

**UNT**<sup>®</sup>  
**EST. 1890**

DEPARTMENT OF  
**SOCIAL WORK**  
College of Health  
& Public Service

**FIELD  
PROGRAM  
STUDENT  
MANUAL**

# Table of Contents

<b>Mission of the UNT Social Work Program.....</b>	<b>5</b>
<b>Expected Outcomes for Field Practicum.....</b>	<b>6</b>
<b>General Information.....</b>	<b>7</b>
<i>PRE-FIELD PLANNING AND ORIENTATION MEETING .....</i>	<i>7</i>
<i>APPLYING TO THE FIELD.....</i>	<i>7</i>
<i>ELIGIBILITY REQUIREMENTS.....</i>	<i>8</i>
<i>THE FIELD PLACEMENT PROCESS.....</i>	<i>8</i>
<i>THE INITIAL MEETING WITH THE FIELD DIRECTOR.....</i>	<i>8</i>
<i>FIELD AGENCY INTERVIEW AND APPROVAL PROCESS.....</i>	<i>9</i>
<i>DENIAL OF PLACEMENT IN A FIELD AGENCY .....</i>	<i>10</i>
<i>OUT-OF-AREA PLACEMENTS .....</i>	<i>11</i>
<i>EMPLOYMENT-BASED INTERNSHIPS .....</i>	<i>11</i>
<b>Required Qualifications for Agency Field Settings.....</b>	<b>12</b>
<i>THE AGENCY .....</i>	<i>12</i>
<i>AGENCY AFFILIATION AGREEMENTS .....</i>	<i>14</i>
<i>COMMUNICATION WITH AGENCIES.....</i>	<i>14</i>
<b>Required Qualifications for Field Instructors .....</b>	<b>14</b>
<b>Expectations for Field Instructors Related to Field Practicum .....</b>	<b>15</b>
<i>POLICY ON FIELD PRACTICUM PLACEMENTS.....</i>	<i>17</i>
<b>Role of the Task Supervisor .....</b>	<b>17</b>
<b>The Role of the Field Director.....</b>	<b>18</b>
<b>Expectations for Students Related to Field Practicum .....</b>	<b>18</b>
<i>REPORTING TO THE FIELD AGENCY .....</i>	<i>19</i>
<i>HOURS REQUIRED .....</i>	<i>19</i>
<i>CONTINUING EDUCATION OPPORTUNITIES.....</i>	<i>21</i>
<i>LUNCH TIME.....</i>	<i>21</i>
<i>LEAVE TIME .....</i>	<i>21</i>
<i>EXCESSIVE ABSENCES .....</i>	<i>21</i>

<i>INCOMPLETES</i> .....	22
<i>FIELD SEMINAR</i> .....	22
<i>TRANSPORTATION</i> .....	22
<i>TRAVEL</i> .....	22
<i>PROFESSIONAL LIABILITY INSURANCE</i> .....	23
<i>HOLIDAYS</i> .....	23
<i>ADHERENCE TO AGENCY POLICIES AND PROCEDURES</i> .....	23
<i>PROFESSIONAL BEHAVIOR</i> .....	23
<i>ACADEMIC HONESTY</i> .....	24
<i>THE LEARNING CONTRACT</i> .....	24
<i>FIELD INSTRUCTOR SUPERVISION MEETINGS AND DOCUMENTING HOURS/LOGS</i> .....	25
<i>EVALUATION OF STUDENT PERFORMANCE AND GRADING</i> .....	25
<i>CHANGING PLACEMENTS</i> .....	27
<b>Periodic Review, Remediation and Termination from the Field Program</b> .....	<b>27</b>
<i>PERIODIC REVIEW</i> .....	28
<i>REMEDATION EFFORTS</i> .....	28
<i>UNSUCCESSFUL REMEDIATION EFFORTS</i> .....	29
<i>TERMINATION FROM A FIELD PLACEMENT AND GRADE APPEALS</i> .....	29
<i>REQUESTS FOR REINSTATEMENT</i> .....	29
<i>DENIAL OF ADDITIONAL PLACEMENT OPPORTUNITIES</i> .....	30
<i>TERMINATION FROM THE SOCIAL WORK PROGRAM</i> .....	30
<i>GRIEVANCE AND APPEAL PROCEDURES</i> .....	31
<b>Safety Issues and Guidelines</b> .....	<b>31</b>
<i>GUIDELINES FOR PERSONAL SAFETY</i> .....	31
<i>GENERAL PERSONAL RISK-REDUCTION GUIDELINES</i> .....	32
<i>WHAT TO DO IF ATTACKED OR SERIOUSLY THREATENED AT AN INTERNSHIP PLACEMENT</i> .....	33
<b>Ethical Principles - National Association of Social Workers Code of Ethics</b> .....	<b>33</b>
<b>Council on Social Work Education (CSWE), Commission On Accreditation Baccalaureate Evaluative Standards and Interpretive Guidelines</b> .....	<b>33</b>
<b>APPENDIX</b> .....	<b>40</b>
<i>UNT SOCIAL WORK FACULTY and CONTACT INFORMATION</i> .....	41

*UNT FIELD INSTRUCTOR EVALUATION OF STUDENT PROGRESS* ..... 43  
*STUDENT SELF EVALUATION*..... 57  
*UNIVERSITY OF NORTH TEXAS, BSW LEARNING CONTRACT* ..... 61

# Welcome to the Field

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

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

## Mission of the UNT Social Work Program

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

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

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

## **Expected Outcomes for Field Practicum**

Field practicum is where social work education comes together. Students have the chance to put the knowledge, skills and values that they have learned in the classroom to work in an agency setting. Under the guidance of Field instructors, they "try their wings," taking on greater and greater levels of responsibility as they mature professionally.

