions called behaviors. A set of behaviors has been identified for each competency; together the behaviors ensure mastery of the 9 core competencies at the generalist or BSW level. The core competencies with their associated behaviors are listed below.

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 life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Suggested Learning Activities:

- Attend interdisciplinary conferences and case presentations as an observer or participant
- Attend professional workshops, seminars, and lectures in the community, using field placement time.
- Do role-playing with the field instructor or others to try out new skills and techniques.
- Carry a caseload.
- Participate in group or peer supervision.
- Join and participate in local/national professional organizations (e.g., NASW, NABSW, and Federation of Student Social Workers.)
- Write one’s own performance evaluation.
- Observe the field instructor or others conducting an interview.
- Answer the phone and act as receptionist for several days to get a feel for the role of these staff members and the demands placed upon the agency.
- Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
- Read and become familiar with your agency policies and protocols.

Behavior	Student learning Objective/Outcomes	Measurement
(1) Make ethical decisions by applying standards of the National	Students will acquire an understanding of & apply the NASW Code of Ethics along with a commitment to	Field Eval.

¹ Information about field education as signature pedagogy is found in Appendix I.

² The *Education Policy and Accreditation Standards* (2015) is online at <http://www.cswe.org/Accreditation/2015EPASDescription.aspx>.

Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical and principled decision making, ethical conduct of research and additional codes of ethic as appropriate to context and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work Statement of Principles.	professional values and principles in their practice.	
(2) Practice personal reflection and self-correction to assure continual professional development.	Students will engage in processing their strengths & weaknesses in practice skills.	Field Eval.
(3) Attend to professional roles, responsibilities, relationships and boundaries.	Students will understand and adhere to professional roles and boundaries.	Field Eval.
(4) Demonstrate professional demeanor in behavior, appearance, and oral and written communication.	Students will maintain a professional demeanor in behavior, appearance, & communication.	Field Eval.
(5) Engage in career-long learning.	Students assume responsibility for their own learning and practice.	Field Eval.
(6) Use technology ethically and appropriately to facilitate practice outcomes	Students will communicate effectively and appropriately in oral and in written form.	Field Eval.
(7) Recognize and manage personal values in a way that allows professional values to guide practice.	Students will acquire an understanding of & apply the NASW Code of Ethics along with a commitment to professional values and principles in their practice.	Field Eval.
(8) Tolerate ambiguity in resolving ethical conflicts.	Students will learn skills to tolerate ambiguity in resolving ethical conflicts.	Field Eval.
(9) Use supervision and consultation to guide professional judgement and behavior.	Students will utilize and improve skills in maximizing learning from supervision/consultation.	Field Eval.

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.

Suggested Learning Activities:

- Read about cross cultural theories pertaining to oppressed and marginalized populations, psychodynamics of human behavior, specific casework skills, organizational theory, presenting problems of diverse client systems served by the field placement setting, or other related subjects.
- Sit quietly in an intake or waiting room area and observe the atmosphere, conversation and behaviours of persons entering the service delivery system, as well as of those who serve them.
- Carry a caseload representing diverse client systems.
- Visit other agencies and service delivery systems in the local community.
- Attend a court hearing pertaining to mental competency and guardianship, a client's criminal activity, a divorce proceeding, or a client's effort to obtain custody of minor children.
- Conduct interviews with clients and provide direct counselling services.
- Make home visits.
- Write one's own performance evaluation.
- Take a walk through a specific kind of neighborhood.

Behavior	Student learning Objective/Outcomes	Measurement
(10) Recognize and communicate their understanding of the importance of difference in shaping life experiences.	Students will demonstrate understanding and application of social worker roles and functions with a diverse population in diverse practice settings.	Field Eval.
(11) Present and view themselves as learners and engage those with whom they work as informants.	Students will engage with others, including clients, engage regarding the most effective practice.	Field Eval.
(12) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	Students will recognize and manage personal values in a way that allows professional values to guide their practice.	Field Eval.
(13) Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Students will demonstrate ability to recognize and understand the different cultural values that influence client behavior, attitudes, and coping and problem solving skills.	Field Eval.
(14) Understand the forms and mechanisms of oppression and discrimination.	Students will acquire understanding of the forms & mechanisms of oppression & discrimination. Students will demonstrate ethnically sensitive practice competency in developing working relationships with diverse populations.	Field Eval.

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.

Suggested Learning Activities:

- Sit quietly in an intake or waiting room area and observe the atmosphere, conversation and behaviours of persons entering the service delivery system, as well as of those who serve them.
- Attend a court hearing pertaining to mental competency and guardianship, a client's criminal activity, a divorce proceeding, or a client's effort to obtain custody of minor children.
- Participate (or assume a leadership role) on a committee to plan a major workshop, sponsored by the student's field placement setting.
- Take a walk through a specific kind of neighborhood.
- Participate in political action and or social advocacy groups that relate to the client systems served by your agency.

Behavior	Student learning Objective/Outcomes	Measurement
(15) Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels.	Students advocate for clients' rights and social and economic justice.	Field Eval.
(16) Engage in practices that advance social and economic justice.	Students will demonstrate practices that advance social and economic justice.	Field Eval.

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.

Suggested Learning Activities:

- Read about cross cultural theories pertaining to oppressed and marginalized populations, psychodynamics of human behaviour, specific casework skills, organizational theory, presenting problems of clients served by the field placement setting, or other related subjects.
- Take a walk through a specific kind of neighborhood.
- Keep statistical reports as required of regular agency staff.
- Interview individuals who have received services from the program to assess their responses to the experience.
- Serve as a member or observer of the system's peer review, quality control, or audit process.
- Work with the program administrator to gather information for and prepare an annual budget.

Behavior	Student learning Objective/Outcomes	Measurement
(17) Use practice experience and theory to inform scientific inquiry and research.	Students will learn skills for integrating multiple sources of knowledge to improve practice skills.	Field Eval.
(18) Distinguish, appraise, integrate, and analyze multiple sources of knowledge, including quantitative and qualitative research methods and findings, and practice wisdom.	Students will analyze and apply research evidence and to their practice.	Field Eval.
(19) Use and translate research evidence to inform and improve practice, policy, and service	Students will use their practice experience to inform questions related to research and practice evaluation.	Field Eval.

delivery.		
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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.

Suggested Learning Activities:

- Observe the field instructor or others conducting an interview.
- Have the student go through the service delivery system as if he/she were a client.
- Participate with the field instructor in developing and writing up an educational contract.
- Assist in writing the program’s policy and procedure manual.
- Develop a bill (in cooperation with appropriate others) for presentation to a local, state, or national law making body and perhaps even be present to lobby for its passage.
- Plan, lead, and conduct a fund-raising activity.
- Prepare a grant proposal.

Behavior	Student learning Objective/Outcomes	Measurement
(20) Identify social policies at the local, state, and federal levels and emerging societal trends (changing locales, populations, scientific and technological developments) that impact well-being, service delivery, and access to social services.	Advocate for client access to the services of social work.	Field Eval.
(21) Assess how social welfare and economic policies impact the delivery of and access to social services.	Students will utilize agency and social policy to advance social well-being of clients.	Field Eval.
(22) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Students will demonstrate skill in advocating for clients.	Field Eval.

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.

Suggested Learning Activities:

- Co-lead a group.
- Observe the field instructor or others conducting an interview.
- Conduct interviews with clients and provide direct counselling services.
- Make home visits.
- Do role-playing with the field instructor or others to try out new skills and techniques.
- Carry a caseload.
- Participate in orienting new students or staff to the agency.
- Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
- Set up and lead a group.
- Act as a consultant to an individual, a group, or a program.
- Understand knowledge of evidence based practiced utilized in your agency setting.
- Read and become familiar with your agency policies and protocols.

Behavior	Student learning Objective/Outcomes	Measurement
(23) Critique/analyze and apply knowledge of human behavior and the environment, person in environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies.	Students will apply understanding of person & environment to practice with clients.	Field Eval.
(24) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	Students will demonstrate skills in preparing for effective social action for clients collaborating with colleagues.	Field Eval.
(25) Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.	Students will demonstrate empathy & other interpersonal skills in work with clients.	Field Eval.

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 inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Suggested Learning Activities:

- Co-lead a group.
- Conduct interviews with clients and provide direct counselling services.
- Make home visits.
- Do role-playing with the field instructor or others to try out new skills and techniques.
- Carry a caseload.

- Participate in orienting new students or staff to the agency.
- Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
- Set up and lead a group.
- Act as a consultant to an individual, a group, or a program.

Behavior	Student learning Objective/Outcomes	Measurement
(26) Collect, organize, and interpret client data.	Students will demonstrate skill in collecting & interpreting data to inform client treatment.	Field Eval.
(27) Analyze and apply assessment models, knowledge of human behavior and the environment, person in environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies.	Students will develop skills in analyzing assessment models for work with clients.	Field Eval.
(28) Develop a mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with on clients and constituencies.	Students will demonstrate skill in developing mutually agreed-on focus of work with client systems.	Field Eval.
(29) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Students will implement the problem-solving process with client systems.	Field Eval.

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

Suggested Learning Activities:

- Co-lead a group.
- Conduct interviews with clients and provide direct counselling services.
- Make home visits.
- Do role-playing with the field instructor or others to try out new skills and techniques.
- Carry a caseload.
- Participate in orienting new students or staff to the agency.
- Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
- Set up and lead a group.
- Act as a consultant to an individual, a group, or a program.
- Demonstrate knowledge of evidence based practiced utilized in your agency

setting.

Behavior	Student learning Objective/Outcomes	Measurement
(30) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	Students will use conceptual frameworks to guide intervention services provided to clients.	Field Eval.
(31) Analyze prevention and intervention models; apply knowledge of human behavior and the environment, person in environment, and other multi-disciplinary frameworks to engage with clients and constituencies.	Students will develop skills in analyzing models of prevention & intervention for work with clients.	Field Eval.
(32) Use Interprofessional collaboration as appropriate to achieve beneficial practice outcomes.	Students will engage with others, including clients, engage regarding the most effective practice.	Field Eval.
(33) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	Students will learn leadership skills for promoting sustainable changes in service delivery to improve quality of social services to targeted client group.	Field Eval.
(34) Facilitate effective transitions and endings that advance mutually agreed-on goals.	Students will demonstrate skill in developing intervention goals in mutual agreement with client.	Field Eval.

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.

Suggested Learning Activities:

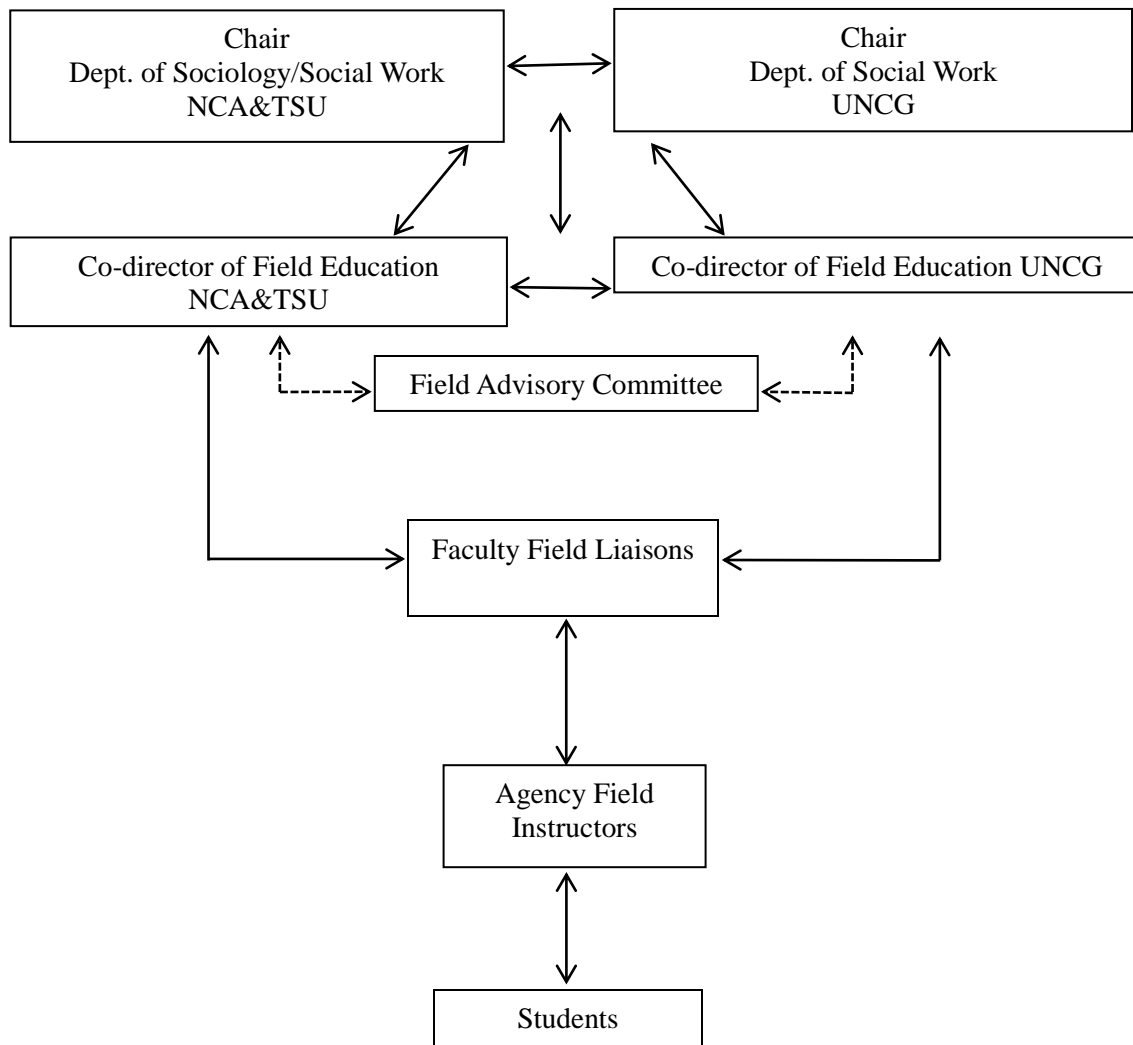
- Co-lead a group.
- Conduct interviews with clients and provide direct counselling services.
- Make home visits.
- Do role-playing with the field instructor or others to try out new skills and techniques.
- Carry a caseload.
- Participate in orienting new students or staff to the agency.
- Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
- Set up and lead a group.
- Act as a consultant to an individual, a group, or a program.
- Collect data for various agency program needs.
- Evaluate knowledge of evidence based practiced utilized in your agency setting.
- Develop and conduct client satisfaction surveys.

Behavior	Student learning Objective/Outcomes	Measurement
(35) Select and use appropriate methods for evaluation of outcomes.	Students will integrate classroom knowledge and demonstrate skill in selecting appropriate evaluation models.	Field Eval.
(36) Analyze evaluation models, apply knowledge of human behavior and the environment, person in environment, and other multi-disciplinary theoretical frameworks in the evaluation of outcomes.	Students will develop skills in analyzing evaluation models for work with clients.	Field Eval.
(37) Critically analyze, monitor, and evaluate intervention and program processes outcomes.	Students will engage in critical thinking and evaluation of their practice.	Field Eval.
(38) Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.	Students will incorporate classroom knowledge and field experience in the application of evaluation findings.	Field Eval.

Organizational Structure

The Joint BSW Field Education Program represents a collaborative effort of faculty from both NCA&TSU and UNCG. The missions, goals and approaches of each Department are integrated to form a unique venue for teaching and learning. All parties work toward the goal of connecting the theoretical and conceptual contributions of the classroom with the practical world of the practice setting.

