



UNIVERSITY *of* ARKANSAS

FORT SMITH.®

**BACHELOR OF SOCIAL WORK (BSW)
FIELD EDUCATION MANUAL**

BSW FIELD EDUCATION MANUAL

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Revised 7/2021

Accreditation & Memberships

The University of Arkansas – Fort Smith (UAFS) Social Work Program is fully accredited by the Council on Social Work Education's (CSWE) Commission on Accreditation. For more information about social work accreditation contact the Council on Social Work Education (CSWE): <https://cswe.org/Accreditation>



COUNCIL ON SOCIAL WORK EDUCATION

The UAFS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The United States Department of Education, the United States Department of Health and Human Services, and the Arkansas State Approving Agency for Veterans' Training approve the UAFS. The National Alliance of Concurrent Enrollment Partnerships (NACEP) accredits the UAFS Concurrent Enrollment Program.

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Purpose of BSW Field Manual

This manual is designed to serve as a guide for the university, faculty, students, field agencies, and field supervisors in the area generalist social work field education for the UAFS, Bachelor of Social Work (BSW) Program. This will include information on the UAFS, the Social Work Program's mission, goals, and educational philosophy as well as the content, method, and responsibilities of the field director, faculty, students, field agencies, and field supervisor. The appendices provide copies of forms utilized in implementing the policies and procedures governing field education.

It is important to note that the field education program design, its policies, and procedures reflect consultation and input from faculty, students, and field instructors. We are always interested in your comments and recommendations in regard to the design, implementation, and maintenance of the field education program.

UAFS & Social Work Program Mission Statements

Vision and Mission of the University of Arkansas-Fort Smith

The vision of the University of Arkansas-Fort Smith is to “prepare students to succeed in an ever-changing global world while advancing economic development and quality of place.” The University’s mission is that “UAFS will be a national model for preparing students for workforce mobility through education and professional development while serving as the thought leader in the region for workforce training.”

Social Work Program Mission

The Mission of the University of Arkansas-Fort Smith Bachelor of Social Work program is to support the overall mission of the university by preparing students to succeed in an ever-changing global world and by promoting human and community wellbeing. To educate and train professional social work students at the undergraduate level, to work on behalf of all persons in society. To be able to improve the lives of all community members, to build and assist with programs and services which will assist those in need, and to promote social and economic justice for all community members.

The UAFS social work program builds on the values and history of the social work profession. The purpose of the social work profession is to promote service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry – all core social work values. These values underpin the explicit and implicit curriculum and as such bolster the commitment of the social work program to the professions commitment to respecting all persons. The curriculum supports the purpose of the profession by providing a curriculum that aides in teaching, scholarship and service.

UAFS Social Work Program Goals

1. To prepare generalist social work practitioners who are grounded in the liberal arts, who identify with the profession, who can demonstrate ethical and professional behavior, and who can communicate and apply their understanding of the importance of diversity and difference in shaping the life experiences of client systems at micro, mezzo, and macro levels.
2. To advocate for social, economic, and environmental justice, and human rights at all levels of practice.
3. To engage in social welfare policy practice to improve the effectiveness of service delivery systems within the practice context.
4. To engage and assess with individuals, families, groups, organizations, and communities to choose, together, evidence-based interventions based on the critical assessment of strengths, needs, and challenges of client systems and to evaluate the outcomes of the intervention chosen.
5. To apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in choosing evidence-based interventions to improve the lives of client systems at the micro, mezzo, and macro practice levels.
6. To prepare graduates for life-long professional development, including graduate education.

BSW Curriculum

The BSW curriculum is grounded in the liberal arts tradition (see *BSW Curriculum* in the appendix below). Students enter the social work major as an intended major and once they have successfully completed all of the pre-professional courses and UAFS general education core curriculum requirements, students then apply for formal admission into the BSW professional program. Once accepted into the professional program, students later apply for the BSW field education practicum.

The BSW practicum is intended to provide students with experience in the field as generalist social work practitioners, as well as to provide them with the opportunity to integrate various theories, models, and methods of intervention in a direct service environment. The BSW field education curriculum has two major components: practicum and integrative seminar.

BSW Field Education

Field education is the “signature pedagogy” of social work education, a type of teaching that “...organize the fundamental ways in which future practitioners are educated for their new professions (2005, p. 52). Field education provides a dynamic opportunity to practice the theory-oriented learning of the classroom within an educationally directed

practice experience. The purpose of the field practicum is to guide the student in the acquisition and integration of social work practice knowledge, values, skills and cognitive and affective processes. In short, it's where the classroom meets the real world of social work practice with real clients. This "real world" learning experience has two complementary dimensions: a field seminar and a field practicum.

Students concurrently enroll in both the field practicum and an integrative lecture unit referred to as **field seminar** (*Field Instruction I/II – Seminar*; SOWK 4903, 4913). The curriculum is planned as a continuum of increasingly complex, agency-based, educationally directed assignments which lead the student to acquire greater professional competence as a generalist social worker. The seminar is a weekly class in which the students are guided in discussion of ways to integrate theory and practice, to develop strategies to improve field performance, to tap the expertise of peers and the field seminar instructor, and to learn to use assessment and feedback to further their own professional development. Written seminar assignments focus on competency areas. The weekly field seminar is taught by a faculty member who serves as a field liaison to the student's field agency and agency field instructor. Field seminar learning outcomes, upon successful completion of the field seminar course, students will be able to:

1. Identify as a professional social worker and conduct oneself accordingly. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
2. Apply critical thinking to inform and communicate professional judgments. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
3. Respond to contexts that shape practice. Select and use appropriate methods for evaluation of outcomes.
4. Demonstrate an understanding of the National Association of Social Workers *Code of Ethics*. <http://www.socialworkers.org/pubs/CODE/Default.asp>.

The **field practicum** (placement, internship; *Social Work Practicum I/II*, SOWK 4914, 4924) is a professionally supervised direct social work practice service-learning experience in a local community agency, assigned by the director of field of education according to student interest and agency availability. Students complete a minimum of 200 field hours per semester in each of two field placements, about 16-hours per week, in the fall and spring semesters of their senior year, totaling a minimum of 400-hours. Student learning outcomes focus on the nine social work competencies and 31-affiliated behaviors, detailed below.

Social Work Competencies

In addition to the social work program goals, your social work education experience focuses on achieving nine competencies and 31-affiliated behaviors (described below) required by the Council on Social Work Education (CSWE) for effective social work practice. You will have

opportunities throughout your social work education to acquire knowledge, values, skills, behaviors and cognitive and affective processes associated with each competency (see the appendix for a detailed listing).¹

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:

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.
4. Use technology ethically and appropriately to facilitate practice outcomes.
5. Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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,

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

Figure 1. CSWE Nine Social Work Competencies, 2015 Education Policy & Accreditation Standards (EPAS).

¹ For a detailed review of the CSWE social work competencies and behaviors see https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

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:

6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
8. 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:

9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
10. 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:

11. Use practice experience and theory to inform scientific inquiry and research;
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
13. 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:

14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social service.
15. Assess how social welfare and economic policies impact the delivery of and access to social services.
16. 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:

17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
18. 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:

19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
22. 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:

23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
27. 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:

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

Field Education Curriculum

The UAFS social work field sequence is designed to connect the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice (CSWE, Accreditation Standard 2.2.1- Field Education). Approved potential field placements are established through a formalized arrangement between the university and a community based social service agency. The arrangement is formalized in a written affiliation agreement (*Memorandum of Understanding*, MOU) that is signed by appropriate administrative personnel from both facilities (CSWE, Accreditation Standard 2.2.7- Field Education).

Social Work Practicums I & II

The BSW field curriculum consists of two unique field placements. *Social Work Practicum I* is a 200-hour field internship placement, necessitating at least 16 hours per week and occurs in the fall semester. *Social Work Practicum II* internship placement is a 200-hour field placement, necessitating at least 16 hours per week and occurs in the spring semester. The two BSW field placements total 400 hours of field experience throughout your senior year (CSWE, Accreditation Standard 2.2.5- Field Education). *Social Work Practicum I* is only offered in the fall and *Social Work Practicum II* is only offered in the spring (CSWE, Accreditation Standard 2.2.6- Field Education). The UAFS field education model is a “concurrent” model; that is, students take social work classroom courses at the same time as their field placement.

Administrative Organization of Field Education

The administration of all field education is primarily the responsibility of the director of field education. The BSW program director reviews the academic files of all students to determine if they meet eligibility requirements for field placement in the spring of their junior year. The BSW program director provides a list of students eligible for field to the director of field education. All students deemed eligible for field placement are required to attend a mandatory field placement meeting to begin the application and interview process for field placement.

Faculty members who teach the integrative field seminar courses taken concurrently with field placement also serve as the “faculty field liaisons” to the field placement agencies in which their students are placed. This model provides a designated faculty member with whom each field agency will interact to ensure consistency in the relationship between the

program and the practice community (CSWE, Accreditation Standard 2.2.8- Field Education).

An agency-based social worker serves as the “field instructor” to the student intern in the agency placement. The field instructor has primary responsibility for the assignment and oversight of the student’s educational activities in the agency (Accreditation Standard 2.2.8 – Field Education). The design of the practicum is guided by the educational objectives as defined by the department, an individualized student-learning plan (*Field Learning Contract* found in the appendix below), consultation with the faculty liaison and policies and procedures outlined in the *BSW Field Manual*.

Director of Field Education

The overall responsibility for the operation of the field program rests with the director of field education. Field education policy and procedures are governed by the standards for field education established by CSWE and the UAFS social work faculty and administration. While field education activities may be delegated to other faculty directly involved with field education, chief responsibility for program development and assessment of field education remains with the director of field education. BSW faculty and the program director provide consultation to the director of field education. The director of field education provides orientation, field instructor training, and continuing dialogue with field education settings and field instructors (Accreditation Standard 2.2.10- Field Education). The established field education policy and procedures fall under the supervision of the director of field education who is responsible for placement of all BSW field students for their Field I and Field II placements, specific responsibilities include:

- Assuring that the student has met all criteria for admission to field education,
- Meeting with students to ascertain their areas of interest,
- Maintaining field records and,
- Communicating with seminar instructors, field liaisons, and community agencies

The director of field education also is responsible for BSW field education development. The field instructors, faculty field liaisons, social work faculty and program director all provide consultation to the director of field education pertaining to the field program.

The director of field education works with faculty field liaisons and field/task instructors, who provide support through technical assistance and mutual consultation to students and field agency personnel. The director of field education ensures that support is provided to field practicum instructors in the following ways:

- Offering orientation and training to newly active field instructors,
- Offering periodic continuing education opportunities to all active field instructors,
- Providing information about the curriculum,
- Providing clear practice and evaluation goals for individual students,
- Providing electronic copies of the field manual, and
- Sharing pertinent information about practicum students when congruent to prudent

academic practice. Information about practicum students considered “pertinent” in this context would be limited to confirmation of the student’s academic eligibility to enter the field placement and information about prior academic performance if relevant to field placement. Such information is shared only for the purpose of acquiring and implementing educational field experiences and supervision designed to address the individualized professional development needs of the student. This information would be shared on condition of a signed formal authorization of release by the student.

The director ensures that support is provided to field practicum students by selection of field placements based upon the objectives of the BSW program and the learning needs of students. Also, the director supports students through maintaining field seminar courses concurrent, providing additional learning opportunities for students to compare practice experiences, integrate and expand classroom knowledge and theories beyond the scope of their practicum setting. The director also advises students on field placements options best suited to their interest and learning needs.