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

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

**Expected Outcomes - Students are expected to demonstrate competency in the following areas while in field:**

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

## General Information

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

### PRE-FIELD PLANNING AND ORIENTATION MEETING

Students **MUST** attend all scheduled meetings that apply to the semester they will be in their internships, including a **mandatory field orientation** meeting held during the semester prior to the student entering field. Scheduled meetings will address all the necessary information in the field planning process and serves as the student's orientation to field. Dates of scheduled field orientations may be obtained from the field director and are provided to students during their semester in Practice III. If a student is not in Practice III prior to the semester they plan to enter field, it is the student's responsibility to obtain the orientation dates by contacting the field director or referring to the field calendar posted on the Department of Social Work website. Students desiring a placement in the Title IV-E program are also required to attend at least one or two additional meetings due to the specialized nature of that placement. Dates for these meetings may be obtained by contacting the IV-E Program Director or referring to the field calendar posted on the Department of Social Work website.

The following information will be addressed in the orientation:

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

### APPLYING TO THE FIELD

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

- Successful completion of all social work coursework except for the practicum and the integrative seminar prior to the anticipated start date of the practicum

- Attendance at the scheduled pre-field orientation meeting
- Application for the practicum to the field director by the designated deadline (forms are distributed at the orientation meeting)
- Evidence in the application that the student has or is (a) completing all prerequisite social work courses with a C or better; (b) the student has a minimum cumulative GPA of 2.25 (see more on grade eligibility below)
- Advising meeting with the field director to determine readiness for field, potential placement options and concerns/limitations of the student (i.e. transportation issues, personal issues, accommodation needs, etc.). More details on the interview process are indicated below.

### **ELIGIBILITY REQUIREMENTS**

Grade and course checks are completed on all students prior to the start of the field practicum. Students entering practicum must have completed ALL required social work courses and earned a “C” or better in each course. Students who have not completed all of the required academic coursework will not be permitted to begin their internships. All students must obtain a degree audit from a HPS academic advisor who will confirm students have earned a C or better in all social work courses and all other courses have been taken. The advisor will sign off on the required application form.

### **THE FIELD PLACEMENT PROCESS**

The placement process is a collaborative endeavor between the field director, the student and the agencies. **However, under no circumstances can a student make arrangements for their own internship, which includes contacting any agency without the permission of the field director.** The field director works to provide quality internships with agencies that contract with the University of North Texas. Any student who pursues their own internship without coordination with the field director will not be allowed to enter an internship for the semester requested or will be delayed starting by one semester.

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

### **THE INITIAL MEETING WITH THE FIELD DIRECTOR**

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



Prior to the meeting, the field director has read the application and considered internship options. Students are encouraged to come prepared with any suggestions for placements and to discuss these with the field director.

The field director is familiar with all agencies and field instructors and is responsible for determining which agencies the students will be sent to for an interview. Several potential agencies will be discussed with the student and prioritized in a collaborative manner taking into consideration what the placement may offer students and the desires and educational needs of the student.

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

#### **FIELD AGENCY INTERVIEW AND APPROVAL PROCESS**

##### **Interview:**

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

##### **Confirmation:**

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

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

**Agreement:**

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

**DENIAL OF PLACEMENT IN A FIELD AGENCY**

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

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

*First Interview-*

- If the student is denied placement because the agency cannot accommodate more than one student, the field director will work to find the student another placement.
- If the student is denied placement due to inappropriate or problematic behavior on the part of the student as identified by the field director or the field instructor during the pre-field screening and/or agency interview process, the student will be asked to meet with the field director. The behavior will be addressed to determine a corrective action plan before a second placement is pursued. The student may be denied placement for the current semester if the behavior cannot be corrected in time for the placement process to proceed.

*Second Interview-*

- If the student is allowed to proceed but is denied placement a second time due to inappropriate or problematic behavior on the part of the student as identified by the field director or the field instructor, the social work faculty will review the student's suitability for placement and continuation in the Social Work program. A student may be denied placement for that semester, dismissed from the program, or may be placed on a behavior/academic corrective action plan to correct the behavior.

### *Third Interview-*

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

### **OUT-OF-AREA PLACEMENTS**

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

### **EMPLOYMENT-BASED INTERNSHIPS**

A student may complete the internship at their workplace under specific circumstances but only with the advance approval of the field director to ensure that a quality learning experience will take place. The employment situation must meet the university's requirements of an internship and it must be either a new employment situation (90 days or less) or a change in location with a present employer. A written proposal must be completed by the requesting student and the employer which should include information about how the placement will significantly differ from the student's employment duties and how new learning will be offered. Students must also be assigned a field instructor who is different from the student's employment supervisor. The request must be submitted at least 30 days prior to the start of the semester the internship is to begin.

On occasion a student may be offered an employment position within the agency while still completing their internship. In such cases, the student and field instructor should contact the field director to discuss the feasibility and risks of the student accepting the job offer. Potential risks include the possibility of students being terminated from the new employment and then subsequently being terminated from their internship before all requirements of the placement are met. Such employment-based internships will be considered on a case-by-case basis and must be approved of in advance by the field director. The main consideration in accepting such a proposal shall be the educational needs of the student.

# Required Qualifications for Agency Field Settings

## The Field Partnership

Success of the field practicum requires forming and sustaining a partnership between the four key players: the agency, the field instructor, the field director and the student. This partnership begins during the placement process and is sustained throughout the field practicum. Without the commitment and the dedication of each in the action system, the practicum will not fulfill its ultimate goal: to assist in the preparation of a social work practitioner who has a strong professional identity and is capable of knowledge and value-guided practice.