Students are the reason for this activity and organizational structure. With input from department chairs, the co-directors of field and faculty members design, supervise, coordinate, and evaluate field education. Field instructors selected and appointed by the co-directors, assess, supervise, support, and evaluate students. Faculty field liaisons work directly with students and their field instructors to implement the field program as it is designed. The Field Advisory Committee supports and informs the process, helping to recruit participants, evaluate results, and inform the academic community of changes in the field.



CRITICAL RELATIONSHIPS IN FIELD EDUCATION

Field education is perhaps the most important component of undergraduate social work education since it is at this point in students' academic career that acquisition of knowledge, values, and skills can be observed in practice with actual clients and consumers. A meaningful educational experience is predicated on cooperation and open communication between students, faculty field liaisons, agency representatives, the co-directors of field, and advisory board members. The roles and responsibilities of each of these groups are elaborated.

Field Students

Social workers affect the real lives of real people. In order to be ready to begin professional practice, students must assume responsibility for the quantity and quality of their learning in the field. Students obtain information about the field program and relevant deadlines through the *Field Education Manual*, email, bulletin boards, websites for the two universities, and faculty announcements.

To enhance and facilitate their field experiences, each student must:

1. Identify and set educational and personal goals in a well-organized and well-executed student/agency contract.
2. Actively engage with client systems in the agency, in keeping with the provisions of the *Field Learning Contract*.
3. Work cooperatively with colleagues, supervisors, and consumers.
4. Comply with agency policies, including confidentiality, dress code and hours of work.
5. Fulfill the time requirement for Field education (approximately 220 hours each semester, 16 hours per week). Following the approved field calendar will ensure compliance with the required hours needed to graduate.
6. Notify their field instructor in advance, when possible, or as soon as possible, if she/he has to be absent from the field placement. The student assumes responsibility for making up all time lost due to absence.
7. Take responsibility for evaluating, with the field instructor, her or his functioning in the placement agency.
8. Actively participate in required Field education seminars.

Faculty Field Liaisons

These faculty persons serve as a link between the university and the agency in all matters related to the Field education program. These individuals will:

1. Maintain regular contacts with students and field instructors to assess field performance and provide supportive services and resources. Contact should include a minimum of one phone call per month, one to two visits during the fall semester and at least one visit during the spring semester.
2. Assist the co-directors in planning and providing training for new field instructors.

3. Participate in designing and revising the curriculum, including documentation, assessment tools, written assignments, oral reports, and experiential activities for Field education and field seminars.
4. Conduct bi-monthly field seminars.
5. Assist students and field instructors in identifying and implementing educational objectives through the *Field Learning Contract*.
6. Assign grades for Field education and field seminar.
7. Participate in the resolution of student/agency problems.
8. Participate in the on-going evaluation of the Field education program.

Field Instructors

Supervision is a critical element in Field education. The agency field instructor is responsible for guiding the students' day-to-day learning. Specifically, the agency field instructor will:

1. Orient the student to the agency, its policies, procedures and stated mission.
2. Provide a safe working environment and adequate work space.
3. Develop, with the student, the *Field Learning Contract*.
4. Create a safe and engaging environment for learning.
5. Provide the student with opportunities to gain a broad understanding of the agency and how it provides a program of services to clients.
6. Assign field tasks to students based on the student's goals and objectives as identified in the *Field Learning Contract*.
7. Provide on-going supervision and feedback.
8. Work with faculty to assist in structuring the optimum integration of field experiences and classroom instruction.
9. Regularly discuss with students their total field performance, identifying professional growth, skill development, self-awareness, weaknesses, and capacity for entry-level practice.
10. Submit, at the end of each semester, a written evaluation of the student's growth and progress on forms provided by the Joint Field Education Program.
11. Assist in the resolution of student/agency problems in conjunction with the faculty field liaisons and/or co-directors of field education.
12. Serve on as a member of the Advisory Committee.
13. Attend training workshops.

Classroom Instructors

The classroom instructor is also integral to the field experience. The classroom instructor teaches the knowledge, skills, and values that will be used in the field and in beginning practice. These faculty:

1. Consider the transfer of learning from the classroom to the field when teaching theories, concepts, skills, and values.
2. Listen to field instructors and field liaisons and others who have knowledge about gaps, redundancies, needs, capacities of the field, and changes in federal, state, and local

policies that affect the provision of service and incorporate this information into coursework to insure on-going relevance

3. In class, provide examples and case studies that reflect the students' diverse and varied field experiences.
4. Encourage students to share their own experiences and integrate them into the field seminar.

Co-Directors of Field Education

The co-directors of field education oversee the entire field operation, participate in the design of the social work curriculum, assist in the development and monitoring of integrative seminars, oversee the activities of field personnel, and assist in the resolution of problems. It is also their responsibility to create and oversee the field program and provide training to classroom faculty on the relationship between academic courses and field. It is the responsibility of the co-directors to oversee, coordinate, and monitor all facets of the field program.

In this capacity the co-directors are responsible for the following functions.

Preparing Students for the Field Experience.

1. Interview prospective students for field education, evaluating their readiness/appropriateness for placement.
2. Develop protocols for the placement process including collection of insurance fees, documentation of auto licenses and insurances.
3. Assign students to specific agencies based—to the extent possible—on students' interests.
4. Develop and provide field orientations for students.
5. To assess students' competencies, develop an assessment plan that generates data for each practice behavior.
6. Protect the role of student as learner with regard to placement, activities, and employment conflicts.

Selecting, Orienting and Training Field Instructors and Faculty Field Liaisons.

1. Develop policies, criteria and procedures for selecting field settings.
2. Identify relevant credentials and practice experiences that enable field instructors to design field learning opportunities that permit students to demonstrate the program's competencies and the behaviors associated with each competency.
3. Plan and conduct on-going training/in-service workshops for new and experienced field education supervisors.
4. Develop the field education calendar.
5. Prepare and distribute the field manual, field directory and other program materials such as syllabi, guidelines for student logs and learning plans, and evaluative tools.
6. In conjunction with faculty liaisons, plan and conduct field education seminars.
7. Work with field settings to enhance their understanding of the core competencies and related behaviors.
8. Monitor the on-going field education program, utilizing feedback from faculty liaisons, students and field instructors to propose modifications and revisions.

9. Evaluate field education agencies in terms of their continual suitability, utilizing input from students, via a written evaluation form, and from feedback from faculty liaisons.

Enhancing Understanding of Competencies and Behaviors in Agencies and Field Sites.

1. Work with field personnel to relate behaviors to core competencies and the missions of the BSW programs.
2. Set up and train field instructors to focus the *Field Learning Contract* on the behaviors that operationalize the competencies.
3. Develop an assessment plan that generates data for each practice behavior.

Performing Administrative Tasks.

1. Maintain appropriate program records.
2. Chair the Advisory Committee.
3. Identify, evaluate and select agencies for field education.
4. Interpret policies and procedures governing the field education program.
5. Participate in the resolution of problems among faculty liaisons, agency representatives, and students.
6. Plan and organize, with the assistance of faculty and students, an annual Agency Fair which introduces students to the field opportunities planned for the upcoming year.
7. Develop and record field education policies and procedures.
8. Assign liaison responsibilities to faculty.
9. Participate in the design of the explicit curriculum.

The Field Advisory Committee

This committee is comprised of representatives from various agencies, the social work faculty, and students currently enrolled in field education. This committee serves a supportive function and helps to identify strengths and gaps in educational opportunities and agency services. The committee provides on-going program evaluation and appraises the field staff of the implication of changes in policy and procedure at the federal, state, and local level. The committee meets twice a year, alternating between campuses.

The Committee shall:

1. Maintain awareness of the changing social work scene and its implication for staffing needs and educational preparation.
2. Meet at designated times to assess student preparation and the field program.
3. Recommend changes in program content and administration of the field program with the knowledge that final decisions are made by program directors, faculty, and the co-directors of field education.

FIELD EDUCATION PROCEDURES

Entry to Joint BSW Field Education Program

The Joint BSW Field Education Program admits only those students who have met the program's specified criteria for field education. No credit is given for work or life experience. To qualify, students are required to submit an application for admission to field education. Each student is also interviewed by the co-director(s) of field education on the student's home campus. Students are notified of their final assignment by email. In the fall, just prior to the internship, seniors meet with the faculty field director for an orientation and for final coaching before reporting to their fieldwork agencies.

Junior-level social work majors officially accepted into the respective BSW programs must follow the following procedures for admission to the Joint Field Education Program:

1. Since this is a concurrent field program for senior social work majors, *all* students begin the field internship in the fall semester. The application process begins the preceding spring. For example, students who wish to engage in field during the 2016-2017 academic year must apply during the spring 2016 semester.
2. Prior to making application, students must complete a minimum of 75 (NCA&TSU) or 84 (UNCG) semester credits including *all* prerequisites for field education.
3. Students must achieve and maintain a 2.6 (NCA&TSU) or 2.5 (UNCG) or better GPA.
4. Students attend the spring field orientation meeting. At this gathering, faculty explain all aspects of the field program, including field requirements and processes.
5. Attend the spring Agency Fair.
6. In the spring, students complete the *Application for Field education*, including all required information.
7. Students submit the application to the appropriate field co-director within the designated time period. The essential components of the application process are the completed application form, individual interviews, personal references, and conferences with faculty. Supporting materials include the personal statement, résumé, driver's license and proof of auto insurance.
8. Students purchase professional liability insurance through their respective institutions.
9. Students receive their assignment for a placement interview from their co-director.
10. Students should make and keep an appointment for an individual or group interview with the appropriate field director or a designated faculty member.
11. After being informed of a potential agency match, students who agree with their assignments should return the completed *Field Internship Assignment* form to the appropriate co-director of field education by the first week in May. *Students who have questions about their assignment should consult their co-director immediately.*

All students must comply with the additional university academic requirements listed below.

If a student is inappropriate for field, the co-director will outline steps for compliance or state the reason for denial of participation. This information will be presented verbally and in writing to

the student. If students object, he/she may use the Appeal/Grievance Procedures outlined in this *Manual*.

Field assignments are made on the basis of:

1. Availability of agencies
2. Student interest and readiness for field education

The official field assignment is made by the co-field directors after 1) the student interviews with the field instructor; 2) the field instructor signs a form indicating agreement to supervise the student and gives the form to the student; the student turns the form in to the appropriate co-director of field.

Additional Requirements for Admission to *Field Education I* at NCA&TSU

Field Education I and II (SOWK 487 and SOWK 498) are the capstone experiences for social work majors seeking the Bachelor of Social Work degree. Students must meet the following requirements before they are admitted into Field Education I at NCA&TSU:

1. Be formally accepted into the BSW Program, spring semester of their sophomore year.
2. Earn and maintain the required cumulative minimum GPA.
3. Receive a C or better in English, Speech, and all required social work and cognate courses, including SOWK 133 (Introduction to Social Work), SOWK 134 (Social Work and Human Diversity), SOWK 285 (Interviewing and Recording Skills), SOWK 230 (Social Welfare Policy and Services) and SOWK 310 and 315 (Human Behavior in the Social Environment I & II), SOCI 203 (Social Statistics I), SOCI 310 (Social Research Methods I).
4. Upon admission to Field Education I, student must enroll and take concurrently SOWK 424 (Social Work Practice I), and SOWK 489 (Field Education Seminar I).
5. Upon admission to Field Education I, student must enroll and take concurrently SOWK 425 (Social Work Practice I), and SOWK 492 (Field Education Seminar I).

See Appendix IV for more information about the NCA&TSU BSW curriculum and requirements.

Additional Requirements for Admission to *Field Education I* at UNCG

Field Education I and II (SWK 413 and SWK 414) are the capstone experiences for social work majors seeking the Bachelor of Social Work degree. Students must meet the following requirements before they are admitted into Field Education I:

1. Be formally accepted into the BSW Program by spring semester of their junior year.
2. Earn and maintain a cumulative minimum 2.5 GPA.
3. Complete all required social work pre-requisite courses (SWK 310, 315, 311, 325, 351) by the end of the spring semester of the junior year.

4. Complete all cognate courses (BIO 105, HDF 212, PSC 100, PSY 101, ECO 101, SOC 100, STA 108, and 6 semester hours of foreign language/diversity) by the end of the spring semester of the junior year.
5. Upon admission to Field Education I, students must enroll in and take concurrently Social Work Methods I (SWK411) and Field Seminar I (SWK415).

See Appendix V for more information about the UNCG BSW curriculum and requirements.

Requirements for Admission to *Field Education II* on Both Campuses

On both campuses, admission to Field Education II is dependent on the following:

1. Successful completion of Field Education I, Social Work Practice I/Social Work Methods I, and Field Education Seminar I.
2. Enrollment in Social Work Practice II/Social Work Methods II and Field Seminar II.

Field Education Schedule

The co-directors work with agency field instructors to ensure that field experiences meet students' educational needs and the objectives of the social work program. Students are assigned to their field agencies for two days (16 hours) a week, unless otherwise arranged, for two consecutive semesters, a total of 440 internship hours.

In some settings, special client needs or agency schedules may require adjustments in the established schedule. Students are encouraged to attend special events such as workshops and seminars related to their internship. These activities should be planned with field instructors in advance to ascertain whether hours will be counted as field work hours or if other arrangements must be made, with the approval of the field instructors and faculty field liaisons. To facilitate and verify this process, students record all their field hours on their weekly logs.

Field Seminar

In collaboration with the faculty liaisons, field seminar protocols are designed by the co-directors. The design includes preparation of the master syllabi, learning plans and contracts, logs and documentation, student mid-term examinations, and final evaluations. The faculty liaisons conduct the seminars.

All students enrolled in field education are required to attend the concurrent, bi-weekly integrative field seminars. The seminar helps students explore insights which occur as a result of field experiences. The seminar also provides an opportunity to integrate theory and concepts learned in the classroom into practice and generalize principles beyond the specifics of the particular agency and community in which the students are engaged in field education. Students discuss and analyze issues related to their application of the generalist practice model and behaviors in their field agency. This broadens students' understanding of social work practice and the commonalities of social work practice in a variety of settings and distinguishes social work education from job training in human services.

Specifically, the seminar is designed to:

1. Provide students with opportunities to share field experiences and thereby receive the benefits of peer knowledge and faculty input.
2. Make connections between content and skills learned in the classroom to their practice as generalist social workers.
3. Provide students with information about social services and delivery models provided by a variety of agencies in the community.
4. Help students recognize and resolve problems, if any, in relation to working with clients from diverse populations (e.g., socioeconomic class, race/ethnicity and cultural diversity, age and gender differences).
5. Provide opportunity for further development of skill as a generalist worker.
6. Enhance the conscious use of self.
7. Permit students to demonstrate skill in writing reports, logs, dictation, process recordings, progress reports, social histories, and psychosocial assessments as appropriate.
8. Help students understand the process of ending professional relationships.
9. Prepare students to seek employment and/or advanced education.

Seminar Resources

Field seminar uses multiple methods of instruction, including lectures; group discussions; individual and group presentations based on agency experiences; guest speakers, including agency field instructors; field trips, as time permits; discussions of career plans (résumé writing, practice interviews, and job fairs); role-playing, and other experiential exercises. In addition to assignments on the master syllabus, faculty liaisons may suggest or assign additional readings related to field practice for their respective seminar participants.