Overall responsibility for the operation of the field program rests with the director of field education. Field education policy and procedures shall be governed by the standards for field education established by CSWE and the UAFS social work program. Additional duties for the director of field education include developing policy guidelines for the administration of field, maintaining appropriate files, and obtaining consultation or feedback from faculty, students, and field agency representatives in regard to field education. This will be done through survey instruments, personal contact, and formal meetings with the faculty field liaisons, social work faculty, social work advisory board, or other ad hoc groups (CSWE Accreditation standard 2.1.8- Field Education).

Policies, criteria, and procedures for selecting field settings, placing and monitoring students, maintaining field liaison contacts, and evaluating student learning and field setting effectiveness are congruent with the BSW program’s competencies (Accreditation Standard 2.2.7- Field Education).

The director of field education is evaluated on annual basis by BSW interns in the *Social Work Practicum II* (SOWK 4924) using the *Evaluation of Director of Field Education* form (found in the appendix below). The social work program director distributes and collects these forms directly from students and shares the anonymous findings with the field director during routine annual evaluations.

Field Agencies

Field Agencies: Selection

The director of field education seeks appropriate field settings for a growing program. Input is sought from social work field liaisons, faculty, and the social work advisory board. Each new setting is evaluated to determine appropriateness for social work education, i.e. services

offered, population served, social workers on staff, licensure levels, intern supervisory experience. The following criteria are used in selecting field agencies:

- Agency philosophy and standards consistent with professional social work, social work education and with the mission of the UAFS Social Work Program.
- Provides a qualified field/task instructor with a Bachelors of Social Work (BSW) or Masters of Social Work (MSW) from a CSWE accredited program with release time, to offer instruction and supervision.
- Willing to structure educationally focused experiences that are appropriate to the student's educational needs and provide opportunities to work with various size client systems (e.g. individuals, families, groups, communities), with an exposure to a diversity of people.
- Able to provide the student with adequate office space, supplies, and equivalent reimbursement privileges given to staff (e.g. mileage, field expenses).
- Allows the field instructor time to attend required meetings on UAFS campus, as well as the field education orientation for the new field instructors.

Once an agency is vetted, new field instructors receive orientation and training on supervision, social work competencies and behaviors, learning contracts, BSW student field manual, student roles, use of task supervisors, what to do when problems arise as well as gatekeeping. Current agencies are monitored to ensure students are receiving appropriate supervision, and training and the safety of students in current field settings.

Faculty field liaisons communicate with agency field instructors several times a semester, serving as the "eyes and ears" of UAFS field education. When concerns arise, the liaison attempts to correct the situation using the problem solving process (see below) and notifies the director of field education.

Approval of agency field placements is based upon their ability to provide learning experiences congruent with the mission, goals and objectives of the BSW program, competency-based field instruction and sufficient experiential learning opportunities. The UAFS field program assists agencies in assessing and documenting their abilities to meet these criteria primarily through discussions during the agency selection process and through information obtained in the *Field Agency Packet* and university/agency affiliation agreement (*Memorandum of Understanding*, MOU).

Agencies are required to identify learning activities that provide generalist social work experiences correlated to the nine social work competencies and affiliated behaviors. It is preferred that field placement agencies operate under an accrediting or oversight body as evidence of their on-going review in regard to ethical and professional standards. In instances in which an agency does not meet these criteria, particular attention is given to the credentials of the individual professional staff, i.e. licensure status, continuing education participation.

Agencies also are required to demonstrate support for the professional education process

itself by offering a qualified agency-based field instructor and adjusting work assignments to permit him or her adequate time to meet the responsibilities of a field instructor. Field instructor, detailed below, typically include developing and implementing the student's learning contract and providing them regular supervision. Agencies also are expected to support and encourage the participation of field instructors in orientation and training programs offered to field instructors through the social work department.

The director of field education determines if agencies meet these eligibility criteria to serve as a field placement and maintains an agency file including: agency profile, affiliation agreement, field instructor credentials or other documentation supporting that eligibility. It is the responsibility of the agency to complete and update these documents when requested.

Field Agencies: Responsibilities

Agencies are not obligated to accept students every semester. It is not unusual for changes in the organization or personnel, or even the desire for a respite to prompt an agency to not accept any students at a given time. Agencies also have the right to not accept an individual student, based upon their assessment after reviewing the student's resume and/or as a result of the pre- placement interview. Additionally, an agency may request to be removed from the list of approved agencies, just as the social work department may remove the agency from the list should it no longer meet the criteria as an approved agency. Agencies located more than one-hour driving distance from the UAFS campus are utilized on a limited basis, with approval decided on a case-by-case assessment. Field agency responsibilities include:

- Complete the *Field Agency Packet* and *Memorandum of Understanding*;
- Provide services representative of generalist social work for BSW field practicums;
- Employ licensed (LCSW) graduate-level social work staff with the recommended practice experience who can serve as agency field instructors;
- Insure regular ongoing supervision of the student, including pre-scheduled conferences equivalent to a minimum of one hour per week, and;
- Be committed to the values and ethics of the social work profession.

Field Instructors

Field Instructors: Selection

Agency based field instructors approved to supervise BSW students in field placement are ordinarily required to possess a degree in social work, either baccalaureate or masters, from a CSWE-accredited program. In all cases, the credentials of the field instructor and the mission of the agency are expected to be compatible with the UAFS social work program mission and goals. In any case in which the field instructor does not hold a BSW or MSW from a CSWE-accredited program, the director of field education assesses if there are specific areas that require additional faculty involvement to ensure that a social work focus and identification are sustained. The director of field education will provide supervision to students whose agency lacks BSW or MSW degreed staff. It is important that field instructors have adequate practice

experience, at least two years post-BSW or post-MSW. These criteria may be waived when a field instructor has five years or more practice experience prior to degree completion and their experience is congruent with the needed skills necessary for an educator of an undergraduate social work student. It is preferred that agency field instructors have at least one-year experience in their current position, role and agency.

In exceptional cases, a professional without a degree in social work, may serve as a field instructor. To be approved, the non-social work professional must: (1) Hold at least a bachelor degree in a related field, (2) Past supervision experience, (3) Five years of experience in a social service setting, (4) Employed in a program providing services and educational opportunities congruent with the educational objectives of the BSW program and the educational needs of the student, (5) Provide evidence of a high level of expertise, as reflected in their professional training and experience, (6) A commitment to ethical practice, and (7) Values and respects social work as a peer discipline. Approval for field non-social work instructors is evaluated by the director of field education on a case-by-case basis. These exceptions will most often be made when the educational opportunities provided by the agency and field instructor are not available to the student in a similar agency under the direct supervision of a professional holding a degree in social work. Agency field instructors from disciplines other than social work are provided a copy of the *NASW Code of Ethics*.

When approving field instructors, the director of field education also assesses prior student supervisory experience and evidence of professional development, e.g. certifications, continuing education programs. Field instructors also are expected to highly value field education, have an affinity for working with students, receive gratification from the supervisory development activities, and make a personal commitment to be an agency field instructor. The director of field education keeps on file resumes and other credentials as evidence that the criteria for approval as a field instructor have been met.

Field Instructors: Roles & Responsibilities

The focus of the field experience is the professional education and development of social work students. The primary role of the field instructor is that of teacher. The field instructor assesses the professional education and development needs of the student, arranges learning experiences to meet those needs and master the nine competencies and affiliated behaviors, and provides on- going student supervision (see *Field Instructor Application and Guidelines* in the appendix).

A basic requirement for assuming field instruction responsibilities is the agency's adjustment of the individual staff member's work assignments to permit sufficient time to develop and implement the student's field practicum. The field practicum plan is expected to give the student regular access to the field instructor. At a minimum, formal supervisory conference time is expected to be equivalent to at least one hour per week. Other specific responsibilities of the field instructor include: providing consultation to the student in the development of an individualized learning contract, completion of a formal mid-term and final evaluation of the student's competency-based performance, meeting with the faculty field liaison at mid-term

and the end of the term to review the student progress and verifying completion of required hours. Field instructors participate in field education orientation offered by UAFS social work program. *Failure to complete the field instructor orientation will result in the student being removed from the practicum location and reassigned.* Field instructor responsibilities include:

- Attend the orientation workshop for new field instructors;
- Provide the student with an orientation to the agency;
- Provide regular and consistent supervision, including pre-scheduled conferences equivalent to one hour per week;
- Assist the student obtaining information needed to complete field related assignments, including seminar assignments, when appropriate;
- Assist the student in the development of the individualized learning plan;
- Assess the quality of the student's performance in field and complete the mid-term and final evaluation instruments provided by the school and review the evaluations with the student. While an evaluation in a narrative form is not required, they are highly valued, and as a qualitative assessment often more effectively individualizes the report. Including a narrative appraisal is optional;
- Participate in conferences with the Faculty Field Liaison and the student in conjunction with your evaluation of the student's performance, or otherwise as appropriate;
- Consult with the faculty liaison whenever such contact might be of benefit to you or the student;
- Contact the faculty liaison whenever concerns emerge in regard to the student's performance in field, and;
- Assure adherence to the *NASW Code of Ethics*.

Task Supervisors/Instructors

The field instructor may arrange for other professional staff (referred to as task supervisors or task instructors) to provide learning experiences for the student in placement. This allows the field instructor to draw on the experience or expertise of colleagues in facilitating student learning. On those occasions when the field instructor delegates task supervision responsibilities to another professional, it is the field instructor's responsibility to coordinate the learning experience and obtain input from the task supervisor when evaluating the student's performance.

At the end of each practicum, student-interns provide constructive feedback on the field/task instructors and the agency itself. These confidential evaluations are returned directly to the director of field education (see *Student Evaluation of Field Placement* forms in the appendix).

Student Acceptance Into Field Practicum

Entry into the UAFS social work field education practicum and assignment to a field placement is not automatic. Students must meet several requirements and complete a formal request and approval from the director of field education. Field education begins in the fall

semester of the senior year for students accepted into the BSW and field education programs. In the senior year, students are required to take SOWK 4903 - *Field Instruction I* (Seminar, 3 credit hour), SOWK 4914 - *Social Work Practicum I* (Internship, 3 credit hours) during the fall semester. SOWK 4913 - *Field Instruction II* (Seminar, 3 credit hour) and SOWK 4924 - *Social Work Practicum II* (Internship, 4 credit hours) then are taken during the following spring semester.

In the field placement (SOWK 4914, 4924), student experiences with services addressing a range of human needs becomes the focus of learning activities. Students also learn about recording, documentation, use of practice supervision, and the application of the *NASW Code of Ethics*, all within the context of the assigned agency. The student is expected to sufficiently demonstrate practice behaviors affiliated with the nine social work competencies, shaped by the *Field Learning Contract* (see appendix). This contract guides the student and the field instructor in establishing how the student will achieve required practice. The field instructor evaluates the student during midterm and at the end of the semester (see *Field Instructor Student Evaluation Form* in the appendix below).

In field seminar, the student is helped to integrate theory and practice, to develop strategies for improving field performance, to tap the experiences and expertise of peers and instructor, and to learn to use feedback to further the student's own professional practice. Field seminars (SOWK 4903, SOWK 4913) require written and oral assignments that are focused on the integration of theory and practice and is concurrent with enrollment in SOWK 4914 and SOWK 4924 respectively. At the conclusion of the student's *Field Practicum II*, students will submit a BSW professional portfolio in the field seminar (SOWK 4913) as part of their final evaluation in the BSW program.

Prerequisites

The following prerequisites are required to formally apply for field practicum/seminar courses:

- Officially admitted to the social work professional program and be in good standing.
- Maintain a cumulative GPA of 2.0 or better.
- Completed a minimum of 90 college credit-hours.
- Satisfactory completion, grade of "C" or better, in required social work core courses:
 - SOWK 3113 – *Social Work Practice I*
 - SOWK 3413 – *Diversity and Social Economic Justice*
 - SOWK 3423 – *Social Work Practice II*
 - SOWK 3733 – *Social Work Practice III*
 - SOWK 3823 – *Social Policy Analysis and Advocacy*
 - SOWK 3853 – *Social Work Values and Ethics*
- All course incompletes ("I") must be completed, i.e. final course grade received and cleared from transcript.
- Application for placement on or before the appropriate due date.