### THE AGENCY

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

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

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

1. The availability of necessary learning experiences including offering sufficient breadth and depth of opportunities to allow students to practice and demonstrate competence in the 9 Core Competencies and the 31 Behaviors identified by CSWE (See Appendix);
2. The willingness of the agency executive and staff to support the educational goals of the Program;
3. The availability of appropriate supervision including having one or more full time social workers on staff that meet the "Required Qualifications for Field Instructors" described in this manual. An agency may be considered if it provides a unique opportunity for services but must arrange for appropriate social work supervision for a student as approved by the UNT Department of Social Work. In some circumstances, students may be supervised by UNT Social Work faculty;

4. A primary purpose of the organization, or the identified program or department within an organization, must be to address human needs. This can include the areas of social policy formulation, administration, evaluation, research, direct service delivery, the workplace, etc.;
5. The agency/organization cannot engage in discriminatory practices in either the hiring of personnel, the acceptance of students or clientele;
6. The agency/organization must support the placement and allow sufficient release time for the field instructor to provide educational supervision to the student;
7. The agency/organization must have necessary administrative capacity to sustain student activities (space, phones, privacy when needed, administrative support, etc.);
8. The agency/organization must provide necessary measures to protect students' safety. This may minimally include training in: policies and procedures for conducting home visits; interacting with potentially difficult clients; and handling emergencies, as well as appropriate screening of student assignments by field instructor(s);
9. The agency/organization must have a system of community accountability. This is demonstrated by a representative board of directors; fiscal accountability via the budget review process; or in the case of private-for-profit direct service organizations, be subject to periodic review by an accrediting agency;
10. The agency must communicate changes in undergraduate supervision to the field director as soon as possible in order to make the necessary arrangements for student supervision;
11. Complete the required Field Agency Application and be willing to have a site visit as deemed appropriate and conducted by the UNT field director or other assigned social work faculty member;
12. Social Workers serving as field instructors must complete and submit a Field Instructor Application and résumé to the UNT field director;
13. Communicate as needed with the UNT field director or other faculty liaisons to ensure optimal student outcomes either in person, by e-mail or phone;
14. Agree to field visits by the field director or field liaison as requested, typically one per semester.

15. Agree to submit all practicum related paperwork and student evaluations in a timely manner

These criteria represent the basic elements for safeguarding the educational nature of the field experience. Undergraduate field placements are chosen with the following goals:

1. The placement will support the generalist model of social work.
2. The agency will be able to provide the student with these basic requirements: individual cases, intake/assessment opportunities, a group experience and an administration and/or planning experience. These basic requirements serve as a means to implement and demonstrate the 9 competencies throughout the placement experience and ensure students get experiences at all system levels.
3. The student will be in a practice setting which will expand, enhance and/or introduce new elements into his/her previous work and educational experiences.
4. The setting will provide a “learning” or “educational” experience for the student, rather than a “work” or “observation” experience.

#### **AGENCY AFFILIATION AGREEMENTS**

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

#### **COMMUNICATION WITH AGENCIES**

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

## **Required Qualifications for Field Instructors**

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

1. Be a graduate from a CSWE accredited social work program with a BSW or MSW
2. Have a minimum of two years professional social work practice

3. Be licensed in the state of Texas as a social worker (preferred)
4. Agree to provide ongoing supervision and consultation with students, for a minimum of one hour per week
5. Attend new field instructor training provided by the UNT Social Work Program
6. Agree to attend additional training as offered/necessary
7. Provide feedback and consultation to the program about their practice area
8. Social Workers serving as field instructors must complete and submit a Field Instructor Application and résumé to the UNT field director.

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

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

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

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

Field instructors will meet the expectations outlined below:

1. Successfully complete New Field Instructor Training prior to placement of students or as soon as the training is offered following placement of a student.
2. Conduct a comprehensive orientation for the student to the placement and agency at the start of the field placement. Suggested content includes:
  - A written orientation schedule outlining dates and times of agency orientation, in addition to the content that will be covered
  - Written expectations regarding dress code, leave time and holidays, and attendance
  - Specific agency information concerning administrative structure with names and

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



8. Completion of the intern's midterm and final evaluation on-line, returning them to the UNT Department of Social Work by posted deadline dates found in the syllabus
9. Meeting with the UNT Department of Social Work field director or designated faculty liaison at least once during the semester during the intern's placement
10. Notifying the UNT field director when any problems arise

## **POLICY ON FIELD PRACTICUM PLACEMENTS**

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

## **Role of the Task Supervisor**

Some agencies may prefer to use other human service providers or administrators to be an intern's task supervisor. Task supervisors are agency staff who may not be licensed social workers but oversee the activities of students while in their placement. **In such cases, students are still required to participate in a formal supervision meeting with their approved field instructor** at least one hour per week to discuss the student's progress and performance in the agency and to ensure the student understands the social work aspects of the placement by integrating classroom theory and learning with practice experience.

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

Basic expectations of all task supervisors include:

- Participating in planning the internship
- Reviewing the student's Learning Contract and suggesting revisions as needed
- Providing primary, direct supervision of the intern's daily activities
- Assigning cases and projects congruent with student's educational goals
- Orienting students to the agency and their assignments
- Giving on-the-spot positive and constructive feedback to students regarding their performance
- Focusing on the student's skill development
- Keeping notes of supervisory contact
- Consulting with the UNT field director related to the intern's skill areas that need extra attention

- Preparing or helping in the preparation of the midterm and final evaluations of the intern's performance
- Being familiar with the UNT Social Work Field Education Manual
- Meeting with the field director and/or faculty liaison at least once each semester of the student's internship, to address progress being made
- Notifying the field director and/or the field faculty liaisons when problems arise

## **The Role of the Field Director**

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

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

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

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

All social work students will be provided with and expected to read the UNT Social Work Student Code of Conduct, the NASW Codes of Ethics and the Texas State Board of Social Work

Examiners Code of Conduct and will be asked to sign an acknowledgment that they have read and will abide by the documents. The acknowledgment form will be kept in the students' files. Code of Conduct Standards and a link to the complete NASW Code of Ethics can be found in the Appendix of this manual.