Evaluation of Student Performance

Although evaluation of student performance is an on-going process, there are specific times when field instructors review students' performance with them. The *Field Learning Contract*, which specifies the core competencies and associated behaviors, helps field instructors and students to identify agency tasks that will allow students to develop and demonstrate the behaviors. The *Evaluation of Field Education Performance* form serves as a guide for the mid-term and end of semester evaluations (included in the Forms section of this manual). There is a mid-term and final written evaluation each semester.

Students, field instructors, and faculty liaisons all have active roles in this evaluation process:

1. The student and field instructor are responsible for evaluating the student's performance by assessing the extent to which students have demonstrated the behaviors through the tasks and activities outlined on the student's *Field Learning Contract*. The final report to the faculty liaison should include narrative comments as well as ratings on the *Evaluation of Field Internship Performance* form. Field instructor comments are extremely helpful to the faculty liaison in decision making about grades. An explicit evaluation is also important to graduate schools that request copies of the field instructor's evaluation of

prospective graduate students. **The student and field instructor should complete the evaluation forms together and complete the documentation (with signatures) on the Alcea database system.**

2. The faculty liaison assigns a grade for the student. The basis for grading should be clearly understood by student, faculty liaison, and agency field instructor.

Appendix IX contains additional information about the field education evaluation.

COMMUNITY RESOURCES

Field Agency Selection

Human service agencies within a 50-mile distance from Greensboro are used as internship settings for students in the Joint Field Education Program. Selection and evaluation of internship settings is an on-going process. The co-directors of Field Education have primary responsibility for the identification and selection of field agencies; however, suggestions from faculty, Field Advisory Committee members, and students are welcome. The co-directors visit potential internship settings and meet with agency personnel to explain the Joint Field Program, program expectations, and the field placement process.

Field internship settings should be diverse in areas of practice, personnel, and clientele and must meet the following selection criteria:

1. Provide services/programs directly related to social work or human service delivery;
2. Provide direct services to individuals, families, groups, or communities; social planning and development; and/or social research;
3. Work with students from either campus;
4. Refrain from discriminating on the basis of race, color, religion, physical limitation, creed, gender, sexual orientation, political orientation, or ethnic or national origin in the acceptance of field students;
5. Provide students with learning opportunities and appropriate task assignments;
6. Assign experienced, competent, social work professionals to be responsible for the supervision of field students; and,
7. Provide adequate physical space and resources which support the student learning experience.

Selection of Agency-Based Field Instructors

There has been tremendous work and effort over the years to ensure that the Joint Social Work Field Education Program is educationally and professionally sound with a strong social work focus. The field co-directors are responsible for identifying agencies for internship sites and for collaborating with agency administrators and internship coordinators to assign appropriate field instructors. The co-directors, beginning with the initial agency contact and orientation sessions with new field instructors, make sure every effort is made to protect the educational integrity of the field education program.

Field instructors should have a BSW or MSW degree from a CSWE-accredited program. While the co-directors actively seek out capable, credentialed social workers to serve as field instructors, many agencies in the Triad do not employ credentialed social workers. Therefore, in some situations, the co-directors will review applications from non-credentialed persons. Persons who are eligible and who align themselves with the mission, objectives, and goals of this program will be allowed to serve as a field instructor for the Joint Field Education Program, at the discretion of the co-directors of field. When agency staff without a social work degree serve

as a field supervisor, the field liaison (all of whom have the MSW degree) is responsible for *reinforcing a social work perspective with both the field instructor and the student.*

The criteria for field instructors are:

1. An earned Bachelor's degree or higher in social work from a program accredited by CSWE.
2. Three years of practice experience in social work.
3. One year experience in the current position.
4. Commitment to attend orientation and training related to supervising undergraduate social work students.
5. Have prior experience supervising undergraduate students (preferred, but not required).

Faculty liaisons work closely with all agency-based field instructors, especially those who have limited field education experience or who are not professionally educated social workers. Additional supports are provided through annual orientation and training sessions designed for field instructors who are new to the Joint Field Education Program. Whenever needed, faculty liaisons and the co-directors are available for email inquiries, telephone conferences, and meetings at the agency.

Training for Field Instructors and Agency Representatives

Field instructors and interested agency representatives are invited to bi-annual training and orientation sessions in August, before the fall semester begins, and again in spring semester. The purposes of these events are to:

- provide comprehensive information about the field program;
- introduce the field education syllabus;
- explore the field seminar syllabus and related assignments;
- prepare field instructors to oversee the creation of the *Field Learning Contract*;
- review evaluation forms and procedures;
- introduce the academic calendar; and
- prepare instructors for common issues and problems.

At these meetings, faculty members and field instructors have an opportunity to create supportive networks and deepen relationships over snacks and lunch. In addition, the field orientation reinforces the roles and responsibilities listed above.

At the conclusion of each training day, field instructors evaluate all aspects of the event. These comments are used to strengthen future events.

For each orientation or training event, field instructors who participate receive certificates stating that they have earned continuing education credit hours for the educational portion of the meeting.

GUIDELINES FOR FIELD EDUCATION

Orientation, Relationships, and Learning Experiences

Orienting Students to the Agency

To facilitate the student's acculturation to the agency, the field instructor should plan an orientation program that includes the following:

1. Introduction of the student to agency personnel, including support staff, colleagues, and unit leaders.
2. Location and organization of office space.
3. Telephone and other communications procedures.
4. Computer and internet access and policies.
5. Discussion of personnel practices including office hours, personal conduct, confidentiality, appropriate attire, storage of personal items, and office procedures and routines.
6. Discussion of the organization and structure of the agency, including an organizational chart that illustrates departments and positions
7. Information about sources of funding for the agency.
8. The philosophy and objectives of the agency.
9. Students should learn about the network of community resources, particularly the community resources significant for the agencies in which they are placed.
10. The agency field instructor should assign pertinent readings that relate to the agency, the client population, problems typically encountered; relevant research findings; and assessment issues in this setting. This may include agency manuals, case records, and any other information specifically related to the agency. However, using reading simply to fill idle time is *not* recommended.
11. Discuss issues of personal safety while on agency business including home visits, group interviews, and client interviews. For more on safety, consult Appendix VIII.

Field Instructor/Student Relationship

Planning. Planning for the student's arrival is extremely important. Since knowledge of the student's background and personal objectives are helpful in making preliminary plans, the field office will provide a student profile to the field instructor. Agency representatives should feel free to ask the student for relevant information at the initial interview and throughout the semester.

Upon beginning field placement, the students and field instructors begin to plan the field experience. In planning, it is important that the student has *specific assignments* during *the first week* of placement. Assignments should be increased in number and complexity within the second or third week. The *Field Learning Contract* develops from this planning.

Establishing a Learning Contract. The *Field Learning Contract* outlines the 9 core social work competencies and the behaviors associated with each competency. The field instructor and student identify and record tasks and assignments that will provide the student with opportunities to develop and demonstrate each behavior. Suggestions for learning activities that may be useful in developing the *Contract* were listed in the beginning section of this manual (pp. 6-15) as well as in the next section. The student should complete the contract by the fourth week of field. By the fourth week, students should be ready to begin developing specific practice skills such as interviewing, data collection, and assessment.

Supervision. Supervision is an important part of the field internship. Through supervision, the student and the field instructor plan, organize, review, and evaluate the field experience. The field instructor should have conferences with the student *every week*. Typically, an hour is allotted to each conference. Meeting casually or on the run may be necessary when a student has a pressing concern; however, informal meetings are not usually conducive to quality learning.

Depending upon the agency, field instructors may organize individual and/or group supervisory conferences. The field instructor needs to help students understand the nature of the needs and problems of the individual, groups or communities with which they are working. The field instructor should also be available when students question their own attitudes toward the people, policies, or procedures with which they are working.

Both the field instructor and the student are expected to participate actively in the supervisory conference. The student should take responsibility for planning the issues to be discussed by submitting an agenda to the supervisor *prior* to the conference. Students are encouraged to summarize the content of the conference on the agenda. Students should retain their weekly agendas, with notes, for the entire field experience.

Field Learning Experiences

Students approach field experience with various levels of intellectual ability and personal maturity; therefore, task assignments should be selected on the basis of student's individual academic needs and abilities. Each student should be given increasing responsibility and should be encouraged to work independently as the semester progresses.

Students should be engaged in providing agency services. Their experiences should include conducting client assessments, mutually formulating goals, and helping clients achieve their stated goals. Students should demonstrate skills by completing tasks appropriate to the settings. These may include developing action plans; writing social histories; assisting individuals and families to utilize community resources; intervening in interpersonal relationships; participating in team or unit meetings; organizing groups; referring clients to other services; terminating the helping relationship; collecting data; and conducting research.

Each student is responsible for adhering to agency regulations and schedules. This includes keeping accurate, timely records, preparing documents, and completing all forms required by the

agency. Not only should students function effectively within the agency, they should also be encouraged to attend social work conferences, workshops, department meetings, and other professional meetings including the BSW Field Advisory Committee.

Connecting Learning Experiences and Competencies

Field education is designed to develop the educational competencies required for entry-level social work practice at the BSW level. Developing these competencies is the specific outcome objective of Field Education I and II. Positive outcomes are facilitated by giving students the opportunity to engage in a variety of practice activities in field agencies and seminar sessions. Through these opportunities, students attain mastery of the 9 core competencies identified by CSWE.

Suggested Learning Activities

The following experiences are appropriate learning opportunities through which student may demonstrate their skills and competencies. Field instructors are encouraged to assign activities from this list.

1. Keep a daily log of experiences in field and reactions to them.
2. Participate with the field instructor in developing and preparing the *Field Learning Contract*.
3. Keep statistical reports as required of regular agency staff.
4. Process-record an individual interview, group session, committee meeting, supervisory conference, telephone contact with a community resource, or some other procedure.
5. Participate in orienting new students or staff to the agency.
6. Write your own performance evaluation.
7. Read about the psychodynamics of human behavior, specific casework skills, organizational theory, presenting problems of clients served by the field placement setting, or other related subjects.
8. Read old case records or agency reports to learn documentation style and format specific to the agency setting.
9. Observe the field instructor or others conducting an interview.
10. Listen to a tape-recorded interview or lecture or watch an audio-visual presentation.
11. Attend a meeting and take notes for supervisory discussion.
12. Attend interdisciplinary conferences and case presentations as an observer or participant.
13. Sit quietly in an intake or waiting room area and observe the atmosphere, conversation and behaviors of persons entering the service delivery system. Observe those who serve them and their activities.
14. Take a walk through different, specific kinds of neighborhoods.
15. Visit other agencies and service delivery systems in the local community.
16. Attend a court hearing pertaining mental competency, guardianship, a client's criminal activity, a divorce proceeding, or a client's effort to obtain custody of minor children.
17. Have the student go through the service delivery system as if he/she were a client.
18. Attend professional workshops, seminars, and lectures in the community, using field placement time.

19. Form and lead or co-lead a group.
20. Conduct interviews with clients and provide direct counseling services.
21. Make home visits.
22. Write a diagnostic summary on a specific case, using the Analytical Thinking Model.
23. Do role-playing with the field instructor or others to try out new skills and techniques.
24. Carry a caseload.
25. Participate in group or peer supervision.
26. Answer the phone and act as receptionist for several days to get a feel for the role of these staff members and the demands placed upon the agency.
27. Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
28. Interview individuals who have received services from the program to assess their responses to the experience.
29. Serve as a member or observer of the system's peer review, quality control, or audit.
30. Assist in writing the program's policy and procedure manual.
31. Write a report for the administrator of the program.
32. Work with the program administrator to gather information for and prepare an annual budget.
33. Join and participate in local/national professional organizations such as NASW, NABSW, or the Federation of Student Social Workers.
34. Participate (or assume a leadership role) on a committee to plan a major workshop, sponsored by the student's field placement setting.
35. Help set up a computerized data bank system or learn how to use an existing program.
36. Develop a bill (in cooperation with appropriate others) for presentation to a local, state, or national law-making body; be present to lobby for its passage.
37. Plan, lead, and conduct a fund-raising activity.
38. Prepare a grant proposal.
39. Act as a consultant to an individual, a group, or a program.
40. Participate in a one-way mirror observation, either as an observer or as the "subject."
41. Tape-record an interaction or experience for later review and discussion with the field instructor.
42. Demonstrate proficiency in the use of technology to enhance social work interventions.

POLICIES AND GUIDELINES RELATED TO FIELD EDUCATION

Non-discrimination

The Joint Social Work Field Education Program is conducted without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, veteran status, disability, political affiliation, or sexual orientation.

Sexual Harassment

The sexual harassment of field internship students by any field instructor, employee, or representative of the field agency will not be tolerated. To ensure that students are placed in an agency that affords an environment conducive to learning and free of sexual harassment, field agencies and field instructors are referred to each university's policy on sexual harassment; <http://www.ncat.edu/student-affairs/student-services/dean/assets/downloads/student-handbook.pdf>. Additionally, each agency will be asked to provide the Joint Field Education Program with a copy of its sexual harassment policy, which shall be kept on file in the department offices. If the agency does not currently have such a policy, the Joint Field Education Program strongly urges its development.

Absences

Illness/Emergency. Occasional illness and other emergencies may cause students to be absent from field internship. Students are expected to make arrangements with the field instructor to make up the hours missed; this can usually be accomplished by using compensatory time accrued by putting in extra hours during evenings or meetings. Students are expected to inform their faculty liaison if they miss more than (1) one day per semester. Occasionally extended absences are necessary due to medical situations, pregnancy, or family hardship. Students will discuss plans for making up extended absences with the field instructor and faculty liaison. All students *must* complete 440 in field education. This is approximately 220 hours per semester or 16 hours per week. There may be no exceptions.

Inclement Weather/Snow Days. Students may be absent due to inclement weather such as snow, ice, or hurricane damage without penalty. If the university is closed, the student is not expected to go to the agency, even if it is open. All absences should be recorded on student logs. Regardless of the reason for the absence, students must complete a minimum of 440 hours of training in the field.

Agency Holidays/Other Closings. Students may take any holiday or other closing observed by the agency without penalty as long as the student is able to verify that the requirement of 440 hours in field is met.

Compensatory Time and Overtime. Students should follow agency policies related to compensatory and overtime work. In the absence of an agency policy, compensatory and overtime hours should be discussed with the faculty liaison. The assignment of hours beyond the

required 16 hours per week must be carefully considered and evaluated for educational and learning benefit.

Early Completion of Field

The student and agency are expected to adhere to the official Field Education Calendar for the current academic year. Field internship usually takes place from late August to the end of April. Any deviation from the printed calendar must be discussed with the faculty liaison and approved by the co-directors no later than the start of the spring semester. Students are responsible for keeping up with their field hours through field logs.

Students may not use overtime hours to complete the field internship early. When emergencies such as illness, pregnancy, or family hardship occur, changes to the calendar must be discussed with the field liaison and field instructor and approved by the co-directors of field. The change is documented in a written plan signed by the student and field liaison. The new plan must specify how and when the student will complete the requisite 440 hours in field.

Home Visits

Home visits are a regular part of many placements in some agencies and may be considered a necessary part of the educational experience in others. Agencies are expected to take appropriate measures to ensure safety of students. At a minimum, the same safeguards provided to staff must be provided to students. However, in some cases students may need additional support and security provisions. Students should contact the co-directors of Field when safety is a concern. Safety tips while in the field internship are provided in Appendix VIII.

Student Liability

Personal Automobile Liability Coverage. Students should be aware that the transporting of clients is a responsibility assigned to interns by many field internship sites. Students are therefore encouraged to consult with their insurance company regarding the need to obtain additional liability coverage. The issue of transporting clients should be addressed during the pre-placement interview.