Procedures for Student Application for Field Placement

Students must submit a formal application (*Field Practicum Student Application* and

Statement of Criminal Record, both in the appendix) to the director of field education. The deadline for application for the Fall semester is the preceding March 30th and application for Spring semester is the preceding October 31st. Students are encouraged to meet with their social work advisors and/or the director of field education to determine areas of interest for possible placement. The field director considers student preference and convenience, but educational need takes precedence in the matching process. Based on experience in working with agencies, the field director knows which agencies can help to meet the student's learning objectives best. While we see the overall process between student and school as being collaborative, the faculty is responsible in ensuring the educational appropriateness of the placement.

Students are notified of acceptance and placement assigned then expected to contact the agency for an interview. The student's placement is confirmed by a letter from the field office. Once accepted and notified, students complete and submit the *Student Agreement for Field Placement* form (see appendix below). Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum. Students applying to use employment for field placement must apply within the Field Practicum, see related policy and requirements described earlier (see employment for field placement).

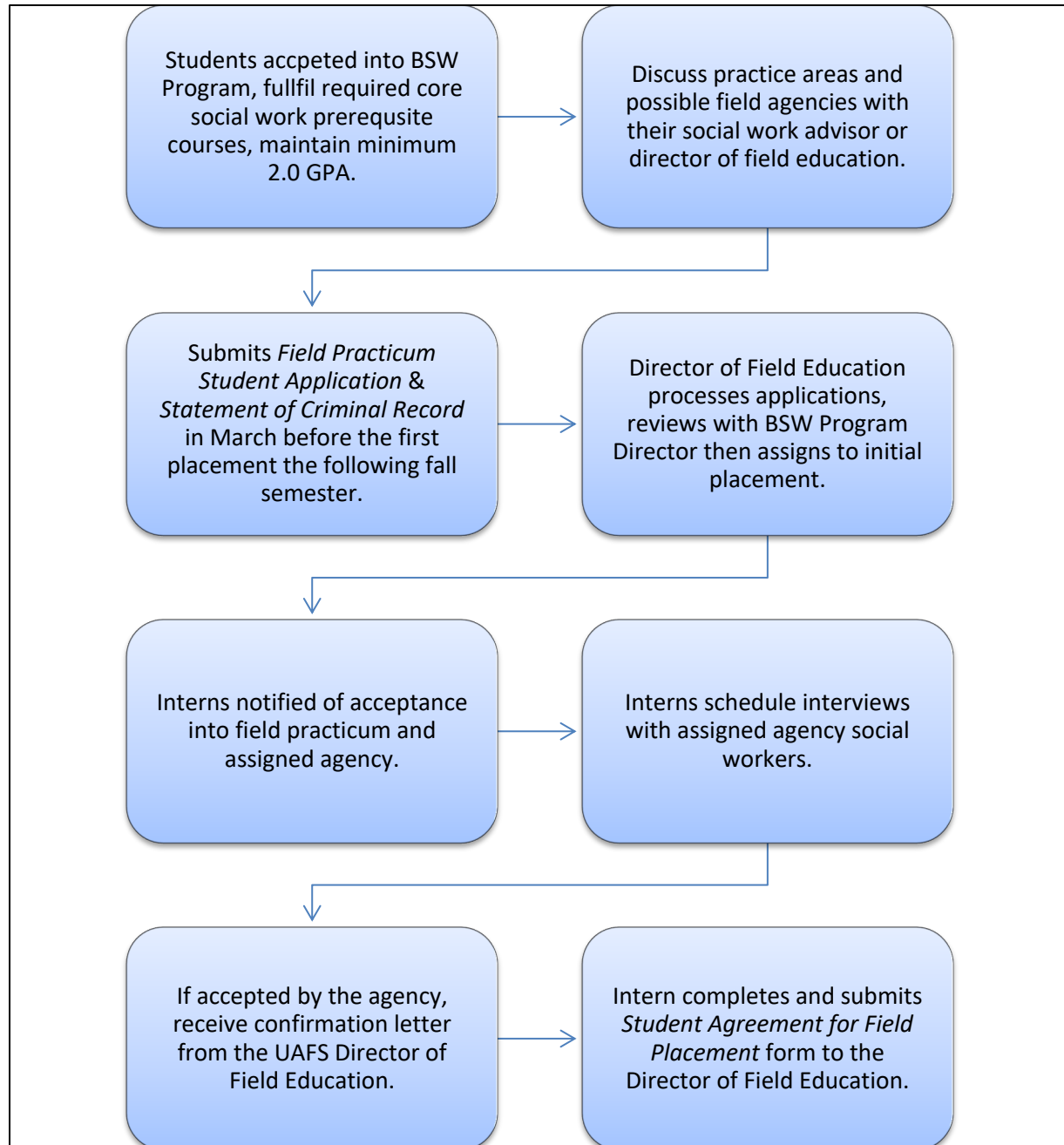


Figure 2. Field application and agency assignment process.

Once successfully completing the above steps, the student collaborates with the agency field instructor to confirm the agency orientation requirements, a starting date and weekly schedule. Students are advised to contact their field instructor no later than the week preceding the beginning of the placement to clarify when, where and with whom they will report for their first day of placement. Students negotiate a weekly/hourly schedule with their field instructor by the end of the first week in placement that accommodates their class schedule and the agency's needs or recommendations for their optimal educational experience in that setting. It is the student responsibility to maintain the agreed upon schedule.

It is recognized there may be exceptions to the process outlined above based on student or organizational needs. The process as outlined is not intended to rule out viable field placement options that meet the CSWE standards. For example, it is not unusual for a student to identify a viable placement agency that has never applied for approval as a field agency and request a placement there. In such cases the agency must complete the application process, be evaluated, and approved as an eligible field agency. The agency will be provided consultation by a field faculty member during their application process.

Students are asked to not initiate contact with any agency already listed as an approved agency. To do so can compromise the equal opportunity of all students interested in the agency. It also risks jeopardizing both the student's and the school's relationship with the agency as it violates established procedures between the agency and the BSW program.

BSW Student Interns

Student Responsibilities & Expectations in Field: Overview

A primary expectation of students in field placement is that they take the role of a learner actively involved in their own professional education and development. Specific requirements to assist and guide students in the field education process include:

- Demonstrate the nine CSWE social competencies through the 31-affiliated behaviors, all of which serve as the objectives for BSW field education, identified in this manual, subsequent learning plans as well as the *BSW Student Handbook*;
- Students collaborate with agency field instructors to write their learning contracts (see *Field Learning Contract* in the appendix);
- Students are required to attend the field seminar courses, includes additional assignments designed to assist them in integrating knowledge from their courses with their field experience and performance, and;
- Students are required to meet the specified number of field practicum hours. The *Social Work Practicum I* and *Social Work Practicum II* each require 200 hours, totaling 400 hours over the course of two semesters. The field instructor will be asked to verify this requirement has been met through signed weekly timesheets (Appendix).
- Other expectations and requirements of students in field placement include that students:
 - Conduct themselves in a professional manner in relation to clients, their field instructor, and other agency staff and community colleagues;
 - Abide by agency personnel and program policies as well as UAFS and social work program policies governing students;
 - Actively participate in his or her learning experience through self-assessment of learning needs, professional development, personal strengths, and professional potential, and;
 - Work within the framework of agency and faculty supervision.

Professional Behavior

The BSW is a professional degree and requires behaviors fitting for a professional social worker. In addition to the performance and behavioral expectations detailed in the *BSW Student Handbook* (see *BSW Student Performance Standards: Criteria & Indicators of Concern*), social work field interns are expected to act in a professional and ethical manner, including but limited to the following:

- Prompt arrival and consistent attendance for the internship and seminar components.
- Receptivity to new information and differing perspectives.
- Active participation in group discussions and activities.
- Quality of written work should reflect appropriate graduate scholarship.
- Timely completion of internship tasks and assignments outlined in the syllabus.
- Ability to accept and integrate feedback and attempt change.
- Provide respectful, supportive and constructive peer feedback.
- Cell phones should be turned off during seminar class and, at the discretion of the field agency, during field practicum hours. Cell use and texting is disrespectful to all members of the field seminar as well as field agency staff and clients and will not be tolerated. This includes leaving the seminar or practicum to make phone calls. If a student is experiencing life circumstances that warrant an exception to this expectation, the seminar or practicum instructor should be notified.
- Students are expected to maintain the confidentiality of their fellow classmates, clients and agencies with regard to what is shared in the classroom.

Field Orientation

A mandatory student orientation to field education is provided under the direction of the director of field education. Students are advised of the date and time of this mandatory meeting in advance. This meeting takes place no later than their first field seminar class. Orientation reviews keeping to established time schedules, being on time, absences, field timesheets, practice logs, social work competencies and affiliated behaviors, learning contracts, field safety, professional behavior, problem solving, ethical decision making, self-care, and time management for the competing demands of field, academic courses and personal lives.

Attendance & Participation Policy

Attendance and participation in field practicum and field seminar are mandatory and monitored by the agency-based field instructor, field liaison and the director of field education. Interns must complete the required 200 hours per semester and maintain satisfactory field seminar attendance (see *Field Practicum Timesheet* in appendix below). A student who does not meet these requirements has the option of requesting a grade of incomplete (“I”) for the field practicum course (SOWK 4914, 4924), developing a plan for completion of the lacking hours. However, interns must successfully complete *Field Practicum I* (SOWK 4914) before advancing into *Field Practicum II* (SOWK 4924).

Whereas field practicums/internships are highly important in social work education, missing academic courses must be approved by the course instructor prior to the student's absence for field related activities. It is the student's responsibility to make-up assignments or obtain lecture notes from their colleagues.

Field Placement Weekly Schedules

Student interns are required to complete a total of 16 hours per week for a total of 200 hours per semester. This is the equivalent of 13 weeks of practicum during a 16-week semester. Interns determine practicum hours in collaboration with their field placement supervisors/instructors. In addition, interns are responsible for completing and submitting weekly times sheets to their field liaisons (seminar leaders). Timesheets are signed by both the student and the field placement supervisor.

Vacations, Holidays, Semester Breaks

Students are not required to attend field practicum on days the UAFS is not operating. Students will observe all national and state holidays as observed by the university: Labor Day, Thanksgiving, Martin Luther King Day, and UAFS fall and spring breaks. While it is not mandatory that students attend practicum on these days, students and field supervisors may make arrangements for a student to attain practicum hours during these times.

Background Checks

In addition to the student's formal *Statement of Criminal Record*, field agencies often need to investigate student criminal backgrounds or involvement in any abuse of children, adults, or older adults. Agencies may perform this check either prior to the start of the practicum or as the practicum begins. The expenses of the check(s) are borne either by the agency or the student. If an agency does not accept a student or terminates a student from placement because of the results of the background check, the agency's interpretation of the findings, and application, then the student must discuss the situation with the BSW Director of field education. Problematic information gleaned from background checks will be handled by the director of field education and could result in dismissal from field education and/or an academic and professional review.

BSW students with criminal/legal histories will not prevent participation in field practicums. However, it may limit field placement options and have implications for future social work licensure. Please discuss any concerns with your social work advisor and the director of field education early in your academic career.

Health Insurance

Students must carry health insurance. You are not an employee of your internship agency and therefore not covered. Should you be injured while at your internship you are not covered under workers' compensation. If you do not have healthcare coverage of your own, you may get it from www.HealthCare.gov or 1-800-318-2596 (TTY: 1-855-889-4325).