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

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

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

### **HOURS REQUIRED**

Students are advised that there is a time requirement of 480 hours in the field placement. (this includes limited sick and administrative leave). These are *minimum* requirements for the successful completion of field practicum. Failure to complete the hours may result in the student receiving an incomplete ("I") for the course or a failing grade. Falsification of work records could result in receiving an "F" in the course, and/or expulsion from the Social Work program, and/or disciplinary action from the university (see the UNT Catalog for a discussion of Student Conduct and Discipline). <https://deanofstudents.unt.edu/conduct>

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

Field agencies are for the most part open to negotiating students' daily schedule in field at both

the convenience of the student and the needs of the agency and its clients. There are some general guidelines:

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

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

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

All student practicum hours will be logged on the field seminar Blackboard site under "Internship Logs". Here students will document total hours spent in their placement each week, as well as total sick and administrative leave taken during the semester. Title IV-E students will log practicum hours per agency requirements.

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

## **CONTINUING EDUCATION OPPORTUNITIES**

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

## **LUNCH TIME**

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

## **LEAVE TIME**

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

Students may take up to a total of eight (8) hours during the internship to handle administrative issues, registration, secure financial aid, participate in the integrative case presentation, etc. These hours off must be pre-approved by the field instructor.

## **EXCESSIVE ABSENCES**

Students reported for excessive absences in the internship may receive a failing grade for the practicum course (SOWK 4875). If time is needed for illness, death in the family, etc., as aforementioned, this must be coordinated with the agency field instructor and the field director.

## **INCOMPLETES**

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

## **FIELD SEMINAR**

The concurrent integrative seminar (SOWK 4870) is a critical part of the learning experience and helps support students in integrating the curriculum and the field experience. It is in this weekly seminar, taught by the field director or faculty liaison, that students discuss and explore their attempts in field to make use of the knowledge that they have acquired throughout the curriculum. The overall goals of the seminar are to assist the student with the field experience and strengthen the relationship between the classroom content and the field. Another contribution of the integrative seminar is to help socialize the student into the profession by discussion of common social work issues and sharing insights and experiences. The seminar assists students in problem solving around field issues by helping to identify and clarify broad practice issues such as client progress and worker responsibility, client self-determination and worker's influence, etc. Students are expected to attend **ALL** scheduled field seminar meetings. Students will be expected to fully participate in all field seminar assignments as found in the class syllabus.

## **TRANSPORTATION**

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

## **TRAVEL**

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

## **PROFESSIONAL LIABILITY INSURANCE**

Both the University and field agencies require that all social work students be covered by a professional malpractice liability insurance policy to protect both the agency and the individual against malpractice liability claims. Professional liability insurance is provided for each student in field placement by the University through the school's liability insurance program. The limits of liability under this policy are \$1,000,000 each claim/\$3,000,000 aggregate and coverage is only while the student is in field. This insurance coverage is solely for professional liability and will not in any way cover an accident should it occur while the student is in their personal vehicle during the internship or if a student is conducting client business using their vehicle. This insurance is also not a substitute for student health insurance coverage and will not cover a medical claim by the student should they be injured during the field placement. It is recommended that all students obtain appropriate auto and health care insurance.

## **HOLIDAYS**

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

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

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

## **PROFESSIONAL BEHAVIOR**

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

punctuality; neatness in material presented; taking responsibility for one's own behavior; motivation; emotional maturity; originality; effective communication skills, and so on.

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

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

Failure to maintain professional standards of conduct could result in a failing grade and removal from the program. All students are expected to adhere to the UNT Department of Social Work Code of Conduct, the NASW Code of Ethics and the Texas State Board of Social Worker Examiners Code of Conduct.

### **ACADEMIC HONESTY**

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

### **THE LEARNING CONTRACT**

Students are required, with input from his/her field instructor, to complete and adhere to a Learning Contract. The Learning Contract is an agreement that is negotiated between the student and the agency. The Learning Contract should contain information about the structure of the practicum (work hours, total hours, duration, supervision time, etc.) and goals and objectives for the practicum. The objectives should be concrete, measurable, and attainable. The Learning Contract should be signed by both the student and the field instructor and turned in to the UNT field director as stated in the field seminar syllabus. If, during the practicum, the student's responsibilities or assignments change significantly, or if it becomes clear that the goals and objectives cannot be met, the Learning Contract must be renegotiated and resubmitted. The student's practicum evaluation and final grade will be based, in part, on adherence to the



Learning Contract and successful completion of the goals that correspond to the 9 core competencies and 31 behaviors outlined by the CSWE (See Appendix for example Learning Contract).

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

Students are required to participate in formal supervision meetings with their field instructor (this is different than meetings with a task supervisor). The Social Work program requires at least one hour per week is spent with the field instructor to discuss the student's progress and performance in the agency. For students in non-Title IV-E placements, these weekly meetings must be documented and entered into the field seminar Blackboard site (SOWK 4875) each week along with the hours logged by the student. To access this site the student must:

1. Log on to Blackboard and choose SOWK 4875
2. Click on Internship Logs on the left menu
3. Log in to the Internship Logging menu using your EIUD and Password
4. Student must enter the total hours spent at the internship (minimum of 32 hours/week). If the student was sick or used administrative hours, this information should be logged as well. Make sure all fields are entered because Blackboard may not automatically calculate the student's hours.
5. Student must enter under "Work Description" the activities completed by the student during the week as well as a synopsis of the log discussion that took place with the field instructor.
6. "Instructor Comments" are where the field director will provide comments and feedback to the student.

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

### **EVALUATION OF STUDENT PERFORMANCE AND GRADING**

Evaluation in field is the determination of whether the student has satisfactorily achieved the educational objectives of the field placement. UNT has two evaluation processes of students in field.

#### **1. Midterm and Final Evaluations**

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

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

Student progress may be reflected in verbal presentation of material, interaction with clients and collateral contacts, discussion of assignments with the field instructor, faculty liaison or field director, entries in the log, student recording and case documentation, and interaction with other personnel within the setting. The social work program expects students to meet minimum expectations of performance. If a student is not performing at an acceptable level, the field instructor communicates with the field director to specify in writing the concerns and a plan of action to achieve the required competencies.