Personal Risk and Liability. Accidents and injuries may occur during field internship. Students who are injured in the agency or on agency-related business should notify their field instructor *and* faculty liaison immediately.

The universities expect agencies to provide students with access to first aid and emergency care for illness or accidents occurring on property operated or owned by the agency. The agency may charge normal fees for health care services. Such fees may be waived or reimbursed if it is found that the agency was negligent in providing a safe working environment.

Professional Liability Insurance. In this litigious society, professional liability insurance coverage has become a necessity for helping professionals. All students are required to purchase coverage that will provide protection against possible lawsuit. NASW provides a reasonably priced policy for student members. The university system also has a reasonably priced liability insurance policy for students in internships. Application forms for NASW membership and Professional Liability Insurance through NASW and applications for the university sponsored program are available in department offices on both campuses. This does not constitute an endorsement of any policy or company. Students may decide which policy they prefer to purchase.

Internship in Student's Place of Employment

Field education is an educational experience and *not* an employment or training experience. Students should not expect approval of an internship in an employing agency. Students who want to use their place of employment as an internship site should discuss this option with the co-directors during the field admission process. Students must submit a written proposal identifying measures that ensure the separation of paid and internship duties and activities. Employment internships are complex and are not routinely approved.

To consider an exception, the student proposal should indicate how each of the following criteria will be met:

1. The internship must be carried out in an area of work that is clearly different and distinct from the student's employment responsibilities. That includes a different department, a different administrative structure; a different program, different services, a different client population, different treatment methods, and a different supervisor.
2. To ensure the role of student as learner, field education must be carried out by a social worker who oversees the student's field activities only. The field supervisor may not be responsible for activities the student undertakes as an employee.
3. The agency-based field instructor must satisfy all program guidelines for selection of field instructors.
4. The proposed internship must be realistic and possible given the time constraints and employment demands of the student, field instructor, and agency.

Monetary Compensation for Field Activities

It is not customary for students to be paid for field activities. Paid internship experiences, either through work-study or agency stipend, are not routinely available. If opportunities become available, all students will be notified.

In accordance with written University policy, as stipulated in the *Field Internship Instructional Agreement*, Section VIII, monetary compensation to students must be arranged under separate agreement between the student and the agency. The agency must stipulate that any such agreement between itself and the student complies with state and federal laws, including the Fair Labor Standards Act, if applicable to the agency.

Reassignment of Field Students

When problems unrelated to student performance make continuation in the agency problematic, a student may request reassignment to another agency. The field liaison is responsible for determining whether the problem is due to performance or non-performance factors.

Non-performance problems include inadequate agency resources to support the field internship; learning experiences that are too narrow; agency reorganization; student/agency mismatch; and student/field instructor mismatch.

Process for Resolving Problems in Field

Students who are experiencing difficulty in field should follow the process below to try to resolve the issues.

1. First, the student and field instructor discuss the problem and devise a remedy.
2. The field instructor works with the student around practice and learning issues.
3. If the field instructor sees little or no progress within a reasonable period of time, the field instructor contacts the faculty liaison immediately.
4. The student, field instructor, and faculty liaison discuss the problem. The faculty liaison will generally intervene with both the student and field instructor, sometimes jointly, to clarify the problem and suggest ways of improving the situation, including establishing a timeline and, as appropriate, a contract for corrective behavior.

Termination of a Field Assignment

In rare instances the field instructor, faculty liaison and co-directors of field education may decide that it is in the best interest of all parties for the student to discontinue the field internship. This may occur when a problem arises that cannot be resolved through the normal field education resolution procedures. Examples of the basis for such a decision include the following:

1. A student fails to maintain at least a 2.6 (NCA&TSU) or 2.5 (UNCG) overall grade point average. The appeal process *does not* apply for substandard academic performance.
2. Poor adjustment in the field educational process for the profession. The problem identified may be in either the demonstration of social work values, skills, or the emotional maturity necessary for entry-level practice.
3. The student, faculty liaison, or field instructor acknowledges that the selection of social work was inappropriate and recommends the removal of the student from field.
4. Non-compliance with the NASW *Code of Ethics*.

Any violation of stated policies and/or procedures may also result in the termination of the field internship. The agency or universities may initiate termination of the field internship prior to the end of the semester. The following procedure will apply:

1. Written notification of the desire for termination, including explicit reasons, must be prepared in quadruplicate by the party initiating termination. Copies should be sent to the student, agency liaison, and co-directors.
2. The faculty liaison may schedule separate conferences with the student and appropriate agency personnel to ascertain the validity of the termination request.
3. The faculty liaison will have a joint conference with the student and appropriate agency personnel to discuss the request.
4. If necessary, additional conferences may be called prior to the decision.
5. After consultation with the faculty liaison, the co-directors will decide whether the internship should be terminated.
6. The student is notified of the decision and it is recorded in the student's record. The faculty liaison informs the original agency, in writing, of the decision reached.
7. The student must complete the termination process in the original internship. This includes administrative requirements and termination contracts with assigned clients.
8. The student will be informed in writing of the specific reasons for the termination, the appeals procedures, and the right to appeal.

Students who are terminated from the field internship or fail the seminar class are required to withdraw or will be administratively withdrawn from methods courses, field internship, and the field seminar.

Reassignment after Termination of Field Assignment

1. Giving consideration to education alternatives, the faculty liaison and co-directors determine if reassignment is in the best interest of the student and the profession.
2. If the decision to reassign is made, the co-directors initiate the process by contacting a new agency and field instructor. Information about the previous internship may be shared, as appropriate, with the new agency. The student will be informed of the new assignment.
3. The student will then make and keep an appointment for an interview with the proposed new field instructor. The student reports the results of this meeting to the field liaison and co-directors of field. The re-assignment is made official by the co-directors of field.
4. The student may be required to perform extra days/hours in order to make up lost time. The student, new field instructor, and faculty liaison will make these arrangements.

Denial of Entry into Field Education

Students may be denied entry into field education. Examples of the basis for this decision include one or all of the following:

1. ***Substandard academic performance.*** At time of application to the field, students must have at least a 2.6 (NCA&TSU) or 2.5 (UNCG) cumulative grade point average (GPA). Students must maintain at least a 2.6 (NCA&TSU) or 2.5 (UNCG) cumulative grade point average throughout the field program. Students whose GPA drops below this threshold are ineligible to remain in field education. The appeal process *does not* apply in such cases of substandard academic performance.

2. ***Noncompletion of field prerequisites.*** The student has not satisfactorily completed all prerequisite courses or required number of hours necessary for entry into the field education program. The appeal process *does not* apply for substandard academic performance.
3. ***Unfavorable faculty recommendation.*** Each student must be recommended by a member of the social work faculty to ensure the student's readiness for field education. A student denied entry for this reason may appeal.
4. ***Poor adjustment to the educational process.*** Students may demonstrate through behavior and attitudes expressed in the educational process that they have not demonstrated sufficient commitment to the values of social work or the maturity necessary for a field internship. A student denied entry for this reason may appeal.

The student will be informed in writing of the specific reasons for the rejection, the appeals procedures, and the right to appeal.

APPEAL AND GRIEVANCE PROCEDURES

A student who has been denied entry into field education or has been denied continuation in field education may appeal the decision. Note: where the agency has denied the student entry into field education or terminated the field education no appeal is possible because the Universities cannot require the agency to accept a student or return a student to the position. Information about appeals and grievances related to other causes are presented in the *Student Handbook* for the student's home campus.

Appeal Procedure

First Step: Discussion:

1. A student *denied entry into field* should initially discuss the decision with the co-directors of field education.
2. Students who decide to appeal *the decision to be terminated* from field discuss this decision with the field instructor and faculty liaison.
3. If a student is not satisfied with the decision regarding denial of entry into field or termination of the internship s/he may request a hearing to appeal the decision. The request for a hearing must be delivered to the Department Chairperson on the appropriate campus, in writing within **seven business days** following the determination. This letter should clearly state the reason for the hearing request and the reason for disagreement with the decision made by the co-directors of Field education.

Second Step: Hearing Procedure.

1. Within **seven business days** following the receipt of a timely written request for a hearing, the Department Chair will appoint members to the Hearing Committee, made up of faculty and students. The Chair will notify, in writing, all concerned persons regarding the time and place of the hearing.
2. The Hearing Committee will consist of the following persons:
 - a) Two social work faculty members, one from each campus. A faculty member appointed by the undergraduate program director on the student's home campus shall serve as Chairperson of the Hearing Committee.
 - b) Two social work students, currently in field, one from each campus.
3. The purpose of the Hearing Committee is to provide a review of the previous decision and allow the student the opportunity to present support documentation and witnesses as to why the decision should not be allowed to stand.
4. The Hearing Committee shall notify the student in writing of the date, time, and place of the hearing. This hearing should be scheduled no sooner than **5 business days** from the date of the notice.
5. An advocate who is a social work/human service professional may accompany the student. The purpose of the advocate is to provide the student with the opportunity for

consultation. At all times, it is the student's sole responsibility to make the actual arguments before the committee. The advocate may not speak for the student.

6. All hearings should be recorded. At the initiation of the hearing, the Chairperson shall read into the record the purpose of the hearing and the decision that is being appealed. Additionally, the Chairperson shall advise the student of the members of the hearing panel. The Hearing Committee should not include any person who had a role in the earlier decision that is being appealed.
7. The student has the opportunity to question members of the Hearing Committee as to whether or not they have had previous contact with the issue or any other conflict of interest that would disqualify them from serving. The non-challenged committee members, by majority vote, have the final responsibility of determining whether a committee member so challenged can sit.
8. The hearing shall proceed with the student being advised that the student has the burden of proving that the previous decision was not based on accurate information or should be, for other just causes, set aside. The student should also be advised that the Committee is required to reach a majority decision on the issue before it.
9. The Committee shall receive the student's presentation or evidence that supports his or her contentions. This shall be followed by a presentation by the co-directors of Field Education explaining the basis of the original decision. Each party has a right to question the other, as does the Committee. Following the questioning period, each side shall be presented a brief time to rebut arguments made during the other's presentation. Upon receipt of this information the Committee shall excuse all persons who are not members of the Committee and go into private deliberations. The Committee's decision shall be sent to the student in writing **within five business days** after a decision is reached. The decision is final.

UNIVERSITY POLICIES

I. Honor Policies

Field education and field seminar are academic courses and as such, students are governed by the same university honor codes as all other courses within the curriculum. Following are links to the academic dishonesty and honor codes currently used on each campus:

- <http://academicintegrity.uncg.edu/complete/>
- <http://www.ncat.edu/student-affairs/student-services/dean/assets/downloads/student-handbook.pdf>

II. Other University Policies

Field education and field seminar students are also subject to all other University policies and procedures, including those prohibiting discrimination and sexual harassment, and students are charged with knowledge of those policies and procedures.

APPENDICES

APPENDIX I

Field Education as Social Work Education's Signature Pedagogy

Lee Shulman in “Signature Pedagogies in the Professions” writes that a profession’s characteristic form of teaching and learning is its “signature pedagogy.”³ He bases this concept in the three dimensions of professional practice: thinking—the intellectual aspects of a profession’s knowledge base; performing—the technical aspects of the profession’s skills; and acting with integrity—the moral aspect of a profession’s values and ethics. How a profession goes about teaching these three dimensions is its signature pedagogy. Examples of signature pedagogies include: the clinical rounds of medicine, the design studios of architecture and mechanical engineering, the legal case method of law, and student teaching in teacher education.

The BSW programs of both universities have been accredited by the Council on Social Work Education (CSWE). In 2015, CSWE developed new specifications for the curriculum. These are presented in *Educational Policy and Accreditation Standards* (2015). EPAS, as it is called, states:

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program (p 12).

The following are the Accreditation Standards with implications for the Field Education Directors’ Role.

Accreditation Standard 2.2—Field Education

- 2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- 2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

³ Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

- 2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs.
- 2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- 2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10 The program describes how its field education program provides orientation, field education training, and continuing dialog with field education settings and field instructors.
- 2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

APPENDIX II

NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

Effective January 1, 1997 and revised by the 2008 NASW Delegate Assembly

Preamble

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

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

APPENDIX III

PURPOSE OF THE NASW CODE OF ETHICS

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

The *NASW Code of Ethics* serves six purposes:

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

For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

To access the complete code, go to www.socialwork.org/pub/code/default.asp

APPENDIX IV
Department of Sociology and Social Work
Major Code: 0073 – North Carolina A & T State University
Bachelor of Social Work (BSW) Curriculum (120 hours)

<u>First Semester (Fall)</u>		Freshman Year		<u>Second Semester (Spring)</u>	
ENGL 100: Ideas & Expressions I (WC)	3			MLAR Elective (MLAR)	3
MATH 101: College Algebra & Trig (MLAR)	3			SOCI 100: Principles of Sociology (SBS)	3
BIOL 100: Biological Science (SR)	4			ENGL 101: Ideas & Expressions II (WC)	3
SOWK 133: Introduction to Social Work ³	3			HIST 130 or 207 or 216 or 231 (GL)	3
FRST 101: College Success (SS)	<u>1</u>			PSYC 101: General Psychology (SBS)	<u>3</u>
		14			15
<u>Third Semester (Fall)</u>		Sophomore Year		<u>Fourth Semester (Spring)</u>	
SOWK 134: Social Work & Human Diversity ³	3			ENGL 316 or 331 or 404 or 412 or 434 ¹	3
Scientific Reasoning Elective (SR)	3			SOWK 230/430: Social Welfare Policy & Svs ³	3
POLI 110; or ECON200; or FOLA101 ²	3			HIST 103 or 106 or 107 (AA)	3
SPCH250: Speech Fundamentals(HFA)	3			SOWK 285: Interviewing & Recording ³	3
Social Work/SOSW Elective	<u>3</u>			POLI 215 or 311; or ECON201; or FOLA102 ²	<u>3</u>
		15			15
<u>Fifth Semester (Fall)</u>		Junior Year		<u>Sixth Semester (Spring)</u>	
ENGL 316, 331, 404 or 412 or 434 ¹	3			SOCI 310: Social Research Methods I	3
SOCI 203: Social Statistics I or Math 224 or Econ 305	3			SOWK 315: Human Behavior in the Soc. Env. II ⁴	3
PSYC 221, 331: Dev. I, or Psyc Disorders	3			PHIL 101 or 104 or 266 (HFA)	3
SOWK 310: Human Behavior in the Soc. Env. I ⁴	3			Sociology/Social Work Elective	3
Social Work/SOSW Elective	<u>3</u>			Sociology/Social Work Elective or Free Elective	<u>3</u>
		15			15
<u>Seventh Semester (Fall)</u>		Senior Year		<u>Eighth Semester (Spring)</u>	
SOWK 487: Field Education I	5			SOWK 498: Field Education II	5
SOWK 424: Social Work Practice I	3			SOWK 425: Social Work Practice II	3
SOWK 489: Field Education Seminar I	1			SOWK 492: Field Education Seminar II	1
Sociology/Social Work Elective	3			SOWK 497: Senior Seminar (Capstone)	4
Free Elective	<u>3</u>			Free Elective	<u>3</u>
		15			16
Total Credit Hours 120					

¹ Choose two from the five options.

² Must take correlating course in the same discipline.

³ Denotes Core Social Work courses.

⁴ Must be admitted to Bachelor of Social Work program prior to taking these courses.