Liability Insurance

The university carries liability insurance. However, we encourage you to have your own

liability insurance. NASW offers student coverage at affordable rates, see <http://www.naswassurance.org/malpractice/student-liability-individuals/> or call 855-385-2160.

Student Field Internship Financial Responsibilities

Agencies may require student interns to obtain certain clearances or checks prior to beginning their field practicums. These may include:

- Medical clearance for participation in field education. This would include a medical physical that indicates the student is physically capable of performing assigned duties, student is without any preexisting disorder or disability that could be exacerbated by performing required duties, and the student is in general good health. This may be at the cost of the student or the student may use the UAFS’ I AM Well Clinic’ located in the Pendergraft-Smith on the second floor;
- TB test and return a result of negative before starting field education placement. This may be obtained through your primary care physician, the local health clinic or the UAFS “I Am Well Clinic;”
- Limited liability practice insurance, usually available at a discounted rate to students from NASW (see <https://getinsured.naswassurance.org/professional-liability-insurance-nasw> for details), and/or;
- Background check(s), parking, and other miscellaneous charges associated with their field practicum placement

Student Self Disclosures

Students need to be aware that when they participate in any form of internet social networking, they may be disclosing information about themselves which could possibly have a negative and perhaps deleterious impact on their personal character, professional development as well as the reputation of their field agency. Such occurrences often represent a cause for action for the field instructor or the field agency.

Freedom of Information

Information about a student intern that a field instructor shares with the director of field education and/or the BSW program director may be shared with the student. Similarly, students are free, if they wish, to see any forms or notes the director of field education or faculty personnel maintain on students to assist in planning and developing placements for them and assigning them to particular placements. All of these forms and notes are destroyed when students graduate.

Use of Employment as Field Placement

The student must apply for use of employment as field placement using the appropriate forms and complete all paperwork by March 30th preceding the beginning of placement in the fall (see *Student Employment as Field Placement* form in the appendix). Application requirements include:

- Agency must offer a statement indicating agreement with the request, the name and

credentials of the proposed social work field instructor, job description of the employee, description of possible educational assignments, and a statement as to how the guidelines will be followed, i.e. complete field assignments for 16 hours per week in addition to employment obligations;

- Agency meets UAFS social work field education agency selection criteria, stated above;
- Field instructor meets UAFS social work field education program's selection criteria, also stated above, and completed or registered for field instructor orientation;
- A field instructor who is not a regular employee of the agency must have full access to the student's work, including observation and client records, and authority to negotiate field assignments for the student. The instructor must be present in the agency for 25% of the student's internship hours each week, and supervision done on site;
- For 16 hours per week for two semesters, employee-intern must be reassigned to activities which are more challenging, skill enhancing, and educationally directed, based on the BSW curriculum. The field instructor must be different from the work supervisor. Student is expected to keep a log of field activities, documenting the day, amount of time, and description of the activity. Employee-student may use University vacations for field activities and extend the hours into the end of the semester, if the hours are not completed;
- Employee-student must be in good standing with the employing agency, not a probationary employee or the subject of disciplinary action within the agency;
- Evaluations for the educational experience shall be separate from the work evaluation and must be consistent with academic standards, and;
- Weekly conference with the field instructor should be scheduled during the student's field practicum hours.

Student Accommodations

Agency Assignment Process for Students with Disabilities

The placement procedures generally apply to most student. However, students with disabilities, particularly those with physical impairments and learning disabilities, are strongly urged to contact the field education coordinator to discuss needed accommodations and to help arrange for aids or services that students may need to negotiate the practicum. In situations where a student is registered with the American Disabilities Act (ADA) Services at UAFS, the BSW director of field education will consult with ADA Services as necessary to arrange appropriate accommodations in the internship.

As required by federal and state law and by the UAFS policy, field placement as a whole must be accessible to students with disabilities. This "as a whole" requirement means that students with disabilities should have the same kinds of educational opportunities – including field placements in particular kinds of settings – as students without disabilities. However, given the wide range of disabilities, it is possible that not every placement site will have the capability to accommodate every student. It may not be feasible, for example, for a site to accommodate students who use wheelchairs because of the site's location and existing

architecture, but this same site could easily accommodate students with visual or hearing impairments. Every effort is made by the UAFS director of field education to ensure equal access to practicum opportunities.

Use of Service Animals

The use of service animals is outlined by the university as, “service animal as defined by current *Americans with Disabilities Act* (ADA), Section 504 of the Rehabilitation Act of 1973. Service animal is defined as an animal that is specifically trained to do work or perform tasks for the benefit of an individual with a physical, sensory, psychiatric/mental or intellectual disability; and the work or tasks performed by the animal must be directly related to the individual’s disability. Animals that only provide crime deterrent effects, emotional support, well-being, comfort or companionship do not fall under the legal definition of “service animal.”

Field Safety Guidelines

Social work students cannot be completely insulated from the realities of professional life, nor should they be. On the other hand, students frequently lack the experience and skills that help more seasoned practitioners assess danger and take appropriate precautions. The social work program recognizes its responsibility to help prepare students to handle potentially dangerous situations by providing students with safety training and classroom content on safety issues. However, we also need to make a serious effort to try to reduce risk in field settings.

A field agency should have a policy and/or procedures on safety covering the following matters:

- Building and office security;
- Emergency procedures, including when and how to summon security or police assistance, dealing with active shooter(s);
- Staff responsibilities and procedures governing the management of violent clients;
- Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how backup is provided (see four and five below);
- Alcohol and drug use policy formulated and posted;
- Guns and other weapons policy formulated and posted;
- Procedures for logging and communicating with staff and students all incidents or threats of violence;
- Policy for aftermath of assault and threat of assault. Provision of support services for victim’s family and/or staff and clients who may have witnessed the assault, and;
- Relationship with law enforcement agencies should be established.

The agency should provide each student with a copy of the above policies as part of the student orientation to the agency, and provide training on safety issues and procedures. Consideration should be given to in-service training on clinical and administrative

management of violent clients and violent situations outside the agency.

The agency and each of its programs should have a well-rehearsed specific plan of action in which students know exactly what to do in case of danger, from recognition of the signs of agitation to code words for signaling for help, when to call for police, clearing the building, etc. This plan of action should be rehearsed with students placed at the agency and reviewed on a regular basis.

Though a student has the right to refuse a precarious assignment, a common understanding about the kinds of assignments that are appropriately safe should be reached by the student, the field instructor, and the faculty liaison. The following types of activities should be discussed with either the faculty liaison to the agency or director of field education to determine if these activities should be assigned to a student:

- Physical restraint of clients;
- Transportation of a client in the student's private car, only if student has automotive insurance;
- Transportation of a client with a recent history of violent behavior;
- Treatment of a client with a history of violence;
- Work in the agency at times when and/or in areas where other staff is not present, and;
- The student's field instructor should know, or be able to easily ascertain the student's location during fieldwork hours and should discuss with the student any activities that require special planning with regard to safety.

Thorough preparation should be made for student home visits with consideration given to the following elements:

- Selection of clients and home environments that are not assessed to be dangerous to the student;
- Provision of a safe means of transportation, whether by agency vehicle, the student's car, or public transportation where such can be judged to be normally safe;
- Discussion of the neighborhood, including any potentially dangerous areas;
- Discussion of appropriate risk-reducing behaviors in the neighborhood and in the client's home;
- Clarification of the purpose and development of a specific plan for the visit;
- Discussion of what to do should the client or anyone else present a threat to the student, and;
- Provision of appropriate support and backup. Depending on the situation and the student's experience with home visits, this may range from an accompaniment by another worker or security person to immediate availability of telephone consultation. The student's Field Instructor should know when a visit is to take place and at a minimum, telephone consultation must be available.

In some situations, the student should be given permission not to make the home visit. Consideration should be given to the following features pertaining to the agency facilities:

- Adequate lighting inside and outside the agency.
- Adequate phone system for signaling emergencies.
- Arrange office furniture for an easy exit of client and worker.
- Minimize amount of unescorted traffic within the agency.

If a student is threatened or injured while in placement, or involved in an incident where his/her safety is or could be compromised, the incident should be reported immediately to one of the following:

- Social Work Director of Field Education (479) 788-7426,
- Social Work Program Director (479) 788- 7556, or
- CLASS, Office of the Dean (479) 788-7431.

**For emergencies you can reach the Director of Field Education:
479-414-5097**

Field Evaluation Procedures

Field Learning Contract

The student and the field instructor collaboratively develop a written agreement using the *Field Learning Contract* to help guide the student’s personal and professional growth. This document encompasses the expectations of each in relation to teaching and learning objectives, assigned tasks, operating procedures, and issues around illness. Responsibility for negotiating and preparing the *Field Learning Contract* is shared between the assigned field instructor and the student. The student is responsible for submitting the *Field Learning Contract* to the director of field education on the date indicated on the practicum calendar. This learning contract is used as a guide for the student, the field instructor, and the director of field education in planning field assignments and evaluating performance.

Supervision

The student intern and agency field instructor/supervisor meet weekly with for at-least one (1) hour for face-to-face supervision (see *Weekly Supervision Form*, appendix below). Individual supervision is required to address specific student learning needs but when an agency has multiple interns group supervision will suffice.

Field Seminar & Field Practicum Grading Procedures

Grading for all BSW field education courses are based on “A – F” letter grades, detailed in the syllabi, although in summary these grades are determine as follows.

Field Seminar I & II (Fall, Spring; SOWK 4903, 4913) are graded by your UAFS course instructor, final grades determined by the total points accumulated throughout the semester from course assignments and activities.

Field Practicum I & II (Fall, Spring; SOWK 4914, 4924) final grades are determined by the

instructor of record for SOWK 4914/4924, usually the same person as your field seminar leader, using verbal and written feedback from your agency field instructor/supervisor. This feedback is provided to the student from the field instructor and from field liaison throughout the semester. The field instructor and field liaison periodically review student progress and learning challenges in the internship and in regard to professional development. Similar progress reviews occur during regularly scheduled student - field instructor supervisory sessions. This also is formally done, at minimum, once a semester with the student, field instructor and field liaison at the agency itself, documented using the *BSW Site Visit Form* (see appendix below). A formal comprehensive field evaluation is completed and reviewed with the student by the field instructor at midterm and the end of both semesters, a critical component in determining the Field Practicum I & II grades. Midterm and final grades are determined from formal evaluation scores by calculating a percentage of total scores received from total possible then adjusted (curved), when appropriate, for student relevant improvements. Hence, faculty may adjust the final grade based on significant student growth and improvement from where they started the semester.

Social work interns must show satisfactory performance on all social work competencies and 31-affiliated behaviors by the conclusion of the second field practicum.

Grade of Incomplete

Students cannot start field practicum with a grade of “incomplete” (“I”) for social work courses. Thus, all incompletes must be resolved and a passing grade of “C” or better earned before starting field practicums/internships. Failure to complete required course work will delay a student's progression in field education and possibly graduation. A student who does not meet the requirements for completing either field practicum (*Field Practicum I & II*, SOWK 4914, 4924) can request a grade of incomplete for this course and develop a subsequent plan for completion. However, students must complete and receive a passing grade for *Field Practicum I* before beginning *Field Practicum II*.

Termination Procedures

Whatever the reasons prompting consideration of field practicum termination, the student-intern, field instructor, faculty field liaison and the BSW field director will work as a team to resolve problems and to come up with appropriate solutions.

Agency-UAFS Policy Conflicts

Should conflicts arise between the agency and social work program, the field instructor and/or the student should immediately notify the faculty liaison and/or the director of field education, who will endeavor to work out a solution that is satisfactory to both the agency and UAFS. No alternative policy may be established that conflicts with the agreement established between UAFS and the agency.