Evaluation of student performance in field is an ongoing process throughout the placement, with the student participating as an integral part of this process. Field instructors are encouraged to give ongoing regular feedback to their students so that the midterm and final evaluation outcomes are not a surprise. The purpose of the evaluation process is to help the student examine her/his educational progress in meeting the objectives of field instruction. Through the student's own self-assessment, it is intended that the student will develop an ongoing self-awareness which will serve as the foundation for future learning and development (See Appendix for Evaluation Templates).

## 2. Integrative Case Presentation

All students will complete one Integrative Case Presentation in front of a panel consisting of at least one assigned faculty member and community social workers. The objective of this assignment is for the student to demonstrate their ability to holistically integrate and apply social work knowledge, skills, and values to practice situations in a purposeful, intentional and professional manner. Students must also demonstrate their competence is informed by cognitive and affective processes that include the student's ability to think critically, manage affective reactions, and appropriately exercise judgment in unique practice situations (CSWE). Students will present information using the planned change process as it applies to a client or client system within their field practicum. Within this process, students should demonstrate their aptitude in all nine competencies established by the Council on Social Work Education (CSWE) as well as the corresponding integrative dimensions. This assignment will be graded based on the panel's collective assessment of the student (See Appendix for Case Presentation Rubric).

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

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

### **CHANGING PLACEMENTS**

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

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

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

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

## **PERIODIC REVIEW**

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

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

## **REMEDATION EFFORTS**

Performance problems that result in efforts at remediation and then in termination from an internship vary greatly. In general, they reflect noncompliance with established policies and procedures, ethical/work performance issues, or a violation of the above stated expectations. The following process will occur if a student is not progressing at a satisfactory rate:

1. At any time during the internship, if a single event or persistent problems occurs, the field instructor will contact the field director for consultation.
2. The field director will offer guidance to the student and/or agency field instructor by telephone or in person. If a visit to the agency is needed, this meeting may include separate time with the student and with the agency field instructor. Past academic and performance information may be shared if relevant.
3. The student, field instructor and field director are involved in an analysis of the problem.
4. The student is given formal notification that the performance is substandard.
5. Performance problems will be clearly identified (orally or in writing) by the agency field

instructor and/or field director. Guidelines, expectations, and consequences are given to the student in writing via a corrective action plan for the student to follow in raising the standard of performance. Specific examples of the problem area(s) and recommendations for improvement will be made (if applicable), and consequences of failure to meet expectations will be communicated to the student in a timely manner.

### **UNSUCCESSFUL REMEDIATION EFFORTS**

If the student's performance still does not meet minimum expectations as indicated on the corrective action plan or by the due date of the final evaluation, the agency field instructor will complete the narrative portion of the evaluation form specifying the reasons for the student's failure to meet expectations. The quantitative and qualitative portions of the evaluation should clearly indicate the inadequate or unsatisfactory areas of performance. If the student does not meet the required minimum expectations of performance within the timeframes specified, a failing grade is earned.

### **TERMINATION FROM A FIELD PLACEMENT AND GRADE APPEALS**

Students are reminded that poor performance or a single event, which may place clients at risk, including unprofessional or unethical behavior, may result in termination at any time from the internship. The agency field instructor and the field director make this decision jointly; however, as agencies supervise students voluntarily, it is the right of any agency to terminate an internship with no prior notice if they feel they can no longer work with the student.

In some cases, the field director may determine it is not appropriate for the student to remain in the placement due to student behavior, performance, or other factors. If a student is released from an agency due to a student's documented unprofessional or unethical behavior, or substandard performance issues, the student will receive a failing grade. The student's grade and subsequent termination from the placement is based on the student's behavior or performance, which has violated policies of the agency, the University, UNT Department of Social Work, and/or any standards set by the NASW Code of Ethics and the Texas State Board of Social Worker Examiners Code of Conduct. The student has the right to appeal this grade. The grade appeal will be in accordance with University and College of Health and Public Service policy. Students will not be permitted to re-enroll in the field practicum or field seminar until the grade appeal process is complete.

### **REQUESTS FOR REINSTATEMENT**

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

Termination from the social work program is a likely outcome of termination from a field placement.

In situations when a student is dismissed from their placement and wishes to be reinstated, she/he must complete a type-written request for reinstatement to field and another placement stating their reasons and responsibility for failure in the prior internship, along with how they plan to resolve the problem area (i.e., attend a workshop on confidentiality, etc.). This request is submitted to the field director within 30 days following the date of the termination. The field director reviews the letter and all pertinent information jointly with the program director. Students eligible for reinstatement must demonstrate an ability and willingness to function at a professional level of conduct, complete any recommended corrective action plan for remediation within stated timeframes, and otherwise be judged ready for readmission by the social work faculty. Some forms of gross misconduct may render the student ineligible for readmission to the field program and could result in the student's dismissal from the social work program. If it is decided that the student will be offered another internship **the entire internship MUST be retaken**, with no credit given for previous hours in an internship. The student must re-register for the full credit hours of the course (SOWK 4875) and the co-requisite integrative seminar (SOWK 4870) during the following semester.

A second agency placement is contingent on the student's demonstrated remediation of issues that resulted in the original termination from the first placement. Disclosure of any performance problems and a copy of the last field evaluation form (if available) may be provided to the new potential field instructor if a second placement is sought. The decision whether a student is allowed to enter a second placement in another semester is contingent on a number of factors and will be at the professional discretion of the social work faculty. In general, a student will not be allowed to enter a second placement during the same semester they were terminated from the original placement since all hours will still need to be earned and there will be insufficient time to do so.