All Sociology and Social Work, English, and Speech courses must be passed with a grade of "C" or better.

North Carolina A&T State University
Bachelor of Social Work (BSW) Curriculum Notes

In addition to taking the mandatory **Written Communication (WC)** courses: ENGL 100 and 101; BSW students must also take two of the following four courses: ENGL 316, 331, 404 and 434 (6 hours required Gen Ed/12 hours required for BSW).

In addition to taking MATH 101, BSW students must take one of the following **Mathematical, Logical, and Analytical (MLAR)** courses: MATH 102; PHIL 102; or HIST 277 (6 hours required).

In addition to taking BIOL 100, BSW students must take one of the following **Scientific Reasoning (SR)** courses: EES 234; BIOL 101 or 102; CHEM 104, 106 or 107; PHYS 101 or 104; or ENV5 201 (7 hours required).

Student Success (SS) required courses are: FRST 101 (1 hour required).

BSW students must select one of the following **Global Awareness (GL)** courses: HIST 130, 207, 216, and 231 (3 hours required).

BSW students must select one of the following **Social & Behavioral Sciences-African American Awareness (SBS/AA)** courses: HIST 103, HIST 106, or HIST 107 (3 hours required).

In addition to taking SPCH 250, BSW students must take one of the following **Humanities/Fine Arts (HFA)** courses: PHIL 101 or PHIL 104 or PHIL 266. (6 hours required).

Additional required **Social & Behavioral Sciences** courses for the BSW program are: SOCI 100 and PSYC 101 (6 hours required for BSW program).

Sociology electives: SOCI 101, 200, 201, 204, 224, 300, 307 and 406

Social Work electives: SOWK 260, 270, 280, 303, 320, 350, 360, 370, 372, and 398; SOSW 400, 415.

Required core **Social & Behavioral Sciences (SBS)** courses for Social Work majors are: SOWK 133, 134, 230/430 and 285. Students must earn a "C" or better in SOWK 133, 134, 230/430 and 285 to be considered for program admission. Prior to formal acceptance into the BSW program students must successfully complete 45 credit hours which include these four core courses. Minimum GPA for BSW program admission is 2.6. Students must earn and maintain that minimum GPA to graduate with a BSW degree.

Upon acceptance to the BSW program SOWK students are eligible to take SOWK 310 and 315. After successful completion of these courses students may apply for the Social Work Field Internship program where they are required to take: SOWK 487, 424, 489, 498, 425, 492 and 497.

All Sociology and Social Work, English, and Speech courses must be passed with a grade of "C" or better.

Total Credit Hours required for graduation: 120

NOTES: Students **must achieve** the **cumulative grade average determined by the university in which they are enrolled prior to applying for Field Education.** Students apply for admission to enroll in field education during the spring semester prior to the Fall semester they wish to enroll in field education. Students may not apply for admission to the major until they have successfully completed *all* prerequisites.

Students with a baccalaureate degree in a discipline other than Social Work who wish to meet requirements for the baccalaureate degree in Social Work must complete the following courses in residence at NCA&TSU. Each applicant's transcript will be evaluated on an individual basis, but the following Social Work courses are required:

Major Courses and Cognates for the Bachelor of Social Work Program

Number	Course	Credits
SOWK 133	Introduction to Social Work	3
SOWK 134	Social Work & Human Diversity	3
SOWK 230	Social Welfare Policy & Services	3
SOWK 285	Interviewing & Recording Skills	3
SOWK 310	Human Behavior in the Social Environment I	3
SOWK 315	Human Behavior in the Social Environment II	3
SOWK 424	Social Work Practice I	3
SOWK 425	Social Work Practice II	3
SOWK 487	Field Education I	5
SOWK 489	Field Education Seminar I	1
SOWK 498	Field Education II	5
SOWK 492	Field Education Seminar II	1
SOWK 570	Senior Seminar	<u>3</u>
		39
SOCI 100	Principles of Sociology	3
SOCI 203	Social Statistics I	3
SOCI 403	Social Research Methods I	<u>3</u>
		9

The following courses may be taken as Social Work or Sociology Electives (12 credits are required)

SOCI 304	Social Aspects of Human Sexuality	3
SOCI 308	Sociology of Marriage & Family	3
SOWK 320	The Feminization of Poverty	3
SOWK 370	Aging in Society	3
SOWK 372	Child Welfare	3
SOWK 414	The Black Experience	3
SOWK 503	Juvenile Delinquency	3
SOWK 525	Independent Study	<u>3</u>
		6

Note: All Social Work students must participate in the Sociology/Social Work Society. No academic credit will be granted for previous life experience.

APPENDIX V
UNCG Bachelor of Social Work Requirements

BSW Plan of Study

Freshman Year

<i>First Semester (Fall)</i>		<i>Second Semester (Spring)</i>	
Literature (GLT)	3	Historical Perspectives (GHP)	3
Fine Arts (GFA)	3	<i>Sociology 101</i>	3
R&D (ENG 101/FMS 115)	3	<i>HDF 212</i>	3
<i>PSC 100</i> *	3	R&D (CST 105/ENG 102)	3
GL/GN **	3	GL	3
15		15	

Sophomore Year

<i>Third Semester (Fall)</i>		<i>Fourth Semester (Spring)</i>	
SWK 215	3	<i>PSY 121</i>	3
Soc & Beh (<i>ECO 101</i>)	3	<i>BIO 105 + lab</i> ***	4
Natural Science (GNS)	3	Philosophical (GPR)	3
Foreign Language/Diversity	3	Foreign Language/Diversity	3
GLT/GFA/GPR	3	GL/GN	3
15		15	

Junior Year

<i>Fifth Semester (Fall)</i>		<i>Sixth Semester (Spring)</i>	
SWK 310 (WI) Fall or Spring	4	SWK 315 Spring	3
SWK 311 (GSB) Fall only	3	SWK 325 (WI) Spring, only	3
Math (<i>STA 108</i>) (GMT)****	3	admitted only	
GL/GN	3	SWK 351 (SI) Spring only,	3
Elective	3	admitted only	
16		Elective	3
		Elective	3
		15	

Senior Year

<i>Seventh Semester (Fall)</i>		<i>Eighth Semester (Spring)</i>	
SWK 411	3	SWK 412	3
SWK 413	5	SWK 414	5
SWK 415	1	SWK 416	1
SWK 500-level	3	SWK 500-level	3
Elective	3	Elective	3
15		15	

Total hours: 122

- * Courses in italics are Related Area/Cognate courses that *must* be taken by spring semester junior year.
- ** Students *must* take four Global/Global Nonwestern courses. To fulfill the University's General Education Curriculum requirements, at least one of the global courses *must* be Global Nonwestern.
- *** Students *must* take General Biology (BIO 105) plus the associated lab.
- **** As an alternative, students may take SWK 250 *and* a GMT at the Math 112 level or higher

Students must take one Speaking Intensive course *outside* of the major,

Organization of the UNCG BSW Social Work Curriculum

The UNCG BSW curriculum includes both a liberal arts foundation, made up of general education classes as well as cognates or related courses, and the professional social work courses. The professional foundation uses an ecological approach based in systems theory and relevant practice theories to guide students in developing the values and skills needed to promote individual change and social and economic justice. The curriculum outlined below reflects the liberal education base in the first two years and the professional foundation courses in the second two years.

Related Area (Cognate) Requirements. The Department advises students and identifies courses on the liberal education list that contribute to meeting specific areas in preparation for social work. We specify nine courses that comprise a cognate area in social science preparation, and these related area courses are required for all social work majors: These courses include:

BIO 105, Major Concepts of Biology	4 hours
ECO 101, Introduction to Economics	3 hours
HDF 212, Development Patterns of the Family	3 hours
PSC 100, Introduction to American Politics	3 hours
PSY 101, General Psychology	3 hours
SOC 100, Introduction to Sociology	3 hours
STA 108, Elementary Statistics or SWK 250 and a math (GMT)	3 hours
2 courses in Foreign Language/ Cultural Diversity (see below)	6 hours
Total Semester Hours in Related Area Requirements:	27

Departmental Foreign Language/Diversity Requirement. This requirement mandates that students either complete six semester hours (or demonstrate proficiency) in a selected foreign language or complete six semester hours (2 courses) in human and cultural diversity by choosing two courses from the following listing: AFS 201, 210, ATY 330, 325, 335, ENG 331, 374, 376, HIS 301, 302, 328, 329, PSC 335, 336, HDF 407, HEA 333, 347, 471, REL 111, 131, 215, 218, 220, 221, 223, 225, 229, 325 SES 135, 335, 200, SOC 227, 329 WGS 250, 333, SPA 233; or foreign language proficiency through the 102 level.

Major Requirements. Following are the professional social work courses for all BSW students.

SWK 215	Introduction to Social Work	3 hours
SWK 310	Social Policy and Services	4 hours
SWK 311	Human Behavior and Social Environment	3 hours
SWK 315	Social Work, Diversity, and Vulnerable Populations	3 hours
SWK 325	Social Work Research Methods	3 hours
SWK 351	Professional Skills	3 hours
SWK 411	Social Work Methods I	3 hours
SWK 412	Social Work Methods II	3 hours
SWK 413	Field Education I	5 hours
SWK 414	Field Education II	5 hours
SWK 415	Field Education Seminar I	1 hour
SWK 416	Field Education Seminar II	1 hour
SWK 500	Elective	3 hours
SWK 500	Elective	3 hours
Total Semester Hours in the Social Work Professional Courses:		41
Total Elective Hours:		18
Total Hours Required for Graduation:		122

APPENDIX VI

JOINT BSW SOCIAL WORK FIELD EDUCATION PROGRAM North Carolina Agricultural and Technical State University The University of North Carolina at Greensboro

Guidelines for the Field Learning Contract

This learning agreement is made between the student and the field instructor with the approval of the faculty liaison. It should specify, in as much detail as possible, the goals and objectives for the field education and should include specific methods of measuring the accomplishment of goals and objectives. This agreement will serve as the basis of the evaluation of performance. The following areas should be covered in the learning agreement.

1. Work with Individual Clients

The agreement should specify how many cases the student is expected to carry, when contact with the clients is expected to begin, the student's level of responsibility with these cases, and how consultation and teamwork will be used.

2. Work with Families

The learning agreement should indicate the extent to which students will be involved in working with families, how many, at what level of responsibility and other pertinent details.

3. Work with Groups

The student and the field instructor should evaluate what opportunities for group work exist. Will the student plan and lead a group? Specify the type of group, the duration of the group, selection of participants, requisite forms and permissions, and the student's responsibilities. If the agency does not do group work, what other group experience exists? For example, the student may work with a group in another agency or may work with a group of staff in a task-oriented group.

4. Knowledge of Agency Structure

The student should become familiar with agency structure, policies, and procedures by activities such as reading handbooks and personnel manuals, attend training sessions, meeting and interviewing administrators and other staff. The student should attend staff meetings when possible and should attend an agency board meeting.

5. Knowledge of Community and Agency Interrelationships

The students should arrange a visit to agencies that refer to the field internship agency or to which referrals are often made. The student should be able to see how the service(s) offered by the internship agency fit into the overall service delivery system. These visits may be done with the supervisor, with other students, or alone, as appropriate. Reporting on the visit in writing or orally is important. The student should take advantage of attending workshops and professional meetings, interagency task force meeting, and other professional opportunities.

6. Use of Supervision

The learning agreement should specify the frequency and duration of the supervisory sessions. The student is responsible for providing the agenda.

7. Commitment to Agency Functions and Responsibilities

It should be clearly specified in the agreement what hours the student is expected to be in field and what the student's responsibilities are to the agency. Agency expectations regarding confidentiality and recordkeeping should be included in this section.

8. Safety Issues

Students should discuss general safety issues with the field instructor. Note any specific measures that will be taken to protect the student and clients in this particular setting.

9. Integration of theory and practice

A number of class assignments given in the Practice sequence courses will require that the student use experiences and information obtained in the field agency. The learning agreement should specify when and how these assignments will be met and how client confidentiality will be maintained.

10. Other Areas for Possible Inclusion

- A. Research: The student may be responsible for collecting data and making a report to the agency. The nature of such research, the student's responsibilities, expected date of completion, and other details should be specified.
- B. Planning Projects: Specify the nature and scope of the project and the student's responsibilities. Projects may vary from planning a fund raising to event to present a volunteer training program, or speaking to an organization or group.
- C. Professional Activities: Attending NASW meetings, other professional organizations, workshops, and conferences.

APPENDIX VII

CHECKLIST FOR FIELD INSTRUCTORS

Prevention and Risk Management

Adapted from **Miriam S. Raskin, George Mason University**

- ◆ Review the *Code of Ethics* with your student. Identify standards most pertinent to your setting.
- ◆ Review agency policies with your student, highlighting the rules and regulations regarding confidentiality and the exceptions.
- ◆ Review agency safety practices including home visits, emergency provisions, after-hours security, measures to be taken with out-of-control clients, measures for unauthorized contact with and by students, etc.
- ◆ Orient students to laws and policies regarding confidentiality, informed consent, and other measures of protection to clients.
- ◆ Explain policy regarding use of phone, FAX, and e-mail facilities, including confidentiality policy.
- ◆ Provide sufficient orientation to and knowledge of student's work and records.
- ◆ Provide assiduous supervision, including detailed knowledge of student's work and records.
- ◆ Document supervisory contacts and substance.
- ◆ Discuss professional boundaries required in the student's relationships with supervisor, other agency staff, clients, and collateral clients. (Some states have criminal statutes prohibiting sexual relationships between professionals and their clients.) Awareness of the possibility that communications and actions may be misinterpreted, of the fact that you as professional and as supervisors are responsible for setting and maintaining appropriate boundaries, and the necessity for asking the right questions in order to have necessary information are all role requirements of field supervisors.
- ◆ Arrange appropriate liability insurance provisions for self and student. **(Students in this field program are required to purchase liability coverage prior to beginning the internship.)**
- ◆ Disclose to clients the student's status as an intern.
- ◆ Engage in systematic oversight of student recordkeeping; inform client that records can be subpoenaed.
- ◆ Require appropriate immunization and criminal background checks of students.

APPENDIX VIII

SAFETY IN THE FIELD

Social workers meet clients “where they are” emotionally and physically. For this reason, it has become necessary and helpful to students to discuss issues of personal safety as they begin their field internship. Exercising common sense and being aware of one’s immediate surroundings, whether in the agency or in the field, is the first step in ensuring one’s personal safety.

Students are encouraged to discuss any concerns for personal safety with their faculty liaison and field instructor at the beginning of their internship. Find out if the agency already has safety procedures in place for its staff, volunteers and interns, and attend a safety orientation if it is offered.

General Tips for Safety in the Field

1. Use common sense on the job. Be consciously aware of your surroundings.
2. Speak and act with confidence in your ability to handle any situation.
3. Do not wear expensive, or the appearance of expensive, jewelry.
4. Dress in a manner appropriate for your agency setting. Women should wear comfortable, low or flat heels.
5. Do not carry large sums of cash, credit cards, or telephone charge cards with you on field internship days. Do not leave valuables, including computers, visible in your car. Make a habit of locking them in the car trunk **prior** to arriving for your field internship.
6. Keep cell phones charged and readily available.
7. Keep car doors locked while in transit. Purses and messenger bags on the floor of the car rather than on the seat.
8. Carry proper identification on your person, including emergency contact names and numbers.
9. Persons with life-threatening medical conditions, including allergies to certain medicines, should have all such information readily accessible and available.
10. **TRUST YOUR INSTINCTS.** If a situation does not “feel right,” it may not be. Act accordingly, taking appropriate precautions.
11. Carrying a concealed weapon or carrying a gun without a permit violates N.C. law. Students should check with the police department to find out the legalities and liabilities.