Changing Placements and/or Termination of Field Placement

A student's field practicum may be changed or terminated by the director of field education, the student, the field instructor, or an agency administrator for any of the

following reasons:

- Student failure to meet the expected standards for ethical professional practice as noted above in the section, “Professional Ethics;”
- The agency's failure to provide the expected learning experiences and/or appropriate supervision or to meet any of the other expectations identified in the Memorandum of Understanding (MOU) between the agency and the university;
- Unexpected events in the life of the student or in the agency that jeopardize the quality of the student's learning experience, or;
- Lack of fit (mismatch) between the field instructor and/or agency and the student. Sometimes, differences in learning or interpersonal styles emerge as the student and field instructor begin to work together rendering the practicum less than optimally productive for a student's learning. Such circumstances are rare but they may generate recommendations for a change in the practicum arrangements.

Any number of the circumstances cited above are not necessarily anyone's fault. In some instances, termination of the practicum reflects the fact that the practicum is highly successful in helping the student discover that social work is not what was expected and is not appropriate for her/him. Sometimes, it is possible for a change to be made in the student's assignment, either to another unit of the agency or to another agency altogether. This action may necessitate extension of the student's program and may require a detailed plan to make up any lost hours.

Student Rights to Appeal

A student who receives a failing grade in field placement or is terminated from field has the option of appealing the decision through the grievance process. If a student wishes to appeal any decision, he or she should meet with the BSW program director to review the appeals process only after all steps in the problem-solving process at (as outlined below) have been completed.

If a student believes that certain rights have been violated (i.e. discrimination based on age, gender, race, ethnicity, sexual orientation, social class or disability) the student may file a grievance. For further clarification of the appeals and grievance conditions and processes, see the *BSW Student Handbook* and *UAFS Student Handbook*.

Problem-Solving Process

Problem-Solving Process: Faculty Field Liaison Initiated

In rare instances, the faculty field liaison may initiate the problem-solving process as s/he becomes aware of concerns based on a student's self-reporting regarding conduct and performance in field or become aware of difficulties in the field agency or with the field Instructor, which adversely impacts the educational experience of the student. When a faculty field liaison has a concern about a student's performance in field, the following steps to resolve the difficulty are recommended:

- The faculty field liaison will meet with the student to address the issue;

- If the issue is not resolved, the faculty field liaison will consult the field instructor regarding the concerns;
- If the issue is not resolved, the field instructor and student will meet with the faculty field liaison together, and;
- If the issue continues to be unresolved, the field director will be consulted and may include all necessary parties, including the student affairs committee.

Problem-Solving Process: Field Instructor Initiated

As soon as the field instructor identifies issues that may place the practicum in jeopardy, it is incumbent upon the field instructor to discuss, as soon as possible, any such problems with the student and the faculty liaison. The director of field education should also be contacted if the issue does not appear to be resolved. If issues cannot be resolved, the field instructor can request termination of the placement. This request should be provided in written form with the pertinent issues outlined. This is helpful in reviewing the student's needs and to assist with future planning. The faculty liaison will provide a written summary of the termination decision (including the event(s) prompting the termination and the reasons for it) to the BSW field coordinator, and the BSW program director, with a copy to the student. Activate appropriate "next-steps" with the student, either with the BSW field office for the student's placement in another setting, or with the BSW program director for an academic review of the student's standing in the program.

When agency field instructor or other agency personnel has a concern about a student's performance in field, the program suggests the following:

- The field instructor will meet with the student to address the issue;
- If the issue is not resolved, the field instructor will consult the faculty field director regarding the concerns;
- If the issue is not resolved, the field instructor and student will meet with the faculty field director together, and;
- If the issue continues to be unresolved, the field director will be consulted and may include all necessary parties, including the BSW Program director.

It is not uncommon or inappropriate for the field instructor to consult with the director of field prior to meeting with the student to check his or her own perspective or to share their thinking about how to best approach the student. However, it is the field instructor's responsibility to first work with the student to resolve the concerns before involving school personnel in any corrective action.

Problem-Solving Process: Student Initiated

Some students, for various reasons, may seek approval to leave their placement agency during their fieldwork experience. Compelling reasons to leave the first internship may result in some students continuing their fieldwork in another agency, while other students may choose to withdraw from field and/or the BSW program altogether. However, students are encouraged to first try and resolve any challenges. When a student perceives a problem during the field placement, the student should first try to resolve it at the agency level. It is

recommended that the student take the following steps in the order listed, only moving to the next step when unable to resolve the problem otherwise:

- Meet with the agency field instructor to discuss and resolve the problem;
- Meet with the faculty liaison;
- Meet with the field Instructor and the faculty liaison together;
- Meet with the field director;
- If the issue is not resolved, the field director will consult the student affairs committee, and;
- If the issue is not resolved, the student and field director will meet with the BSW program director.

Students attend a field seminar taught by the faculty field liaison concurrently with field practicum. Thus, it is not uncommon for students to raise issues of concern with the faculty field liaison in an effort to check their own perspective or for advice on how to best address the issue with their field Instructor. However, even in those cases, the student should initially be directed back to the field instructor to resolve the issue at that level. The student may request reassignment to a different field agency at any point in the process. However, reassignment will not be pursued by the field director without first consulting with the field Instructor. Reasonable steps must be taken to resolve the perceived problems before a new placement will be considered. Before a transfer is approved, the student must submit a formal written request for reassignment to the field director specifying the reasons for the request with copies also sent to the agency field instructor and faculty field liaison.

Changing field sites is based on compelling circumstances, reviewed on a case-by-case basis.

Changes in Field

Change in Field Instructors

Occasionally during field internships, a change in field instructors may be necessary. While the selected field instructors are committed to the field education process, sometimes there are unforeseen changes that require a new field instructor assignment. Usually this occurs when a field instructor must take a medical leave of absence, has reduced hours of employment, leaves the agency to seek employment elsewhere, or is reassigned to another unit with new responsibilities. Every effort will be made to find a suitable field instructor in the agency where the student is placed; however, some situations necessitate a change in field assignments due to limited supervisory personnel. When this is necessary, the faculty liaison will work closely with the student, the out-going field instructor, and the new field instructor to make a smooth transition. When such a change is anticipated, the student and/or field instructor should inform the Director of Field Education immediately to allow adequate planning for the transition.

Transfer in Field Placement

Students may be transferred from one field placement agency to another when it is not

appropriate for them to remain in the originally chosen agency. However, it is recognized that such a disruption can compromise the educational process and create additional stress for the student. Therefore, the justifications for a transfer must be compelling.

Occasions when a transfer might be considered include:

- The field agency is no longer able to meet their responsibilities due to organizational or staff changes;
- It is discovered early in the placement that the student/agency fit is not adequate to meet the professional education needs of the student, and;
- The student has received an incomplete in the first agency and it is either not feasible or not advisable for the student to complete their placement there.

In any of the situations described above, maximum effort would be made to meet the deficiencies in order to allow continuation of the current placement before a transfer would be initiated. The social work department reserves the right to not offer a second placement based on student performance issues.

If a transfer is necessitated due student performance or receipt of an incomplete ("I") grade, a transfer would be contingent on the student's authorization for disclosure of prior assessment, including both identified student strengths and performance problems to the potential new field instructor. The purpose of disclosure is to facilitate a field education plan designed to optimize the students' potential for successful completion via adaptation to the student's strengths and deficiencies.

If a grade of incomplete was received in the first internship, the student will be required to complete the full number of hours required for the course. In all cases, the first field instructor will be asked to clarify the number of hours completed in the first agency.

The BSW field director must approve all field placement changes. This procedure often requires the student to undergo another orientation to an agency and start-up delays are inevitable. Before any decision regarding a transfer is made, students should:

- Discuss any concerns they have with their field instructor;
- Arrange to see the faculty liaison to discuss the nature of the educational concerns and the steps already taken to address them with the field instructor;
- Decide with the field instructor and the faculty liaison if the current placement can be workable for the student;
- Work with the field instructor and director, if a transfer is recommended, to develop termination procedures and a time frame within which the transfer is appropriate and feasible. Alternative placement within the agency will be considered before those external to the agency;
- Meet with BSW faculty field director to discuss educational objectives and seek guidance, and;
- Student should arrange for a meeting with BSW field director and program director to discuss options around termination. In some cases, it may be necessary for the student to provide a written explanation about this request.

Appendix: Field Forms

- *BSW Curriculum*
- *Field Agency Packet*
- *Memorandum of Understanding*
- *Field Instructor Application & Guidelines*
- *Field Practicum Student Application*
- *Student Employment as Field Placement*
- *Statement of Criminal Record*
- *Student Agreement for Field Placement*
- *Field Learning Contract*
- *Weekly Supervision Form*
- *Field Practicum Timesheet*
- *Field Instructor Student Evaluation*
- *BSW Site Visit Form*
- *Student Evaluation of Field Placement*

The following forms are examples only.

Current forms available electronically from your intern, the UAFS Social Work Field Program Google Drive, or by email: madison.edwards@uafs.edu.

IDN: _____

Printed Name: _____

BSW-Social Work-Major Code: 2570

This degree is available in a guaranteed 8-semester plan for qualified freshmen. See your advisor to declare your major and sign an official degree plan.
The prerequisites and corequisites of the degree requirements are subject to change.

MATH/ENGL prerequisite/co-requisite courses if student does not meet placement requirements:

Prerequisites: MATH 0304 _____ **Corequisites:** ENGL 0201 _____ ENGL 0202 _____ MATH 0301 _____ MATH 0201 _____

FRESHMAN YEAR- FALL SEMESTER: 16 hours

Courses

SOCI 2753 Introduction to Sociology or PSYC 1163 General Psychology	3 Hours	Note 5	Grade _____
SPCH 1203 Introduction to Speech Communication	3 Hours	Note 5	Grade _____
English composition requirement	3 Hours	Note 1 & 5	Grade _____
Mathematics requirement	3 Hours	Note 1 & 5	Grade _____
Lab Science requirement	4 Hours	Note 1 & 5	Grade _____

FRESHMAN YEAR- SPRING SEMESTER: 16 hours

Courses

POLS 2753 American National Government	3 Hours	Note 5	Grade _____
SOCI 2753 Introduction to Sociology or PSYC 1163 General Psychology	3 Hours	Note 5	Grade _____
English composition requirement	3 Hours	Note 1 & 5	Grade _____
Fine Arts requirement	3 Hours	Note 1 & 5	Grade _____
Lab Science requirement	4 Hours	Note 1 & 5	Grade _____

SOPHOMORE YEAR- FALL SEMESTER: 15 hours

Courses

FIN 1521 Personal Finance Applications	1 Hours	Note 6	Grade _____
PHIL 2753 Introduction to Philosophy	3 Hours	Note 5	Grade _____
SOWK 2103 Introduction to Social Work	3 Hours	Note 2 & 5	Grade _____
SPAN 1304 Beginning Spanish I	4 Hours		Grade _____
Statistics requirement	3 Hours	Note 4	Grade _____
Elective requirement	1 Hour	Note 3	Grade _____

SOPHOMORE YEAR- SPRING SEMESTER: 15 hours

Courses

SOWK 3043 Human Behavior in the Social Environment	3 Hours	Note 2 & 5	Grade _____
SPAN 1314 Beginning Spanish II	4 Hours		Grade _____
Elective requirement	3 Hours	Note 3	Grade _____
Elective requirement	3 Hours	Note 3	Grade _____
Elective requirement	2 Hours	Note 3	Grade _____

Students must apply and be admitted to the BSW prior to the start of their junior year.