#### **DENIAL OF ADDITIONAL PLACEMENT OPPORTUNITIES**

The UNT BSW Social Work program reserves the right to not offer a second placement based on student behavior, performance issues, and/or the student's refusal to allow University representatives to share information about the termination with the new agency. The student will need to meet with the social work faculty to discuss future plans and appropriateness of continuation versus termination in the social work program. The Social Work program **WILL NOT** offer a third internship.

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

If a student demonstrates an inability or unwillingness to acquire and integrate professional standards into professional behavior, and/or has an inability or unwillingness in acquiring professional skills and reaching an acceptable level of competency, and/or has an inability or unwillingness in controlling stress, emotional dysfunction, or behavioral reactions that may affect professional functioning, the student will be terminated from the Social Work Program. In

short, students must function at the level of a professional at all times or face termination from the program.

### **GRIEVANCE AND APPEAL PROCEDURES**

Students who wish to appeal an adverse decision by the faculty or who wish to file a grievance against the program or any employee or representative of the program may do so by first submitting a written summary of the grievance or appeal to the Social Work BSW program director within 10 days of the action which prompted the grievance or appeal. The student should outline grounds for grievance/appeal and provide supporting documentation. The BSW program director must respond to the student in writing within 10 days, indicating the course of action to be pursued, including time frames, opportunities for the formal presentation of the grievance or appeal and the names of individuals who will participate in the grievance process which may include other faculty. If the appeal is denied, the student may then submit a written summary of the grievance or appeal to the chair of the Department of Social Work within 10 days following notice of denial by the BSW program director. Again, the student should outline grounds for grievance/appeal and provide supporting documentation. The chair must respond to the student in writing within 10 days, indicating the course of action to be pursued as previously mentioned. If the grievance or appeal is not resolved at this level, it becomes subject to the formal university-wide grievance and appeal procedures.

## **Safety Issues and Guidelines**

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

### **GUIDELINES FOR PERSONAL SAFETY**

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

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

- Gather data

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

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

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

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

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

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



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

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

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

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

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire. Students are expected to function ethically in the practicum and uphold the values of the profession.

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

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

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

As an accredited BSW program, UNT must meet certain evaluative standards. The Commission on Accreditation reserves the right to initiate a review of an accredited program whenever

circumstances indicate questionable compliance with the Evaluative Standards or the Curriculum Policy Statement. The evaluative standard regarding Curriculum and Field Instruction follows. The full set of standards may be accessed at the Council on Social Work Education website: <http://www.cswe.org/>.

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

# Council on Social Work Education

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

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

Competency & Description	Practice Behaviors
<p><b>1. Demonstrate Ethical and Professional Behavior</b></p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<ol style="list-style-type: none"> <li>1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</li> <li>2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> <li>3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</li> <li>4. use technology ethically and appropriately to facilitate practice outcomes; and</li> <li>5. use supervision and consultation to guide professional judgment and behavior.</li> </ol>
<p><b>2. Engage Diversity and Difference in Practice</b></p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class,</p>	<ol style="list-style-type: none"> <li>6. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the             <ol style="list-style-type: none"> <li>a. micro, mezzo, and macro levels;</li> </ol> </li> </ol>

Competency & Description	Practice Behaviors
<p>color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<ol style="list-style-type: none"> <li>7. present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li> <li>8. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ol>
<p><b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<ol style="list-style-type: none"> <li>9. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</li> <li>10. engage in practices that advance social, economic, and environmental justice. .</li> </ol>
<p><b>4. Engage in Practice-Informed Research and Research-Informed Practice</b></p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<ol style="list-style-type: none"> <li>11. use practice experience and theory to inform scientific inquiry and research;</li> <li>12. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</li> <li>13. use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ol>

Competency & Description	Practice Behaviors
<p><b>5. Engage in Policy Practice</b></p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<ul style="list-style-type: none"> <li>14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</li> <li>15. assess how social welfare and economic policies impact the delivery of and access to social services;</li> <li>16. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>
<p><b>6. Engage Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<ul style="list-style-type: none"> <li>17. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</li> <li>18. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>

Competency & Description	Practice Behaviors
<p><b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<ul style="list-style-type: none"> <li>19. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>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;</li> <li>21. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</li> <li>22. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>
<p><b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	<ul style="list-style-type: none"> <li>23. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> <li>24. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> <li>26. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</li> <li>27. facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>

Competency & Description	Practice Behaviors
<p><b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>	<p>28. select and use appropriate methods for evaluation of outcomes;</p> <p>29. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>30. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>

# APPENDIX



## UNT SOCIAL WORK FACULTY AND CONTACT INFORMATION

Department Phone Number: 940-565-7526

Chilton Hall, Room 263

BSW Program Director: Cecilia Thomas, Ph.D., LMSW-AP <a href="mailto:Cecilia.Thomas@unt.edu">Cecilia.Thomas@unt.edu</a>	940-565-0795
JMSW Program Director, Mahasin Saleh, Ph.D., MSW, FHEA <a href="mailto:Mahasin.Saleh@unt.edu">Mahasin.Saleh@unt.edu</a>	940-565-4181
Department Advisor: Richard Mabry <a href="mailto:Richard.Mabry@unt.edu">Richard.Mabry@unt.edu</a>	940-565-2577
Associate Professor: Dhruv Mukherjee, Ph.D. LCSW (IL) <a href="mailto:Dhru.m@unt.edu">Dhru.m@unt.edu</a>	940-565-3198
Assistant Professor: Hadidja Nyiransekuye, Ph.D., LCSW (MA) <a href="mailto:Hadidja.Nyiransekuye@unt.edu">Hadidja.Nyiransekuye@unt.edu</a>	940-565-2023
Assistant Professor: Karla Horton, Ph.D., LMSW <a href="mailto:Karla.Horton@unt.edu">Karla.Horton@unt.edu</a>	940-369-7204
Clinical Assistant Professor/Field Director: Brenda Sweeten, MSSW, LCSW <a href="mailto:Brenda.Sweeten@unt.edu">Brenda.Sweeten@unt.edu</a>	940-369-6991
Title IV-E Program Coordinator: Cassidy Baker, MSW, LCSW-S <a href="mailto:Cassidy.Baker@unt.edu">Cassidy.Baker@unt.edu</a>	940-565-2687
Title IV-E Program Field Assistant: Jennifer Middleton, MSSW, LMSW <a href="mailto:Jennifer.Middleton@unt.edu">Jennifer.Middleton@unt.edu</a>	940-565-3270