Tips for Safety at the Agency

1. Office furniture should be arranged to afford ample escape should a threatening situation arise. Ask permission, if necessary, to arrange desk and chair so that they are closest to the door.
2. Leave a door open while interviewing a client who is known to have a history of violence.
3. Talk in a tone of voice which is non-threatening and inoffensive. Speak clearly and firmly to clients.
4. Never sit with a client between you and the exit.
5. Know where exterior exits are located. Ask about escape routes in case of fire.

Safety during Home Visits

1. Ask about established agency safety strategies and procedures governing workers who make home visits. If none exist, discuss what to do in questionable situations with your field instructor **prior** to making your first home visit.
2. Establish a word or number code that will alert your field instructor or another designated person that you are in need of assistance.
3. **Always** let someone know where you are going, leaving addresses, phone numbers, and the approximate length of the stay for each stop. Do not leave the agency at the end of the day to go on a home visit alone. If an evening appointment must be made, schedule it on a day when your field instructor or another agency staff person can accompany you.
4. **KNOW WHERE YOU ARE GOING.** If possible, invest in a GPS (Global Positioning System) unit. At a minimum, obtain a city map, usually available from convenience and discount stores for \$2-\$3. AAA members can obtain maps free from a local office.
5. Carry a whistle on your person to sound an alarm and/or attract attention.
6. Dress comfortably for easy movement, adhering to the established agency dress code.
7. When going on a home visit, take your cellular phone with you—on your person. Be sure the phone is charged and turned on.
8. **Never** park heading into a dead-end street. Park your car so that the front faces out in the proper direction.
9. **Never** pull into the driveway of the home you are to visit, where you can be blocked from leaving. Park on the street.
10. **Always** introduce yourself at the door before entering the residence, and confirm that the person you have come to see is at home. If necessary, ask that the client come to the door to welcome you in.
11. While in the house, try to stay near or in view of an exit.
12. **TRUST YOUR INSTINCTS AND USE COMMON SENSE.** If, upon arriving for or during a home visit, the situation does not feel or look right, leave. Call the client and reschedule for another time when someone can accompany you.

These tips are intended to assist in making the internship a safe, educationally rewarding learning experience. It is not intended for this information to evoke fear, but rather to have the student come consciously aware of environment and personal safety.

**TRUST YOUR INSTINCTS,
USE COMMON SENSE, AND
THINK SAFETY!**

APPENDIX IX

The Field Education Evaluation

Field education evaluation is an on-going process that should be discussed very early in the field internship. The evaluation report provides a mechanism for assessing the student's performance and the student's professional strengths and weaknesses. The evaluation form should be reviewed by the student and field instructor prior to completing and negotiating the Field Learning Contract, thereby ensuring that appropriate learning assignments can be established for each semester.

The completed evaluation form for first semester serves as a guide for developing the second semester learning contract. In addition, complete evaluation forms become a part of the student's permanent record, to be consulted in preparing reference letters for graduate schools and employers. Also, the completed field evaluation form provides information to the field faculty liaison, who grades the student's development and performance.

Evaluation reports for the first semester should reflect the **progress** and **growth** the student makes in relation to the available learning opportunities. While primary emphasis is placed upon progress for the first semester, the primary emphasis for the second semester evaluation should be upon the **performance** and **mastery** of social work skills, as reflected in the behaviors identified by CSWE. The quality and quantity of performance should reflect the student's readiness for beginning practice. This should be assessed in the second semester evaluation.

At mid-semester, each semester, the student and field instructor will complete the mid-term evaluation form to be returned to the faculty field liaison during the mid-semester visit. At the end of the semester, the student and the field instructor should complete separate copies of the final evaluation form in preparation for the evaluation conference. At the evaluation conference between the student and field instructor, discrepancies in ratings should be discussed and negotiated. Afterwards, the final copy of the evaluation should be prepared by the field instructor and submitted to the faculty liaison by the due date. Field instructors are encouraged to submit written comments. **Before the completed evaluation forms are returned to the universities, the student and the field instructor should each sign. These signatures indicate that the evaluation has been reviewed by both parties.**

The faculty liaison uses the completed field forms and conferences with the field instructor and student to evaluate the student's performance in the field. Although field instructors are asked to recommend a grade for the field internship, the responsibility for the assignment of a grade rests with the faculty member on the campus where the student matriculates.

FORMS

JOINT BSW SOCIAL WORK FIELD EDUCATION PROGRAM
North Carolina Agricultural and Technical State University
Department of Sociology and Social Work

The University of North Carolina at Greensboro
Department of Social Work

Field Learning Contract

This document is a learning agreement between the student, field instructor, and the Joint BSW Field Education Program. This agreement can be amended if the field instructor, student, and faculty field liaison agree that such changes are in the best educational interests of the student.

Student: _____ Semester: _____ Year: _____
Agency: _____ Field Instructor: _____
Faculty Liaison: _____

This Learning Contract may be amended at any time if both the student and field instructor agree. The faculty liaison **must** be notified of any major changes.

Contract Period: From _____ to _____ (dates) Semesters: Fall 20____ Spring 20 ____ Summer 20____

Signatures: Student _____ Date: _____

Field Instructor: _____ Date: _____

Faculty Liaison: _____ Date: _____

BSW field education is part of the program's competency-based curriculum that has been designed to comply with the Council on Social Work Education (CSWE)'s Educational Policy and Accreditation Standards (EPAS). CSWE has delineated nine core competencies that must be adequately addressed in a BSW curriculum as listed below.

List of Nine Core Competencies Identified by CSWE

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 life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

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:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 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

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:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

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:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- 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:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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 inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social

workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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:

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

Rating Scale for Generalist Behaviors

5	The student has excelled in this area
4	The student is functioning above expectations for interns in this area
3	The student has met the expectations for interns in this area
2	The student has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The student has not met the expectations in this area, and does not give indications s/he will do so in the near future
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area *

Students: For each behavior (1-38), type in your planned tasks and activities to demonstrate you have achieved the behavior. Do not type in the shaded areas. Type in the boxes next to each behavior.

	<p>Competency 1: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>Tasks to Address Behaviors</p>
(1)	<p>Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical and principled decision making, ethical conduct of research and additional codes of ethic as appropriate to context and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work Statement of Principles.</p>	
(2)	<p>Practice personal reflection and self-correction to assure continual professional development.</p>	
(3)	<p>Attend to professional roles, responsibilities, relationships and boundaries.</p>	
(4)	<p>Demonstrate professional demeanor in behavior, appearance, and oral and written communication.</p>	
(5)	<p>Engage in career-long learning.</p>	
(6)	<p>Use technology ethically and appropriately to facilitate practice outcomes.</p>	
(7)	<p>Recognize and manage personal values in a way that allows professional values to guide practice.</p>	

(8)	Tolerate ambiguity in resolving ethical conflicts.	
(9)	Use supervision and consultation to guide professional judgement and behavior.	
	<p>Competency 2: Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	Tasks to Address Behaviors
(10)	Recognize and communicate their understanding of the importance of difference in shaping life experiences.	
(11)	Present and view themselves as learners and engage those with whom they work as informants.	
(12)	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	
(13)	Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	

(14)	Understand the forms and mechanisms of oppression and discrimination.	
	<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	Tasks to Address Behaviors
(15)	Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels.	
(16)	Engage in practices that advance social and economic justice.	
	<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice.</p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	Tasks to Address Behaviors
(17)	Use practice experience and theory to inform scientific inquiry and research.	
(18)	Distinguish, appraise, integrate, and analyze multiple sources of knowledge, including quantitative and qualitative research methods and findings, and practice wisdom.	

(19)	Use and translate research evidence to inform and improve practice, policy, and service delivery.	
	<p>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.</p>	Tasks to Address Behaviors
(20)	Identify social policies at the local, state, and federal levels and emerging societal trends (changing locales, populations, scientific and technological developments) that impact well-being, service delivery, and access to social services.	
(21)	Assess how social welfare and economic policies impact the delivery of and access to social services.	
(22)	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	
	<p>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</p>	Tasks to Address Behaviors

	constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	
(23)	Critique/analyze and apply knowledge of human behavior and the environment, person in environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies.	
(24)	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	
(25)	Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.	
	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 inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	Tasks to Address Behaviors
(26)	Collect, organize, and interpret client data.	
(27)	Analyze and apply assessment models, knowledge of human behavior and the environment, person in environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies.	
(28)	Develop a mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with on clients and constituencies.	
(29)	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.	Tasks to Address Behaviors

	<p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	
(30)	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	
(31)	Analyze prevention and intervention models; apply knowledge of human behavior and the environment, person in environment, and other multi-disciplinary frameworks to engage with clients and constituencies.	
(32)	Use Inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	
(33)	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	
(34)	Facilitate effective transitions and endings that advance mutually agreed-on goals.	

	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	Tasks to Address Behaviors
(35)	Select and use appropriate methods for evaluation of outcomes.	
(36)	Analyze evaluation models, apply knowledge of human behavior and the environment, person in environment, and other multi-disciplinary theoretical frameworks in the evaluation of outcomes.	
(37)	Critically analyze, monitor, and evaluate intervention and program processes outcomes.	
(38)	Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.	

JOINT SOCIAL WORK FIELD EDUCATION PROGRAM
North Carolina Agricultural and Technical State University
Department of Sociology and Social Work

The University of North Carolina at Greensboro
Department of Social Work
Mid-Term Evaluation
Semester/Year :

Name of Intern: Date:

Rating Scale for Evaluation of Field Placement Performance
--

Instructions for Rating Students on the 9 Competencies in the First Part of the Evaluation:

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several sub-competencies to consider when **rating the bolded competency**. Please utilize the rankings below:

5	The student has excelled in this area
4	The student is functioning above expectations for interns in this area
3	The student has met the expectations for interns in this area
2	The student has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The student has not met the expectations in this area, and does not give indications s/he will do so in the near future
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may accompany any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The field instructor's rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison has responsibility of assigning the grade for field

education. The grade that is assigned will be based on: **the faculty liaison’s overall evaluation of the student’s performance in field placement in conjunction with the field instructor’s evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.**

If you prefer to use another evaluation system **in addition** to this form to evaluate a student’s performance, please discuss this with the faculty liaison.

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 life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

	Behaviors	Student rating	Instructor rating	Student comments	Instructor comments
(1)	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical and principled decision making, ethical conduct of research and additional codes of ethic as appropriate to context and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work Statement of Principles.	Please choose	Please choose		
(2)	Practice personal reflection and self-correction to assure continual professional development.	Please choose	Please choose		
(3)	Attend to professional roles, responsibilities, relationships and boundaries.	Please choose	Please choose		
(4)	Demonstrate professional demeanor in behavior, appearance, and oral and written communication.	Please choose	Please choose		

(5)	Engage in career-long learning.	Please choose	Please choose		
(6)	Use technology ethically and appropriately to facilitate practice outcomes.	Please choose	Please choose		
(7)	Recognize and manage personal values in a way that allows professional values to guide practice.	Please choose	Please choose		
(8)	Tolerate ambiguity in resolving ethical conflicts.	Please choose	Please choose		
(9)	Use supervision and consultation to guide professional judgement and behavior.	Please choose	Please choose		

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.

	Behaviors	Student rating	Instructor rating	Student comments	Instructor comments
(10)	Recognize and communicate their understanding of the importance of difference in shaping life experiences.	Please choose	Please choose		
(11)	Present and view themselves as learners and engage those with whom they work as informants.	Please choose	Please choose		
(12)	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	Please choose	Please choose		
(13)	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Please choose	Please choose		
(14)	Understand the forms and mechanisms of oppression and discrimination.	Please choose	Please choose		

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.

	Behaviors	Student rating	Instructor rating	Student comments	Instructor comments
(15)	Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels.	Please choose	Please choose		
(16)	Engage in practices that advance social and economic justice.	Please choose	Please choose		

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.

	Behaviors	Student rating	Instructor rating	Student comments	Instructor comments
(17)	Distinguish, appraise, integrate, and analyze multiple sources of knowledge, including quantitative and qualitative research methods and findings, and practice wisdom.	Please choose	Please choose		
(18)	Gain self-awareness to minimize the influence of personal biases and values in working with diverse groups	Please choose	Please choose		
(19)	Use and translate research evidence to inform and improve practice, policy, and service delivery.	Please choose	Please choose		

Competency 5: Engage in Policy Practice.

	Behaviors	Student rating	Instructor rating	Student comments	Instructor comments
(20)	Identify social policies at the local, state, and federal levels and emerging societal trends (changing locales, populations, scientific and technological developments) that impact well-being, service delivery, and access to social services.	Please choose	Please choose		
(21)	Assess how social welfare and economic policies impact the delivery of and access to social services.	Please choose	Please choose		
(22)	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Please choose	Please choose		

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

	Behaviors	Student rating	Instructor rating	Student comments	Instructor comments
(23)	Critique/analyze and apply knowledge of human behavior and the environment, person in environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies.	Please choose	Please choose		
(24)	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	Please choose	Please choose		
(25)	Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.	Please choose	Please choose		

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 inter-professional collaboration in this process. Social workers understand how their

personal experiences and affective reactions may affect their assessment and decision-making.

	Behaviors	Student rating	Instructor rating	Student comments	Instructor comments
(26)	Collect, organize, and interpret client data.	Please choose	Please choose		
(27)	Analyze and apply assessment models, knowledge of human behavior and the environment, person in environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies.	Please choose	Please choose		
(28)	Develop a mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with on clients and constituencies	Please choose	Please choose		
(29)	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Please choose	Please choose		

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

	Behaviors	Student rating	Instructor rating	Student comments	Instructor comments
(30)	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	Please choose	Please choose		
(31)	Analyze prevention and intervention models; apply knowledge of	Please	Please		

	human behavior and the environment, person in environment, and other multi-disciplinary frameworks to engage with clients and constituencies.	choose	choose		
(32)	Use Inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	Please choose	Please choose		
(33)	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	Please choose	Please choose		
(34)	Facilitate effective transitions and endings that advance mutually agreed-on goals.	Please choose	Please choose		

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.

	Behavior	Student rating	Instructor rating	Student comments	Instructor comments
(35)	Select and use appropriate methods for evaluation of outcomes.	Please choose	Please choose		
(36)	Analyze evaluation models, apply knowledge of human behavior and the environment, person in environment, and other multi-disciplinary theoretical frameworks in the evaluation of outcomes.	Please choose	Please choose		
(37)	Critically analyze, monitor, and evaluate intervention and program processes outcomes.	Please choose	Please choose		
(38)	Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels	Please choose	Please choose		

Recommended grade at MIDTERM:

Instructor Comments:

Signature of Agency Field Instructor: (*[Field Instructor - name]*):

Agency:

The following section should be completed by the student:

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

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

Student's Signature (*[Student - name]*):

If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

Faculty Liaison Signature (*[Faculty Liaison - name]*):

Field Director Signature (*[Field Director - name]*):

JOINT SOCIAL WORK FIELD EDUCATION PROGRAM
North Carolina Agricultural and Technical State University
Department of Sociology and Social Work

The University of North Carolina at Greensboro
Department of Social Work
Final Evaluation
Semester/Year :

Name of Intern: Date:

Rating Scale for Evaluation of Field Placement Performance
--

Instructions for Rating Students on the 9 Competencies in the First Part of the Evaluation:

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2	The student has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The student has not met the expectations in this area, and does not give indications s/he will do so in the near future
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may accompany any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The field instructor's rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison has responsibility of assigning the grade for field

education. The grade that is assigned will be based on: **the faculty liaison’s overall evaluation of the student’s performance in field placement in conjunction with the field instructor’s evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.**

If you prefer to use another evaluation system **in addition** to this form to evaluate a student’s performance, please discuss this with the faculty liaison.