JUNIOR YEAR- FALL SEMESTER: 15 hours

Courses

SOWK 3113 Social Work Practice I	3 Hours	Note 2	Grade _____
SOWK 3413 Diversity and Social Economic Justice	3 Hours	Note 2	Grade _____
SOWK 3523 Social Work in Mental Health	3 Hours	Note 2	Grade _____
SOWK 4613 Research Methods in Social Work	3 Hours	Note 2	Grade _____
Elective requirement	3 Hours	Note 3	Grade _____

JUNIOR YEAR- SPRING SEMESTER: 15 hours

Courses

SOWK 3423 Social Work Practice II	3 Hours	Note 2	Grade _____
SOWK 3433 Populations at Risk	3 Hours	Note 2	Grade _____
SOWK 3733 Social Work Practice III	3 Hours	Note 2	Grade _____

IDN: _____ Printed Name: _____

SOWK 3833 Special Populations: Advocacy for Geriatric Care	3 Hours	Note 2	Grade _____
SOWK 3853 Social Work Values and Ethics	3 Hours	Note 2	Grade _____

SENIOR YEAR- FALL SEMESTER: 15 hours

Courses

SOWK 3823 Social Policy Analysis and Advocacy	3 Hours	Note 2	Grade _____
SOWK 4623 Social Work and Substance Abuse	3 Hours	Note 2	Grade _____
SOWK 4903 Field Instruction I (Seminar)	3 Hours	Note 2	Grade _____
SOWK 4914 Social Work Practicum I	4 Hours	Note 2	Grade _____
Elective requirement	2 Hours	Note 3	Grade _____

SENIOR YEAR- SPRING SEMESTER: 13 hours

Courses

SOWK 3843 Child Welfare Services	3 Hours	Note 2	Grade _____
SOWK 4913 Field Instruction II (Seminar)	3 Hours	Note 2	Grade _____
SOWK 4924 Social Work Practicum II	4 Hours	Note 2	Grade _____
Elective requirement	3 Hours	Note 3	Grade _____

Total Hours: 120 At least 40 hours must be upper-level

NOTES

1. General Education Core Requirements, see below on the last page. Follow requirements with the following stipulations: lab science – BIOL 1153/1151 is required and select one additional lecture/lab.
2. These courses are used to determine major courses in residency, see Graduation Requirements section of this catalog. Must earn a C or better in all SOWK courses applied toward the degree.
3. Elective requirement, 17 hours. Consult with advisor.
4. Statistics requirement. Select one course from STAT 2503 or PSYC 2513.
5. Required for admission to the BSW program. To be eligible for admission, student must have the following:
 - a. Completed a minimum of 35 general education hours towards degree completion.
 - b. Completed SOWK 2103 and SOWK 3043.
 - c. Completed the English composition requirement, SPCH 1203, SOCI 2753, and PSYC 1163 with a grade of C or better.
 - d. Minimum 2.00 cumulative GPA for all college course work (including transfer work and excluding developmental courses) used towards degree compliance and be in good academic standing.
6. Prior to graduation students must demonstrate competency in financial literacy by satisfactory completion of FIN 1521 Personal Finance Applications (or an approved substitution) with a grade of C or better, or by a score of 70% or more on a challenge exam for FIN 1521.

Admission will be selective. Students must be admitted to the Social Work Program before taking advanced BSW courses.

Transfer Course Information

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment of the application of credits for the admissions and degree requirements. Courses transferability is not guaranteed for courses listed in ACTS as "No Comparable Courses." ACTS-Arkansas Course Transfer System <http://acts.adhe.edu> -select Course Transfer. See Acceptance of Transfer Credits section of the current academic catalog for a complete list of transfer provisions.

Student Degree Program Requirements

A student's degree program requirements are those specified in the catalog in effect at the time of declaration of program major. If not on the Guaranteed 8-semester degree plan, students may choose to meet the program requirements specified in the catalog for a later year from when they began their program of study. Students must meet the above program requirements and the graduation requirements as indicated by institutional and college policy. The program can be changed only with the approval of the official advisor. If original courses are eliminated, students may be required to meet new curriculum requirements in the degree program. If students are not enrolled for two or more consecutive terms (excluding summer terms), they must re-enter under the program requirements of the current catalog. Students are responsible for understanding program requirements and changes. Guaranteed 8-Semester Degree Completion Program Pursuant to Act 1014 of 2005, qualified first-time freshmen with a declared major may elect to participate in the guaranteed 8-semester degree completion program. Students must follow the above degree plan and meet all requirements as outlined in the Guaranteed 8-semester Degree Completion Program contract. The contract and this degree plan must be signed and filed with the advisor before the first day of classes for the student's first term of attendance. The official copy of the contract and degree plan are filed in the Records Office. Approved by Dr. Georgia Hale, March 1, 2019-Catalog Year 2019-2020. This document is not official until signed and dated by both the student and an authorized university representative.

Student Signature _____ Date _____

Advisor Signature _____ Date _____

**University of Arkansas – Fort Smith
Bachelor of Social Work Program**

Field Agency Packet

Enclosed are the forms necessary to expedite your application to become a social work field placement agency. Included also are related materials which may assist you in completing the application form and determining your potential eligibility and interest in providing field instruction to BSW students.

After reviewing the materials, if you wish to proceed with the application process, complete and return the Memorandum of Agreement, Field Agency Information Form, and the Field Instructor Application to the address below.

In most instances your application will be added to the list of agencies approved for field placement students upon receipt of your completed application forms. Should additional information or clarification be needed, or your application be disapproved, you will be notified by the director of field education.

We look forward to your participation in the UAFS field education program. Please feel free to contact the Director of Field Education, Ila DeBose, LCSW at 479-788-7426 or ila.debose@uafs.edu if you would like further information.

Ila DeBose, LCSW
Director of Field Education
Social Work Program
University of Arkansas-Fort Smith
5210 Grand Ave
Fort Smith, AR 72913
479-788-7426
ila.debose@uafs.edu

**University of Arkansas – Fort Smith
Bachelor of Social Work Program**

Field Agency Information

Name of Organization

Physical Address

Mailing Address (if different from above)

Phone _____ **Fax** _____

Website _____

Email _____

Has your organization served as a field placement site for UAFS or other social work programs? Yes _____ No _____

(If so, please list social work programs)

Agency Contact Person for Field Placements

Name _____

Position _____

Email _____ **Phone** _____

Organizational Mission

Standard Setting, Licensing Body or Accreditation(s) for agency, if applicable

Does the agency have current approval/license/accreditation? Yes _____ No _____

Brief Description of Organization and Relevant Programs

**University of Arkansas – Fort Smith
Bachelor of Social Work Program
Field Agency Information**

What populations are served by your organization? *(Please check all that apply)*

- Children Adolescents/Youths Adults Seniors/Geriatrics
 Immigrants/refugees Veterans Families Couples Hospice
 Other special populations *(please list)*
-

What services are provided? *(Please check all that apply)*

- Mental health treatment Substance abuse treatment Healthcare
 Family Services Crisis Services Residential/Shelter care
 Education Advocacy Child welfare
 Legal/Forensic Services
 Housing Senior care Veterans' services Immigrant/refugee
 Other _____
-

Does your organization have BSSW and/or MSSW social workers on staff?

Yes _____ No _____

If so, have any served as social work field instructors?

Yes _____ No _____

Please list

GENERALIST DEFINITION

Generalist-level students are undergraduate senior year students. This foundation field placement is designed so that students can demonstrate the social work competencies at the generalist level of practice. Social work roles typical of generalist practice include case manager, advocate, broker, educator, community organizer, group worker and individual counselor. Assigned tasks often include preparing psychosocial histories, developing service plans and implementing broad based interventions congruent with the multi-variant client needs. Generalist practice is broadly defined. The parameters for practice are usually determined by the identified client needs, the mission and function of the agency, and level of training and skill of the student. He/she works under supervision and relates to the client and delivers services in ways which convey respect while honoring and promoting the dignity of the clients served. Skills expected include the ability to communicate empathy, genuineness, and a positive regard when listening and interviewing, and the ability to utilize the planned change process and problem-solving strategies in all phases of work with the client: engagement, assessment, intervention, and evaluation.

What learning activities are available to students in your organization? (Please check all that apply.)

- Prevention services Individual counseling Program development
 Client assessment Family counseling Project management
 Case management Group counseling Program evaluation
 Crisis intervention Couples counseling Board meetings
 Discharge planning Policy Practice Volunteer management
 Client education Community practice Home visits
 Advocacy Grant-writing Research
 Other _____

**University of Arkansas – Fort Smith
Bachelor of Social Work Program
Field Agency Information**

What are the days and hours of operation of your agency?

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
From							
To							
From							
To							
Hours per day							

Are there opportunities for students to complete field hours in the evenings and/or on weekends? Yes ___ No ___

If yes, please describe

Are placements available at a single site or at multiple sites?

___ Single ___ Multiple

If multiple sites, please describe below

Name of site

Location/Address

Services Provided

Use additional sheet of paper if needed.

Do you have a written job description for social work students? Yes No

If yes, please attach.

Are students in your agency required to have use of a personal car? Yes No

If yes, does your agency reimburse for mileage? Yes No

Are students required to transport clients in their personal cars? Yes No

Is a stipend available to the student? Yes No

**University of Arkansas – Fort Smith
Bachelor of Social Work Program
Field Agency Information**

Are there other pre-requisites required for placement? Yes No

If yes, check all that apply.

- | | | | |
|--|---|---------------------------------------|----------------------------------|
| <input type="checkbox"/> Physical Exam | <input type="checkbox"/> Application | <input type="checkbox"/> Fingerprints | |
| <input type="checkbox"/> Orientation/Training | <input type="checkbox"/> Background Check | <input type="checkbox"/> Drug Screen | <input type="checkbox"/> TB Test |
| <input type="checkbox"/> Other (<i>Please specify</i>) | | | |

Is there other information you would like to share with a student? (dress code, parking, etc.)

Please provide a paragraph that that conveys the types of learning experiences that your organization offers and also describes the student characteristics that are a good fit for your placements. This will help us market the placement(s) to students to find a good fit.

Memorandum of Understanding

The Board of Trustees of the University of Arkansas

Acting for and on behalf of the

University of Arkansas at Fort Smith

And

(NAME OF FACILITY)

INTRODUCTION

This Memorandum of Understanding (MOU), effective _____ is between the Board of Trustees of the University of Arkansas acting for and on behalf of the University of Arkansas at Fort Smith (“UAFS or “University”) and _____ (“Facility”).

PURPOSE

The purpose of this Memorandum of Understanding (MOU) is to guide and direct parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality practicum learning experience for students in the University of Arkansas-Fort Smith BSW Social Work Program, while at the same time enhancing the resources available to the Facility for the providing of services to its clients.

Neither party intends for this Memorandum to alter in any way their respective legal rights or their legal obligations to one another, to the students and faculty assigned to the Facility, or as to any third party.

GENERAL UNDERSTANDING.

- The courses of instruction (i.e. social work practicum) to be provided will be of such content and cover such periods of time as may from time to time be mutually agreed upon by the University and the Facility. The starting and ending date for each program shall be agreed upon at least one month before the program commences.
- The number of students designated for participation in a practicum education program will be mutually determined by agreement of the parties, and may at any time be altered by mutual agreement. All student participants must be mutually acceptable to both parties and either party may withdraw any student from a program based upon perceived lack of competency on the part of the student, the student's failure to comply with the rules and policies of the Facility or the University, or for any other reason if either party reasonably believes that it is not in the best interest of the program for the student to continue.
- There shall be no discrimination on the basis of race, color, national origin, religion, creed, sex, age, disability, or veteran status in either the selection of students for

participation in the program, or as to any aspect of the practicum training; provided, however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude a student's effective participation in the program.

FACILITY RESPONSIBILITIES

- The Facility will retain responsibility for the services to clients and will maintain administrative and professional supervision of all client care activities provided by students insofar as their presence and program assignments affect the operation of the Facility and its care, direct and indirect, of clients.
- The Facility will provide adequate practice facilities for participating students in accordance with the practicum objectives developed through cooperative planning by the University's departmental faculty and the Facility's staff.
- The Facility will use its best efforts to make conference space and classrooms available as may be necessary for teaching and planning activities in connection with practicum.
- Facility staff shall, upon request, assist the University in the evaluation of the learning and performance of participating students.
- The Facility shall provide for orientation of participating students to the facilities, philosophies, rules, and regulations and policies of the Facility.
- All physical, social or mental health care (emergency or otherwise) that a student or University faculty member receives at the Facility will be at the expense of the individual involved.

The Facility shall do or cause to be done the following:

- Provide an experienced field instructor(s) for BSW students who shall have responsibility for the field related educational program of the student including delivery and evaluation of the educational program. It is recommended that educational instruction be separated from administrative supervision, and that records of educational instruction not be included with administrative records.
- Provide administrative support for the identification and provision of educational opportunities for the student. These educational opportunities shall be incorporated into the Educational Learning Contract. The Educational Learning Contract shall be drawn up at the beginning of each academic semester in a conference including the designated Facility Field Instructor and the Student.

This plan must be approved by the Director of Field Education. Educational opportunities will normally evolve from the work station of the student. However, it is expected that during the period of field instruction additional opportunities will be needed to fulfill the various objectives of the Educational Learning Contract. The Facility agrees to work with the BSW Program in arranging these additional opportunities for the student.

- Permit the student to utilize time in the work week for educational purposes in fulfillment of educational objectives identified in the student's Educational Learning Contract and agreed to by the Facility field instructor of the student.
- Permit the Facility field instructor to set aside designated time each week for instruction of student for educational purposes, and to attend meetings/training sessions for field instructors.

UNIVERSITY RESPONSIBILITIES:

- The University will use its best efforts to see that students selected for participation in the practicum training program are prepared for effective participation in the generalist social work training phase of their overall education. The University will retain ultimate responsibility for the education of its students.
- Prior to the commencement of a practicum training program, the University will, upon request, provide responsible Facility officials with such student records as will adequately disclose the prior education and related experiences of prospective student participants.
- The University will use its best efforts to see that the practicum training programs at the Facility are conducted in such a manner as to enhance client care. Only those students who have satisfactorily completed the prerequisite portion of their curriculum will be selected for participation in a program.
- The University will not assign any faculty member to the Facility in connection with the operation of the program who is not appropriately qualified.
- The University will require all participating faculty and students to show proof of liability insurance in an amount satisfactory to the College and the Facility. Upon request, evidence of such insurance will be provided.
- The University will require all participating faculty and students to show proof of health insurance if required by the Facility, in an amount satisfactory to the Facility. Upon request, evidence of such insurance will be provided.
- The University will encourage student compliance with the Facility's rules, regulations and procedures, and use its best efforts to keep students informed as to the same and any changes therein. Specifically, the University will keep each participating student apprised of his or her responsibility:
 1. To follow the administrative policies, standards, and practices of the Facility when the student is in the Facility.
 2. To report to the Facility on time and to follow all established regulations during the regularly scheduled operating hours of the Facility.
 3. To conform to the standards and practices established by the University while training at the Facility.

4. To keep in confidence all medical and health/mental health information pertaining to particular clients.

- If required by the Facility the University will require each participating student to furnish proof of a current physical examination, the results of which shall, upon request, be made available to the Facility. The parties may agree to have such examination performed by the Facility.

MUTUAL RESPONSIBILITIES:

- The parties will work together to maintain an environment of quality practicum learning experiences and quality client care. At the instance of either party a meeting or conference will be promptly held between University and Facility representatives to resolve any problems or develop any improvements in the operation of the contemplated training program.
- Unless sooner canceled or provided below, the term of this affiliation for training shall be for three years, commencing on _____ and ending on _____. This working relationship and affiliation may be renewed by mutual written consent of the parties. It also may be canceled at any time by either party upon not less than thirty (30) days written notice in advance of the next training experience.

PRACTICUM FACILITY:

Goes by:

Facility Name

Responsible party

Address

Facility Phone #

Date

UAFS Provost and Vice Chancellor for
Academic Affairs

Date

Director of Social Work Field Education

Date

**University of Arkansas – Fort Smith
Bachelor of Social Work Program
Field Instructor Application**

Name _____

Organization _____

Organization Address _____

Telephone _____ **Email** _____

Please attach a copy of your resume or CV.

Have you served as a Field Instructor UAFS? Yes No

Have you supervised social work students from other programs? Yes No

If yes, please list schools

Please list all Field Instructor training that you have completed, including training provided by other schools of social work:

Topic	Provided by (school)	Date(s)

Additional information:

University of Arkansas – Fort Smith
Bachelor of Social Work Program
Field Instructor Guidelines

The title field instructor refers to the student's agency-based supervisor who plans and monitors the student's learning activities within the agency. Specific university expectations of the field instructor include the following:

1. To see that the student is provided with an agency orientation.
2. To provide supervision and guidance for the student as he or she assumes specific field assignments.
3. To meet with the student on a weekly basis to review learning and issues arising out of the placement.
4. To develop cooperatively with the student a *Student Learning Plan* using social work competencies for the practicum experience. Included in the Plan should be (1) goals or objectives, (2) tasks or activities in meeting those goals and (3) mechanisms for evaluating each task or activity.
5. To help the student match interests and agency opportunities within the broad scope of field instruction objectives as defined by the Social Work Department.
6. To periodically participate in conferences with the Faculty Field Liaison to keep the liaison abreast of the student's development and level of performance.
7. To consult with the University Faculty Field Liaison as needed in regard to planning or implementation of the student's educational program in the agency and particularly if concerns arise in regard to the student's conduct or performance.
8. To complete a formal mid-term and final evaluation of the student.
9. To assure understanding and adherence to the *National Association of Social Worker's Code of Ethics*.

(See the *BSW Manual* for a more complete description of

responsibilities) Field Instructor's Name _____

Title _____

Agency _____

Phone _____ Email _____

Field Instructor's Signature _____ Date _____

Student Seeking Placement _____

____SOWK 4914 (Fall-Requires 200 hours) ____SOWK 4924 (Spring-Requires 200 hours)

**University of Arkansas – Fort Smith
Bachelor of Social Work Program**

Student Employment as Field Placement Application

Name: _____

Applying for what level of placement: SOWK 4914 SOWK 4924

Name of agency, field instructor and academic year during which first field placement took place (if applicable).

Agency: _____ Year: _____

Field Instructor's Name & Credentials: _____

Employing Agency: _____

Phone: _____

Address of Agency: _____

Name of Agency Administrator: _____

Phone: _____

Your Job Title: _____ Yrs. in Position: _____

Your Current Supervisor: _____

Phone: _____

List names of BSW(s) who can provide supervision:

State reason why you think that your place of employment would make a good field placement:

Please attach any brochures, reports, and job descriptions that relate to your place of employment.

Student's Signature: _____ Date: _____

Please attach to this form a statement from the administrator of your place of employment that indicates that the agency is in agreement with your request. In this statement should be the name and credentials of the BSW Field Instructor, your job description, a description of possible educational assignments, and a statement as to how our policies and guidelines for the use of employment will be followed. Your employer will need to be approved as a UAFS social work field practicum agency with a signed Memorandum of Understanding (MOU), see the Director of Field Education for additional guidance.

**University of Arkansas – Fort Smith
Bachelor of Social Work Program
Field Practicum Student Application**

Name (please print) _____

Permanent Mailing Address _____

Telephone: Home _____ Work _____

Cell _____

E-mail (please print) _____

Please update the field office regarding any changes in your personal information.

Related Social Work Experience (paid or volunteer)

What geographic areas do you prefer for your placement?

Do you own or have access to a car or other transportation? Yes _____ No _____

Do you expect to be employed during field placement? Yes _____ No _____

Do you read or speak a foreign language? Yes _____ No _____

Do you have any physical disabilities which will have implications for placement (e.g. conditions requiring handicapped access, etc.)?

Yes _____ No _____ If yes, please explain:

**University of Arkansas – Fort Smith
Bachelor of Social Work Program
Field Practicum Student Application**

Have you been convicted of a felony or have a criminal record in Arkansas or any other state?

Yes _____ No _____

Have you been investigated by the Department of Children & Families (DCF) or any other state agency? Yes____No____

If you answered yes to either of the above questions, please explain:

Be aware that many agencies are required to request background checks prior approving student placement.

Please list, in order of preference, three types of settings in which you would like to be placed.

1)

2)

3)

What hours are you available for field placement?

PLEASE SUBMIT THIS FORM ALONG WITH A COPY OF YOUR RESUME

(You are required to sign up for an interview with the Director of Field Education)

RETURN TO:

University of Arkansas-Fort Smith Social Work Program, Ballman-Speer 109

**University of Arkansas – Fort Smith
Bachelor of Social Work Program**

Statement of Criminal Record

The social work department offers professionally supervised field education in preparation for social work practice.

You may have previously been required to obtain criminal background checks for another program or place of employment. If your criminal background checks were completed within a two-year time period before entering your Field Placement, you may submit those criminal background checks. In lieu of an additional criminal record check for entrance into Field II, you are required to sign a statement related to any criminal acts, including pending charges, which you may have committed or been charged with since the date of your original criminal record check.

Have you been convicted of a crime, since your submission of your original criminal record checks, which were required to complete your admission to the Bachelor of Social Work program?

No Yes

If yes, provide dates, a copy of the charges, dispensation and a detailed explanation of the event/events.

PLEASE CAREFULLY REVIEW & SIGN

My application for the Bachelor of Social Work (BSW) field education program is complete and accurate. I understand that an incomplete or inaccurate statement, including the omission of criminal charges since my admission to the BSW program, may result in my suspension or permanent dismissal from the baccalaureate degree program in social work.

Student signature

Date

Student, printed name

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BSW Student Agreement for Field Placement

I agree to spend _____ hours per week at _____
(Agency)
beginning the week of and ending the week of _____.

I agree to: (Please initial each)

____ contact my agency field instructor prior to any absences and to makeup those hours.

____ attend and participate in all integrative seminars and to complete all required assignments.

____ meet with my UAFS Director of field education for individual or group conferences at the scheduled time.

____ immediately consult with my agency field instructor and/or director of field education when concerns, problems, or issues emerge. (See BSW Field Manual for further directions.)

____ participate during the mid-term and final evaluations.

____ treat my field placement in a responsible and enthusiastic manner and realize both areas will be evaluated as part of my overall performance.

____ carry out the tasks assigned by my agency field instructor and be open to supervision.

____ develop, in cooperation with my Field Instructor, a written Student Learning Contract, including concrete learning goals/objectives, tasks/activities to meet these goals, and criteria for evaluation if the goal has been met. I will turn in one copy of the plan to my field instructor and one to the director of field education.

____ review the complete coverage of student responsibilities contained or referenced in the BSW Field Manual and comply with those directives.

Other Agreements:

Following is my planned weekly schedule of hours at my field placement:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday

Student signature

Date

Student, printed name

Telephone number

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Field Learning Contract**

Student: _____ **Field Instructor:** _____
Agency: _____

The Council on Social Work Education has identified the following nine competencies in their current Education Policy and Accreditation Standards (EPAS). Students are expected to demonstrate proficiency with all nine competencies by the time they graduate with their BSW degree and/or complete their BSW foundation field placement. To help students know what they are being asked to do, this learning contract and the field evaluation are aligned according to the nine competencies. Students and supervisors are asked to identify specific competency items and learning goals together, then sign and return the educational contract by the due date in the syllabus.