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 life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

	Behavior	Student rating	Instructor rating	Student comments	Instructor comments
(1)	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical and principled decision making, ethical conduct of research and additional codes of ethic as appropriate to context and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work Statement of Principles.	Please choose	Please choose		
(2)	Practice personal reflection and self-correction to assure continual professional development.	Please choose	Please choose		
(3)	Attend to professional roles, responsibilities, relationships and boundaries.	Please choose	Please choose		
(4)	Demonstrate professional demeanor in behavior, appearance, and oral and written communication.	Please choose	Please choose		

(5)	Engage in career-long learning.	Please choose	Please choose		
(6)	Use technology ethically and appropriately to facilitate practice outcomes.	Please choose	Please choose		
(7)	Recognize and manage personal values in a way that allows professional values to guide practice.	Please choose	Please choose		
(8)	Tolerate ambiguity in resolving ethical conflicts.	Please choose	Please choose		
(9)	Use supervision and consultation to guide professional judgement and behavior.	Please choose	Please choose		

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.

	Behavior	Student rating	Instructor rating	Student comments	Instructor comments
(10)	Recognize and communicate their understanding of the importance of difference in shaping life experiences.	Please choose	Please choose		
(11)	Present and view themselves as learners and engage those with whom they work as informants.	Please choose	Please choose		
(12)	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	Please choose	Please choose		
(13)	Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Please choose	Please choose		
(14)	Understand the forms and mechanisms of oppression and discrimination.	Please choose	Please choose		

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.

	Behavior	Student rating	Instructor rating	Student comments	Instructor comments
(15)	Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels.	Please choose	Please choose		
(16)	Engage in practices that advance social and economic justice.	Please choose	Please choose		

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.

	Behavior	Student rating	Instructor rating	Student comments	Instructor comments
(17)	Distinguish, appraise, integrate, and analyze multiple sources of knowledge, including quantitative and qualitative research methods and findings, and practice wisdom.	Please choose	Please choose		
(18)	Gain self-awareness to minimize the influence of personal biases and values in working with diverse groups	Please choose	Please choose		
(19)	Use and translate research evidence to inform and improve practice, policy, and service delivery.	Please choose	Please choose		

Competency 5: Engage in Policy Practice.

	Behavior	Student rating	Instructor rating	Student comments	Instructor comments
(20)	Identify social policies at the local, state, and federal levels and emerging societal trends (changing locales, populations, scientific and technological developments) that impact well-being, service delivery, and access to social services.	Please choose	Please choose		
(21)	Assess how social welfare and economic policies impact the delivery of and access to social services.	Please choose	Please choose		
(22)	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Please choose	Please choose		

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

	Behavior	Student rating	Instructor rating	Student comments	Instructor comments
(23)	Critique/analyze and apply knowledge of human behavior and the environment, person in environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies.	Please choose	Please choose		
(24)	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	Please choose	Please choose		
(25)	Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.	Please choose	Please choose		

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 inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

	Behavior	Student rating	Instructor rating	Student comments	Instructor comments
(26)	Collect, organize, and interpret client data.	Please choose	Please choose		
(27)	Analyze and apply assessment models, knowledge of human behavior and the environment, person in environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies.	Please choose	Please choose		
(28)	Develop a mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with on clients and constituencies	Please choose	Please choose		
(29)	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Please choose	Please choose		

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

	Behavior	Student rating	Instructor rating	Student comments	Instructor comments
(30)	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	Please choose	Please choose		
(31)	Analyze prevention and intervention models; apply knowledge of human behavior and the environment, person in environment, and other multi-disciplinary frameworks to engage with clients and	Please choose	Please choose		

	constituencies.				
(32)	Use Inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	Please choose	Please choose		
(33)	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	Please choose	Please choose		
(34)	Facilitate effective transitions and endings that advance mutually agreed-on goals.	Please choose	Please choose		

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.

	Behavior	Student rating	Instructor rating	Student comments	Instructor comments
(35)	Select and use appropriate methods for evaluation of outcomes.	Please choose	Please choose		
(36)	Analyze evaluation models, apply knowledge of human behavior and the environment, person in environment, and other multi-disciplinary theoretical frameworks in the evaluation of outcomes.	Please choose	Please choose		
(37)	Critically analyze, monitor, and evaluate intervention and program processes outcomes.	Please choose	Please choose		
(38)	Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels	Please choose	Please choose		

Field Instructor's Recommended Grade:

*Note: Final grades for field will be inclusive of field experience, field seminar, and overall field performance and is not based exclusively on field instructor recommendation.

Comments/elaboration:

Signature of Agency Field Instructor (*[Field Instructor - name]*):
Agency

The following section should be completed by the student:

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

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

Student's Signature (*[Student - name]*):

If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

Faculty Liaison Signature (*[Faculty Liaison - name]*):

Field Director Signature (*[Field Director - name]*):

JOINT SOCIAL WORK FIELD EDUCATION PROGRAM
NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO



JOINT BACHELOR'S OF SOCIAL
WORK FIELD
INSTRUCTION PROGRAM

APPLICATION FOR FIELD INSTRUCTION (BSW)

1. Name _____ Student ID# _____

2. Local Address _____

City _____ State _____ Zip Code _____

3. Local Telephone # _____ E-Mail: _____

4. Permanent Address _____

City _____ State _____ Zip Code _____

5. Permanent Telephone #: _____

6. Birth date _____ 7. Sex ___M___ F___ 8. Race _____

9. Marital Status: ___ Single ___ Married ___ Widowed ___ Divorced

10. Cumulative GPA _____ 11. Advisor's Name: _____

12. Total number of semester hours completed to date: _____

13. Expected Date of Graduation: _____

14. Are you a transfer student? Yes ___ No ___

15. Are you a double major? Yes ___ No ___

16. Will you be employed next year? Yes ___ No ___

If yes, Full-time ___ Part-time ___ None ___

17. Are you planning to apply for any "specialty" Program (School Social Work Licensure, Child Welfare Collaborative, Congregational Nurses Initiative, etc.)? Yes ___ No ___

(State "yes" only if you are taking the required social work courses and comply with additional admissions requirements for the program of interest)

To which program will you apply _____

18. Are you planning to get a MSW within three years of graduation? Yes ____ No ____

19. What are your career interests following graduation?

20. Have you ever been convicted of a felony? Yes ____ No ____

21. Do you have limitations (**physical or emotional**) of which we should be aware in planning your field placement? Yes ___ No ___

If yes, are you receiving medication for the condition? Yes ___ No ___

22. Do you have a **valid** NC driver's license? Yes ___ No ___

23. Will transportation be a problem for you next year? Yes ___ No ___ If yes, please explain: __

24. Briefly describe your ideal field placement (in what **setting/s** are you interested?).

25. Indicate any social service agency experience you have had, paid and/or voluntary.

26. Describe any other employment you have had during the past four years. Include dates and brief job descriptions.

Signature: _____ **Date:** _____

PART II: PROFESSIONAL RESUME'

Below is the required format for your resume. Please include **all** the information listed below.

NAME
Permanent address
Phone number
E-mail address
(Campus address and phone if different)

EDUCATIONAL OBJECTIVE

(This is a brief statement identifying **skill development areas** in which you are interested.)

EDUCATIONAL EXPERIENCE

List university(ies) and/or colleges attended and degrees obtained, beginning with the most recent school. Include expected date of graduation. (No high school).

In this section also list courses **by name [not course number]** [Social Work and related courses] that helped prepare you for field education. Workshops and seminars attended or presented may go in this section as well.

EMPLOYMENT/ VOLUNTEER EXPERIENCE

List factual information: when, where, for whom you worked/volunteered, and responsibilities. Begin with the most recent position. Distinguish, using subheadings, between paid and volunteer experience. Use action verbs. Do not use supervisor's name/s.

Identify skill areas obtained as a result of work/volunteer responsibilities.

SPECIAL SKILLS

These may include such things as: speak a foreign language; know sign language, computer literacy, etc.

REFERENCES

You may list names and contact information here, or simply state "Available upon request."

PART III: PERSONAL/ PROFESSIONAL NARRATIVE

Your 2-3 page narrative should be typed and double-spaced, with 1" margins, top, sides and bottom of each page. Prepare your statement to include the following:

- A. Discuss the factors, reasons, and motivations which led you to consider social work as your career.
- Discuss your particular interests in social work. (Reasons for choosing the field; your educational pursuits; populations you would like to serve; and your eventual social work goals; etc.)
 - Describe a situation in which **you have asked** for help. (Talk about the event as well as the feelings associated with your need, and how this influenced your choice of social work as a career choice)

- Describe a situation in which **you have given** help. (Talk about the event as well as your perceptions about being the helper, and how this influenced your choice of social work as a career choice)

B. There are some practicum situations, given specific vulnerabilities of an individual student or circumstances of work with a given client population or in a particular agency, which might place you, the student, at either physical or emotional risk.

- Describe any settings and/or populations where you have a reluctance to serve
- Describe personal issues which may impact your choice of possible practicum sites; i.e., substance abuse, no car or a suspended driver's license, caretaking responsibilities for a family member, etc.
- Briefly disclose pertinent information involving previous, existing, or continuing health/medical conditions or other issues that may impact placement

NOTE: Such issues need to be presented to the Directors of Field Education in advance to assist with planning for your field placement. It is your responsibility to apprise the Field Directors of this information. Failure to disclose may result in denial of admission to field or termination of field placement.

Field Directors will consider your special needs and circumstances and will try to make accommodations when and where necessary. In recognizing the importance of the field placement, however, please make arrangements for child care, caretaking duties for parents, etc. The field placement is a graded, professional practice experience that must meet the criteria of the field education program and the professional development needs identified for the program, the profession and you, the student.

SUBMIT THE FOLLOWING APPLICATION INFORMATION TO YOUR FIELD DIRECTOR BY Friday, the first week in February:

1. **Completed Application for Field Education.**
2. Personal/Professional Narrative.
3. Completed résumé (following instructions/outline above).
4. Current course *audit sheet*-UNCG/*degree evaluation*-NCAT.
5. Copy of a valid driver's license and proof of car insurance.
6. For UNCG, money order or cashier's check made out to UNCG for professional liability insurance, for \$44.00 (subject to change). For NCAT, payment will be made in fall directly to Treasurer's Office; details given at field interview. No personal checks, please.
7. For NCAT candidates, documentation of formal admission into BSW Program.
8. For NCAT candidates, 20 hour volunteer experience documentation form(s).

INCOMPLETE APPLICATION PACKAGES WILL NOT BE PROCESSED

Revised fall, 2015

North Carolina Agricultural & Technical
State University
Sociology & Social Work Department
1601 E. Market Street
Greensboro, NC 27411
Tel: 336-285-2049; Fax: 336-334-7197

Website: www.ncat.edu/~sociolog/



University of North Carolina at
Greensboro
Social Work Department
P.O. 26170
268 Stone Building
Greensboro, NC 27402
Tel: 336-334-5147; Fax: 336-334-5210
Website: www.uncg.edu/swk

Field Internship Assignment Form

You have been tentatively assigned to the agency listed below. It is your responsibility to call your prospective supervisor to arrange an interview. **INTERVIEWS SHOULD BE COMPLETED AND THIS FORM RETURNED to your Field Director no later than [date]**

At this interview you should discuss:

1. The range of activities which the agency can provide;
2. What you would like to get out of field internship;
3. Any issues related to the days and hours that the agency would require you to work. Some agencies require flexible schedules;
4. Agency requirements regarding liability insurance;
5. The amount of travel required, and who pays for the gas;
6. Your future goals/plans in social work;
7. Anything else which comes to mind during the interview.

BE CURIOUS

BE PROFESSIONAL

BE ON TIME

TO BE COMPLETE BY THE PROSPECTIVE FIELD SUPERVISOR:

Please complete the bottom portion of this form and **return the entire form to student** at the conclusion of the interview.

1. Name of the student interviewed: _____

2. Agency/Unit/Department: _____

Address: _____ Zip _____

3. Name of Interviewer: _____

4. Place an X in one of the choices below:

_____ Yes, I agree to supervise this student during the [current date] school year.

_____ No, I will not be able to accept supervision of this student for the [current date] school year.

Interviewer's Signature

Phone Number

Date

Fax: _____ E-mail: _____

JOINT SOCIAL WORK FIELD EDUCATION PROGRAM
North Carolina A&T State University
Department of Sociology & Social Work
and
The University of North Carolina-Greensboro
Department of Social Work

INTERNSHIP EVALUATION
(To be completed by Intern)

Do not write your name on this form

Faculty Liaison: _____ Date: _____

Field Agency/Program: _____

Field Supervisor(s): _____

Background Information Form

Please choose the below items that best describe you. Check only one per question.

1. What is your gender?

_____ Male _____ Female _____ Transgender

2. What is your race?

___a) African American/Black ___e) Native American
___b) Caucasian/White ___f) Biracial
___c) Hispanic/Latino ___g) Multiracial
___d) Asian or Pacific Islander ___h) Other (specific): _____
___i) I decline to answer because it may reveal my
identify

3. What is your marital status?

___a) single
___b) married/partnered
___c) divorced
___d) widowed
___e) other (specify) _____

Directions

Please rate these areas of the Field Education Program in terms of their ability to provide quality learning experience for you. Using the following rating scale, please darken the appropriate answer response on the sheet provided.