Field placements and learning opportunities vary, thus students are not expected to demonstrate all aspects of each competency at their field placement. Rather, students, supervisors and field liaisons are asked to identify the specific competency items that a particular student will have the opportunity to demonstrate at that placement by circling the item number(s) under each competency. Students are also encouraged to identify 5-9 of those competency items that will serve as fall semester learning goals to focus on in supervision.

Students and supervisors are asked to identify specific competency items and learning goals together, then sign and return the educational contract by the due date in the syllabus.

Student's Schedule at Agency (provide days and times)

Brief Description of Agency

Nature of Planned Assignments for Students

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Field Learning Contract**

Nature of Planned Assignments for Students

Field placements and learning opportunities vary, thus students are not expected to demonstrate all aspects of each competency at their field placement. Rather, students, supervisors and field liaisons are encouraged to identify the specific competency items that a particular student will have the opportunity to demonstrate at that placement by circling the item number(s) under each competency. Students are also must identify 5-9 of those competency items that will serve as the semester learning goals and focus in supervision.

Learning Outcomes:

1. Identify as a professional social worker and conduct oneself accordingly. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. (Competency 1)
2. Apply critical thinking to inform and communicate professional judgments. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (Competency 2, 3, 4, 5, 6, 7, 8, 9)
3. Respond to contexts that shape practice. Select and use appropriate methods for evaluation of outcomes. (Competency 2, 3, 4, 5, 6, 7, 8, 9)
4. Demonstrate an understanding of the National Association of Social Workers Code of Ethics. <http://www.socialworkers.org/pubs/CODE/Default.asp>.

Competency 1: Demonstrate Ethical and Professional Behavior

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.

- 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.

Learning objective	Learning strategy	Evidence of Accomplishment

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- 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.

Learning objective	Learning strategy	Evidence of Accomplishment

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.

- 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

Learning objective	Learning strategy	Evidence of Accomplishment

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.

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

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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.

- 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.

Learning objective	Learning strategy	Evidence of Accomplishment

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.

- 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.

Learning objective	Learning strategy	Evidence of Accomplishment

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.

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

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- 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.

Learning objective	Learning strategy	Evidence of Accomplishment

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.

- 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

Learning objective	Learning strategy	Evidence of Accomplishment

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.

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

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

Learning objective	Learning strategy	Evidence of Accomplishment

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.

- 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.

Learning objective	Learning strategy	Evidence of Accomplishment

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,

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groups, organizations, and communities.

- 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.

Learning objective	Learning strategy	Evidence of Accomplishment

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.

- 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.

Learning objective	Learning strategy	Evidence of Accomplishment

Student _____

Date _____

Field Instructor _____

Date _____

Approved: _____

Date _____

Director of Field Education

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BSW Weekly Supervision Form

Student: _____ **Field Instructor:** _____
Agency: _____
Supervisor: _____ **Date:** _____ **Time:** _____

Check all competencies discussed during this week's supervision:

- **Competency 1 - Demonstrate Ethical & Professional Behavior**
 - *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.*
- **Competency 2 - Engage Diversity & Difference in Practice**
 - *Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.*
- **Competency 3 - Advance Human Rights & Social, Economic, & 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.*
- **Competency 4 - Engage in Practice-informed Research & 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.*
- **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.*
- **Competency 6 - Engage with Individuals, Families, Groups, Organizations, & 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.*
- **Competency 7 - Assess with Individuals, Families, Groups, Organizations, & 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.*
- **Competency 8 - Intervene with Individuals, Families, Groups, Organizations & 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.*
- **Competency 9 - Evaluate with Individuals, Families, Groups, Organizations, & 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.*

Summarize what was discussed in supervision. How were competencies addressed?

Additional Comments:

**University of Arkansas – Fort Smith
Bachelor of Social Work Program
Field Practicum Timesheet**

Name:	Agency:
Agency Field Instructor:	Date:

Date	Start Time	End Time	Total Hrs.
WEEKLY TOTALS:			

Student Signature: _____ Date: _____
 Field Instructor Signature: _____ Date: _____

- Notes:**
1. Each student is responsible for maintaining an accurate record of her/his time. Original time sheet must be initialed each week by the field instructor.
 2. The original form must be submitted with the End-of-Semester evaluation.
 3. Write in the beginning and ending time for each day.
 4. Students are required to complete 16 hours per week during fall and spring semesters for a total of 240 clock hours over 15 weeks per semester.

**University of Arkansas – Fort Smith
Bachelor of Social Work Program
Field Instructor Student Evaluation**

Student: _____

Field Instructor: _____

Agency: _____

SOWK 4914 _____ **SOWK 4924** _____

Note to the Field Instructor:

This evaluation form is based on the social work competencies and behaviors that have been defined by the Council on Social Work Education (CSWE), our national accrediting association.

Please identify those competencies and behaviors that your student has had opportunities to demonstrate, and rate each item on the scale below. If your student did not have responsibilities related to a particular competency or behavior, then please check “0” (no basis for judgment).

Rating Scale

1	Absence of skill Unable to perform skill; unwilling to develop skill; shows little or no understanding
2	Needs improvement Performs skill with much structure, supervision, and prompting; shows some understanding
3	Meets expectation Performs skill with minimal structure, supervision, or prompting; shows understanding
4	Exceeds expectation Performs skill autonomously with full understanding
0	No basis for judgment No opportunity to perform skill in this area

Competency 1 <i>Demonstrate ethical and professional behavior</i>	1	2	3	4	0
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context					

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1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations					
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;					
1.4 Use technology ethically and appropriately to facilitate practice outcomes					
1.5 Use supervision and consultation to guide professional judgment and behavior					
Comments:					
Competency 2 <i>Engage diversity and difference in practice</i>	1	2	3	4	0
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels					
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences					
2.3 Apply self-awareness and self-regulation to address personal biases and values that are inconsistent with values of the profession					
Comments:					
Competency 3 <i>Advance human rights and social, economic, and environmental justice</i>	1	2	3	4	0
3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels					

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3.2 Engage in practices that advance social, economic, and environmental justice					
Comments:					
Competency 4 <i>Engage in practice-informed research and research-informed practice</i>	1	2	3	4	0
4.1 Use practice experience and theory to inform scientific inquiry and research					
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings					
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery					
Comments:					
Competency 5 <i>Engage in policy practice</i>	1	2	3	4	0
5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services					
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services					
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice					
Comments:					

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Competency 6 <i>Engage with individuals, families, groups, organizations, and communities</i>	1	2	3	4	0
6.1 Recognize how one’s positionality impacts engagement with diverse clients and constituencies					
6.2 Apply knowledge of human behavior and the social environment, diversity and oppression, and other multidisciplinary theoretical frameworks to engage with clients and constituencies					
Comments:					
Competency 7 <i>Assess individuals, families, groups, organizations, and communities</i>	1	2	3	4	0
7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies					
7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies					
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies					
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies					

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Comments:					
Competency 8 <i>Intervene with individuals, families, groups, organizations, and communities</i>	1	2	3	4	0
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies					
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies					
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes					
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies					
8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals					
Comments:					
Competency 9 <i>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i>	1	2	3	4	0
9.1 Select and use appropriate methods for evaluation of outcomes					
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes					

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9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes					
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels					
Comments:					

Overall Rating of Student Performance

SOWK 4914 evaluation: Midterm_____ Final _____

“Meets Standard” means students have demonstrated all competencies at ratings of “2” or higher.

SOWK 4924 evaluation: Midterm_____ Final _____

“Meets Standard” means students have demonstrated all competencies at ratings of “3” or higher.

Note to the Student

Practice evaluation is an essential part of professional social work. Your signature indicates that you have reviewed this evaluation, discussed it with your field instructor, and set goals for ongoing learning and professional growth.

In the event that you do not agree with this field evaluation, please attach a statement that explains the areas of disagreement and the reasons why you disagree.

Please note that this field evaluation is intended to provide you with guidance on your educational and professional development, however your grade for field practice will be determined by the faculty member who teaches your field seminar course.

Field Instructor Signature	Date
Student Signature	Date
Field Director Signature	Date

**University of Arkansas – Fort Smith Bachelor of
Social Work Program
BSW Field Practicum Site Visit**

Student _____ **Course & Semester** _____

Agency _____ **Task supervisor** _____

Field/Practicum Instructor _____

A. _____ Review / Discuss:

- Requirements: weekly supervision, requisite hours, learning contract, practice opportunities
- Coordination / oversight: roles, responsibilities, coordination process – private or additional visits
- Evaluation / grading
- Student conduct: review professional behavior standards & agency expectations
- CSWE Competencies

B. _____ Professionalism

- Student demonstrates awareness of and adherence to the NASW Code of Ethics
- Student dresses professionally during internship
- Student conducts self in a professional manner
- Student demonstrates a positive attitude during internship
- Student is dependable; follows through on agency tasks and assignments
- Student adheres to agency policies related to attendance and punctuality and follows protocol if absence is necessary

C. _____ Review student's proposed learning contract:

- All competencies and requisite practice behaviors included: Yes / No
- Learning activities measureable and sufficiently numerous: Yes / No
- Revisions needed: Yes / No Due date: _____

D. _____ Next agency visit: _____

E. _____ Other issues: _____

F. _____ Employment-based placements only (enter NA for all other placements)

Signatures

Task Supervisor (if needed) _____ Date _____

Field/Practicum Instructor _____ Date _____

Student _____ Date _____

Field Director _____ Date _____

**University of Arkansas – Fort Smith
Bachelor of Social Work Program
Student Evaluation of Field Placement**

Social work students are required to complete this evaluation of their field agency and instructor. It is important to continuously evaluate the quality of placements and instruction. This feedback is also helpful to field instructors when students give permission for the ratings and comments to be shared.

Student Name _____ Semester _____

Field Instructor Name _____

Agency _____

Field course (please check): SOWK 4914 _____ SOWK 4924 _____

Use the following scale to rate your field practicum experience.

1	2	3	4	5
Strongly Disagree	Agree	Neutral	Agree	Strongly Agree

Rate the extent to which your field agency:

- _____ is an example of a progressive and ethical organization.
- _____ is oriented to both system and individual change.
- _____ accepted you as an integral part of the organization.
- _____ invited you to participate in the formal and informal communication system.
- _____ provided opportunities for you to interact with other agencies.
- _____ provided adequate office space and access to technology to complete field activities.
- _____ Allowed opportunities to work with diverse and at-risk clients.

Rate the extent to which the assignments on your learning plan:

- _____ enabled you to develop appropriate mastery of the competencies and practice behaviors.
- _____ were related to your career goals and interests.
- _____ were doable within the time allotted.

Rate the extent to which your field instructor:

- _____ made you feel welcome and valued as an integral part of the agency staff.
- _____ oriented you to the agency, including services, policies, and procedures.

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Student Evaluation of Field Placement**

- ____ provided clear expectations and structure for you.
- ____ demonstrated commitment to the mission, values, and ethics of the social work profession.
- ____ was receptive to your ideas.
- ____ helped you relate classroom content to practice.
- ____ provided regularly scheduled weekly supervision.
- ____ assisted you in increasing self-awareness.
- ____ was reasonably accessible when needed.
- ____ arranged for supervisory coverage when absent.
- ____ provided opportunities for independence with appropriate support and supervision.
- ____ provided ongoing constructive feedback throughout the placement.
- ____ completed evaluations that were fair, accurate, helpful, and timely.

Please answer the following questions.

In what ways was your field instructor most helpful to you?

What could your field instructor do differently, if anything, to improve her/his teaching effectiveness?

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Student Evaluation of Field Placement**

What changes, if any, would you recommend to improve the educational experience of students in your placement setting?

Additional comments:

___ I give permission to share this evaluation with my field instructor and field placement agency

___ I do not give permission to share this evaluation with my field instructor and field placement agency