1=Excellent 2=Good 3=Moderate 4=Fair 5=Poor

I. Preplacement

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | The placement process was helpful in selecting a field internship (e.g., application, agency directory, co-directors' Interview, field agency interview). | 1 | 2 | 3 | 4 | 5 |
| 2. | The overall quality of the field agency supervision was: | 1 | 2 | 3 | 4 | 5 |
| 3. | The overall quality of the field liaison activities and support was: | 1 | 2 | 3 | 4 | 5 |
| 4. | The overall usefulness of the <i>Field Learning Contract</i> was: | 1 | 2 | 3 | 4 | 5 |
| 5. | Applicability of field seminar assignments: | 1 | 2 | 3 | 4 | 5 |
| 6. | Overall quality of field seminar: | 1 | 2 | 3 | 4 | 5 |
| 7. | Overall quality of the entire field experience instruction: | 1 | 2 | 3 | 4 | 5 |
| 8. | Classroom education in preparation for field education: | 1 | 2 | 3 | 4 | 5 |
| 9. | How would you assess your own readiness for beginning BSW practice? | 1 | 2 | 3 | 4 | 5 |

II. The Supervisor

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 10. | The supervisor was available and accessible when needed. | 1 | 2 | 3 | 4 | 5 |
| 11. | The supervisor maintained regularly scheduled supervisory conferences. | 1 | 2 | 3 | 4 | 5 |
| 12. | The supervisor gave clear and concise directions and instructions when I began new tasks/assignments. | 1 | 2 | 3 | 4 | 5 |
| 13. | The supervisor assigned stimulating, challenging tasks. | 1 | 2 | 3 | 4 | 5 |
| 14. | The supervisor was able to focus on my learning objectives. | 1 | 2 | 3 | 4 | 5 |
| 15. | The supervisor encouraged me to talk about concerns, questions, and issues related to assigned tasks. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 16. | The supervisor encouraged me to share my feelings and thoughts about subjects which are sometimes difficult to discuss | 1 | 2 | 3 | 4 | 5 |
| 17. | The supervisor shares his/her feelings and thoughts. | 1 | 2 | 3 | 4 | 5 |
| 18. | The supervisor created an atmosphere which was safe and supportive. | 1 | 2 | 3 | 4 | 5 |
| 19. | The supervisor allowed me to think and work through problems and issues which arose related to clients. | 1 | 2 | 3 | 4 | 5 |
| 20. | The supervisor permitted me to make my own mistakes. | 1 | 2 | 3 | 4 | 5 |
| 21. | The supervisor gave helpful feedback and constructive criticism. | 1 | 2 | 3 | 4 | 5 |
| 22. | The supervisor was flexible. | 1 | 2 | 3 | 4 | 5 |
| 23. | The supervisor demonstrated a detailed and accurate grasp of policy and procedures in the agency. | 1 | 2 | 3 | 4 | 5 |
| 24. | The supervisor discussed career concerns and opportunities. | 1 | 2 | 3 | 4 | 5 |
| 25. | Overall, the supervisor is helpful. | 1 | 2 | 3 | 4 | 5 |
| 26. | The supervisor provided and/or arranged for adequate orientation to the agency. | 1 | 2 | 3 | 4 | 5 |

III. The Agency

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 27. | The agency provided a variety of learning experiences. | 1 | 2 | 3 | 4 | 5 |
| 28. | Agency staff treated me as a staff person rather than a volunteer. | 1 | 2 | 3 | 4 | 5 |
| 29. | The agency was supportive and assisted in helping meet learning objectives. | 1 | 2 | 3 | 4 | 5 |
| 30. | The agency was flexible in terms of its rules, structures, and policies. | 1 | 2 | 3 | 4 | 5 |
| 31. | Agency resources (e.g., office supplies, work space, office equipment) were accessible. | 1 | 2 | 3 | 4 | 5 |

IV. The Faculty Liaison

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 32. | The liaison provided additional orientation to the Joint Field | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|

- Education Program.
- | | | | | | | |
|-----|--|---|---|---|---|---|
| 33. | The liaison was clear in his/her expectations of the student intern. | 1 | 2 | 3 | 4 | 5 |
| 34. | The liaison was clear in directions and instructions related to field and seminar assignments. | 1 | 2 | 3 | 4 | 5 |
| 35. | The liaison was accessible to and approachable by the student intern. | 1 | 2 | 3 | 4 | 5 |
| 36. | The liaison provided adequate consultation and resources to facilitate and support learning. | 1 | 2 | 3 | 4 | 5 |
| 37. | The liaison encouraged student responsibility in meeting individual learning objectives. | 1 | 2 | 3 | 4 | 5 |
| 38. | The liaison created an atmosphere in which the student could openly share concerns and problems related to the internship. | 1 | 2 | 3 | 4 | 5 |
| 39. | The liaison modeled appropriately professional behavior and attitudes. | 1 | 2 | 3 | 4 | 5 |
| 40. | The liaison maintained adequate communication between the student, agency and school during the year. | 1 | 2 | 3 | 4 | 5 |

Please answer the following in the space provided.

41. What type of student would work best with this supervisor and in this agency setting?

42. Would you recommend this supervisor to another social work intern? Yes ___ No ___
Why or why not?

43. Would you like to be employed by this agency? Yes ___ No ___ Why or why not?

44. Would you recommend this agency as an appropriate internship for another social work intern? Yes ___ No ___ Why or why not?

45. List the most significant learning experiences for you in this placement.

46. How was your liaison most helpful to you?

47. How was your liaison least helpful to you?

JOINT SOCIAL WORK FIELD EDUCATION PROGRAM
North Carolina Agricultural and Technical State University
Department of Sociology and Social Work
and
The University of North Carolina at Greensboro
Department of Social Work

FACULTY LIAISON EVALUATION
(To be completed by the Field Instructor)

Faculty Liaison: _____ Date: _____

Semester: _____ Year: _____

This instrument is designed to assess the Faculty Liaison's performance in facilitating the student's learning in the field and in providing assistance to the agency and field instructor in helping to meet the needs and learning objectives of the student.

The sole purpose of obtaining the information is to assist in the improvement of field education. Please respond with a (✓) to each of the items honestly and carefully.

1. Orientation of field instructors to role tasks, expectations, requirements of the Joint Field Program.
 No orientation by liaison and no written materials provided.
 Written materials only provided: roles and tasks not clearly understood.
 Roles, tasks, expectations were made clear by the liaison.
2. Consultation with field supervisor regarding students learning needs and objectives.
 No help provided by liaison.
 Limited assistance provided by liaison.
 Clear understanding of student's learning needs communicated by liaison.
3. Consultation to student and field supervisor regarding expectations and assignments related to field/seminar syllabus and learning objectives.
 No orientation to syllabus and learning objective was provided by the liaison.
 Incomplete orientation to syllabus and learning objectives by liaison.
 Clear, complete explanation on syllabus and learning objectives by liaison.
4. Communication with field supervisor during the semester to monitor student's performance, growth and development.
 No visits or contacts.
 Limited contact with liaison.
 Adequate contacts made by the liaison.

5. Provision of information and learning resources to field supervisor and student intern as needed.
- No provisions made.
 - Some assistance provided but more needed.
 - Liaison provided all appropriate help as needed.
6. Effective assistance provided to field supervisor for evaluating student performance.
- No assistance provided.
 - Some assistance given, but not adequate.
 - Clear, thorough assistance provided.
7. Please provide comments, suggestions and observations that would be helpful in improving the quality of field education.

(8/07)

**North Carolina Agricultural and Technical State University
The University of North Carolina at Greensboro
Joint Social Work Field Education Program (BSW)**

FIELD PLACEMENT INSTRUCTIONAL AGREEMENT

I. Parties

This Instructional Agreement (Agreement) is entered into between the Joint Social Work Field Instruction Program (Joint Field Program), between North Carolina Agricultural and Technical State University (NC A&T SU) and The University of North Carolina at Greensboro (UNCG) and firm/organization _____ (Agency), (collectively, the Parties).

II. Purpose

The parties specified in this Agreement have determined that they have a mutual interest in providing student learning experiences at Agency. The Joint Field Program has determined that student placements in Agency are consistent with the goals and objectives of the curriculum and will enhance the program of study. This Agreement confirms the mutually agreed terms and conditions of supervised learning experiences to be performed at Agency.

III. Term

- A. The term of this Agreement shall commence on the date upon which the last signature is affixed hereto and will automatically renew annually unless either party provides at least ninety (90) days written notice of its intent to terminate prior to the expiration of the then current annual term.
- B. This Agreement may be terminated by either party upon written notice of at least ninety (90) days. In the event of a termination, the Parties should use their best efforts to ensure that the termination will not negatively affect students currently placed at Agency.

IV. Compliance with NC A&T SU, UNCG and Agency Policies

- A. Students working in Agency will be subject to the universities' Academic Honor Policy and the Student Code of Conduct, copies of which will be provided to Agency by the Joint Field Program Faculty Liaison. If alleged violations occur, Agency will notify Faculty Liaison. If such alleged violations reasonably seem to pose a continuous threat to others, the alleged violator may be suspended immediately by the Agency from participating in Agency activities.
- B. Agency may also require student participating in Agency activities to comply with its own operational policies and procedures.

V. Responsibilities of the Parties

A. The Universities shall:

1. Notify students of appropriate placement opportunities for the experiential learning activity;
2. Approve placement site and learning objectives;
3. Select and register students for placement;
4. Award University credit to students;
5. Identify for the Agency the Faculty Liaison who will be the primary contact for specified learning activities;
6. Participate in planning and evaluation regarding learning activities;
7. Provide Agency with current field placement manual identifying policies and procedures. The Agency will also be provided with evaluation forms and deadlines;
8. Inform Agency of the Joint Field program calendars and initiate discussions of students' obligations to report to Agency, if necessary, whenever classes are not in session; and
9. Implement procedures to notify students of obligations listed below:
 - a. Attend orientation sessions regarding learning activity;
 - b. Comply with all applicable policies and operational procedures of Agency;
 - c. Negotiate a set of learning objectives with Agency and the Joint Field program and provide to each a written statement of objectives set forth in the student's Learning Agreement;
 - d. Give prior notice of necessary absence to Faculty Liaison and appropriate Agency personnel;
 - e. Obtain and maintain any required health insurance and professional liability insurance with minimum amount of coverage for the student of \$1,000,000 per occurrence and \$3,000,000 aggregate. Faculty Liaison will, upon request, provide to Agency, a copy of the Certificate of Insurance that has been provided by student;

- f. Maintain professional standards of confidentiality;
- g. Participate in all individual or group meetings associated with learning activity; and
- h. Provide personal transportation to and from learning activity.

B. Agency shall:

1. Provide opportunities for student observation and/or participation on Agency premises;
2. Provide a safe environment in compliance with all federal and state laws and inform the Universities and students of hazardous conditions and unusual circumstances that may create unsafe conditions;
3. Provide to Faculty Liaison and students written policies and operational procedures to which students are expected to adhere while they are at Agency setting;
4. Provide to Faculty Liaison a list of duties or job description for student placements with notation of any specific requisite skills or abilities, as well as identify essential functions of the position;
5. Participate in planning and evaluation sessions with students and, where appropriate, with Joint Social Work field faculty;
6. Identify for Co-Directors of Field and Faculty Liaison the Agency personnel primarily responsible for supervising learning activity at Agency;
7. Provide on-site supervision and guidance to learning activity;
8. Provide timely final evaluation of student performance in the manner specified by the University;
9. Conduct exit interviews with students that will include discussion of Agency's final evaluation; and
10. Notify Faculty Liaison of unsatisfactory performance or misconduct of a student and provide documentation of any charge to Faculty Liaison. If a student fails to comply with Agency's policies and procedures, Agency may immediately suspend or terminate that student from further participation in the program on its premises.

VI. Number of Placements

Agency and the Joint Field Program will mutually determine the number of students to be placed at Agency for a given term. Agency and the Universities may decide to have no active placements for a period of time without affecting the continuation of this Agreement.

VII. Nondiscrimination

Both parties agree to perform their duties under this Agreement without discrimination on the basis of race, sex, religion, national origin, age, and disability. The Agency agrees to accept qualified students with disabilities from the Universities in accordance with Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990, and as amended. If the student has self-reported his/her disability to the Universities, the University's Department of Disability Services will consult with Agency's fieldwork supervisor on a case-by-case basis to determine whether the University or the Agency will provide reasonable accommodation(s). In the event the Agency furnishes the reasonable accommodation(s) for the student, the University agrees to reimburse the Agency for costs incurred by the Agency for providing the reasonable accommodation(s), except for accommodations involving permanent structural alterations to the Agency's property.

VIII. Monetary Compensation to Student

Students placed in learning activities under this Agreement receive University credit toward an academic degree, including where appropriate hourly units. Monetary compensation to students is not provided under the terms set out herein. Any agreement between Agency and a student for monetary compensation is separate from and outside the terms of this agreement. The University may not be made a party to such a compensation agreement.

IX. Employment

Students are not considered employees or agents of either the University or Agency except as agreed to between a student and Agency pursuant to Section VIII.

X. Entire Agreement

This Agreement represents the entire agreement between the parties and may not be modified without the written consent of both parties. This Agreement shall be construed and governed by North Carolina law and any disputes shall be filed in a North Carolina court of competent jurisdiction. In witness whereof, the parties hereto have caused this Agreement to be signed by their respective authorized representatives.

For and on behalf of the Department of Sociology/Social Work, NC A&T State University:

_____	_____
Co - Field Director	Date
_____	_____
Department Chair	Date
_____	_____
Dean, School of Arts and Sciences - NC A&T SU	Date

For and on behalf of the Department of Social Work, UNC-Greensboro:

_____	_____
Co- Field Director	Date
_____	_____
Department Chair	Date
_____	_____
Dean, School of Health and Human Sciences - UNCG	Date

For and on behalf of the Agency: _____
(Agency Name)

Name and Title of Authorized Agency Person (Please Print)

Signature

Date

**Office of the Provost
October, 2011-2015**

PROGRAM
North Carolina A&T State University
Department of Sociology & Social Work

The University of North Carolina-Greensboro
Department of Social Work

AGENCY REQUEST FOR UNDERGRADUATE FIELD INTERNSHIP
(Continuing Agencies)

Name of Agency: _____

Address: _____

Name & Title of Executive: _____

Telephone: _____ FAX: _____

Name of Person Coordinating Internships: _____

*Name & Title of Field Instructor(s) [Person(s) who will provide direct field education]

Field Instructor: _____ Tel. _____

Field Instructor: _____ Tel. _____

Field Instructor: _____ Tel. _____

Number of undergraduate students agency can accommodate during 2009-2010 academic year:

*Please identify above named field instructors who have not previously supervised students in the Joint Field Education Program.

Name: _____

Name: _____

Name: _____

JOINT SOCIAL WORK FIELD EDUCATION PROGRAM
North Carolina A&T State University
Department of Sociology & Social Work

The University of North Carolina-Greensboro
Department of Social Work

AGENCY REQUEST FOR UNDERGRADUATE FIELD INTERNSHIP
(New Agencies)

Name of Agency: _____

Name of Department/Unit/Program: _____

Address: _____

_____ ZIP Code: _____

Telephone: _____ FAX: _____

Name & Title of Executive: _____

Name of Student Intern/Volunteer Coordinator: _____

Telephone: _____ FAX: _____

Name & Title of Field Instructor(s) [Person(s) who will provide **direct** supervision]

Field Instructor: _____ Tel. _____

Field Instructor: _____ Tel. _____

Field Instructor: _____ Tel. _____

Function and Purpose of Agency. Include geographical area and specific population served:

Description of learning experiences agency will provide undergraduate students. Illustrate by giving examples of specific tasks:

Please describe **agency expectations** of undergraduate student intern.

Number of undergraduate students agency can accommodate during academic year 2009-10: ____

Student needs transportation for field: all the time _____ occasionally _____ never _____

Agency compensates for agency incurred travel by:

per mile reimbursement _____

use of agency car _____

other (specify): _____

Field Instructor Profile

All Field Instructors should meet the following criteria:

1. Bachelors degree or higher in social work or a related field.
2. Three (3) years of practice experience in social work or a related field.
3. One (1) year’s work experience in the current position.
4. Experience in supervising undergraduate students (preferred).
5. Commitment to attend training related to supervising undergraduate Social Work students.

Please provide complete information about each field instructor.

1. Name: _____
Position/Title: _____
Telephone: _____

Education: (Specify area in which degree(s) was/ were earned):
Baccalaureate _____
Masters _____
Doctorate _____
Other _____

Number of years of social work experience: _____
Number of years supervisory experience: Staff _____ BSW Student _____
Other: (Please Specify) _____

Number of years at this agency: _____ Number of years in current position: _____

Previous Joint Field Education Program supervisory experience: _____ yes _____ no

2. Name: _____
Position/Title: _____
Telephone: _____

Education: (Specify area in which degree(s) was/ were earned):
Baccalaureate _____
Masters _____
Doctorate _____
Other _____

Number of years of social work experience: _____
Number of years supervisory experience: Staff _____ BSW Student _____
Other: (Please Specify) _____

Number of years at this agency: _____ Number of years in current position: _____

Previous Joint Field Education Program supervisory experience: _____ yes _____ no