**Cecilia Thomas**, Ph.D., LMSW-AP. University of Texas at Arlington. Associate Professor and Program Director of the undergraduate social work program. She has taught across the curriculum including policy, human diversity, practice courses to develop micro level skills, and the integrative seminar and field practicum. Research has primarily focused on conditions that impact vulnerable diverse and marginalized populations to address physical / psychological well-being, and social functioning across the life course. Her scholarship has focused on trauma of older adults to explore health, psychological well-being, and social functioning that influence coping or adaptation outcomes. Dr. Thomas is a John A. Hartford Faculty Scholar in Geriatric Social Work and recipient of the Mit Joyner BPD AGESW Leadership Award by the Association of Gerontology Education in Social Work (AGESW) in 2015. Prior to a career in academia, Dr. Thomas had 20 plus years of extensive practice experience in mental health, child welfare, and medical social work practice. Other experiences have primarily been in the areas of program development, coordination and administration.

**Mahasin Saleh**, Ph.D., MSW, FHEA. University of Houston. Associate Professor and TWU-UNT Joint MSW Program Director. Dr. Saleh is currently a Fellow with the Palestinian American Research Center. She worked in Northern England as Post-Qualifying Programme Director at University of Bradford and as a US Fulbright Scholar at Bethlehem University in the occupied Palestinian territory. Dr. Saleh has also been a tenured professor at the University of Nevada, Reno where she also served as Principal Investigator of the Nevada Training Partnership for Child Welfare and the Lead Social Work Curriculum Expert for the US Center for Disease Control's Frontier Fetal Alcohol Spectrum Disorder Regional Training Center. Her research focuses on the intersections of fatherhood, child welfare, diversity, international social work and women's issues.

**Dhrubodhi Mukherjee**, Ph.D., LCSW (IL). University of South Carolina. Associate Professor. Research includes addressing challenges to develop the trauma-informed clinical workforce, impact of trauma on children, adolescent and transitional youth and military population, post-traumatic growth, suicidal ideation, and technology solution to trauma-informed clinical practice. Dr. Mukherjee's current projects including exploring the intersectionality of culture, gender and mental health among military spouses, evaluating trauma informed workforce training, understanding the influence of posttraumatic growth in the development of resilience among trauma survivors, and clinical practice logistics in the technology mediated environment.

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

**Karla Horton**, Ph.D., LMSW. University of Texas at Arlington. Assistant Professor. Practice experience primarily in school social work, where she holds a specialized Professional Educators License in School Social Work from the state of Illinois. Her areas of research are relational aggression in schools, workplace bullying (specifically in academia), school social work, and trauma in schools.

**Brenda Sweeten**, MSSW, LCSW. University of Texas at Austin School of Social Work. Clinical Assistant Professor/Field Director. Over 21 years of practice experience in mental health, elder and child advocacy, child welfare, divorce and disputed custody and adoption. Program interests include advocacy for children in the child welfare system, access, and success in post-secondary education for foster care alumni.

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

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

## UNT FIELD INSTRUCTOR EVALUATION OF STUDENT PROGRESS

<b>Print Name:</b>	<b>ID#:</b>	<b>Date:</b>
--------------------	-------------	--------------

MIDTERM

FINAL

### Rating Scale for Evaluation of Field Placement Performance

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

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

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

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

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

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

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

**Competency 1: Demonstrate Ethical and Professional Behavior**

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

Comments:

**Competency 2: Engage Diversity and Difference in Practice**

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

Comments:

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

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

Comments:

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

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

Comments:

**Competency 5: Engage in Policy Practice**

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

Comments:

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

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

Comments:

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>
---

19.	Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies	1	2	3	4	5	n/a
20.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	5	n/a
21.	Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	5	n/a
22.	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	5	n/a

Comments:

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
---

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

Comments:

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
---

28.	Selects and uses appropriate methods for evaluation of outcomes	1	2	3	4	5	n/a
29.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5	n/a
30.	Critically analyzes, monitors, and evaluates intervention and program	1	2	3	4	5	n/a

	processes and outcomes						
31.	Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	5	n/a

Comments:

### **Student Evaluation: Additional Comments**

1. Comment on the student's professional behavior (punctuality, dependability, appropriate attire, attitude, maturity):
  
2. Comment on the student's development as a professional:
  
3. Comment on the student's interaction with clients:
  
4. Comment on the student's interactions with co-workers and colleagues:
  
5. What evidence do you observe which indicates how well this student is operating as a beginning generalist social work practitioner?
  
6. Additional comments:

**Overall Evaluation at MIDTERM:**

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

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

Comments/elaboration:

**Overall Evaluation at FINAL:**

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

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

Comments/elaboration:

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



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

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

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

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

Date

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

Page intentionally left blank

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

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

**SOWK 4870**  
**Field Seminar**  
**Oral Integrative Case Presentation Assessment Guide**

Competency	Dimensions	Presentation Requirements <i>(Based on CSWE Competency Descriptions / Performance Behaviors)</i>	Evaluation
<b>Engage in Policy Practice (5)</b>	<b>Knowledge; Critical Thinking</b>	<b>Agency description</b> (Student describes the purpose, populations served and services offered and demonstrates understanding of how social welfare and services are mediated by policy and its implementation at the federal, state, and local levels. This should include understanding 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.)	<b>1. Below Expectations</b> <b>2. Novice</b> <b>3. Moderate</b> <b>4. Advanced</b> <b>5. Exceptional</b>
<b>Engage with Individuals, Families, Groups, Organizations, and Communities (6)</b>	<b>Affective Reactions; Skills; Knowledge; Values</b>	<b>Engagement in the treatment relationship</b> (Student includes client engagement techniques and use of interpersonal skills such as empathy and reflection, to effectively engage diverse clients and constituencies; biases and challenges to the student are addressed; values principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.)	<b>1. Below Expectations</b> <b>2. Novice</b> <b>3. Moderate</b> <b>4. Advanced</b> <b>5. Exceptional</b>
<b>Engage Diversity and Difference in Practice (2)</b>	<b>Knowledge; Affective Reactions</b>	<b>Identifying demographic data regarding client(s) served</b> (Student maintains confidentiality; applies dimensions of diversity related to multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual	<b>1. Below Expectations</b> <b>2. Novice</b> <b>3. Moderate</b> <b>4. Advanced</b> <b>5. Exceptional</b>

		<p>orientation, and tribal sovereign status, etc.)</p> <p><b>Important issues, themes, concerns as they relate to vulnerable or oppressed populations</b> (Student applies self-awareness and self-regulation to manage influence of personal biases; applies and communicates understanding of the importance of diversity and difference; understands forms and mechanisms of oppression and discrimination and how this shapes the human experience.)</p>	
<p><b>Assess Individuals, Families, Groups, Organizations, and Communities (7)</b></p>	<p><b>Knowledge; Critical Thinking; Exercise of Judgment</b></p>	<p><b>Presenting problems of the client/client system</b> (Student provides brief overview of why client sought services/support and is able collect, organize and interpret data and critically evaluate and apply this knowledge in assessment to select appropriate intervention strategies; student values the importance of inter-professional collaboration, and recognizes how their personal experiences and affective reactions may affect their assessment and decision-making.)</p> <p><b>Assessment of client problem and needs</b> (Student includes how data was collected and demonstrates understanding that assessment is ongoing; uses theories of human behavior and the social environment in analysis; client goals and objectives are based on critical assessment of strengths, needs and challenges; selection of appropriate intervention strategies based on assessment, research knowledge, values and preferences of the client.)</p>	<p><b>1. Below Expectations</b>  <b>2. Novice</b>  <b>3. Moderate</b>  <b>4. Advanced</b>  <b>5. Exceptional</b></p>

<p><b>Advance Human Rights and Social, Economic and Environmental Justice (3)</b></p>	<p><b>Knowledge; Affective Reactions</b></p>	<p><b>Human rights, needs and justice</b> (Student demonstrates understanding that every person regardless of position has fundamental human rights, is knowledgeable about theories of human need and social justice, understands strategies to eliminate oppressive structural barriers to ensure that human rights are protected.)</p>	<p><b>1. Below Expectations 2. Novice 3. Moderate 4. Advanced 5. Exceptional</b></p>
<p><b>Intervene with Individuals, Families, Groups, Organizations, and Communities (8)</b></p>	<p><b>Knowledge; Critical Thinking; Exercise of Judgment</b></p>	<p><b>Interventions used with client</b> (Student chooses and implements evidence-informed interventions guided by professional literature to achieve practice goals; understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to effectively intervene with clients and constituencies.)</p>	<p><b>1. Below Expectations 2. Novice 3. Moderate 4. Advanced 5. Exceptional</b></p>
<p><b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (9)</b></p>	<p><b>Knowledge; Critical Thinking; Exercise of Judgment</b></p>	<p><b>Evaluation of practice goals and outcomes with client improvement noted</b> (Student selects appropriate empirically-based methods for evaluation; critically analyzes, monitors and evaluates intervention and client/program processes and outcomes.)</p>	<p><b>1. Below Expectations 2. Novice 3. Moderate 4. Advanced 5. Exceptional</b></p>
<p><b>Engage in Practice-informed Research and Research-informed Practice (4)</b></p>	<p><b>Knowledge; Critical Thinking</b></p>	<p><b>Use of Research</b> (Student understands evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing; understands the processes for translating research findings to inform and improve practice, policy and service delivery; student clearly describes evidence of research as it relates to client assessment, intervention techniques and methods of measuring client progress.)</p> <p><b>List of professional references provided</b></p>	<p><b>1. Below Expectations 2. Novice 3. Moderate 4. Advanced 5. Exceptional</b></p>

<p><b>Demonstrate Ethical and Professional Behavior (1)</b></p>	<p><b>Knowledge; Values; Skills; Affective Reactions; Critical Thinking; Exercise of Judgment</b></p>	<p><b>Relevant social work values and standards discussed</b>          (Student identifies relevant social work values and makes decisions using ethical standards, relevant laws and regulations, etc. as appropriate to context; can explain their relevance to unique client situation(s).)</p> <p><b>Student acted professionally, took presentation seriously, and answered panel questions thoroughly and with appropriate detail.</b> (Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication; student took presentation seriously as if presenting to an agency.)</p>	<p><b>1. Below Expectations</b>  <b>2. Novice</b>  <b>3. Moderate</b>  <b>4. Advanced</b>  <b>5. Exceptional</b></p>
		<p><b>Overall Assessment (average):</b></p>	
<p>Comments:</p>			

### Evaluation Criteria

1=Below Expectations (Grade Equivalent: 60)	2=Novice (Grade Equivalent: 75)	3=Moderate (Grade Equivalent: 85)	4=Advanced (Grade Equivalent: 95)	5=Exceptional (Grade Equivalent: 100)
Obvious deficiencies in many required content areas and/or not addressed at all. Student did not meet minimal expectations and seems unfamiliar with essential components of competencies and relevant dimensions; presentation vague.	Some required content areas not addressed. Student provided average and limited evidence of knowledge of competencies and relevant dimensions; presentation was average with considerable room for improvement.	Generally satisfactory descriptions of content areas and good client analysis. Student provided clear evidence of knowledge of competencies and relevant dimensions; presentation was satisfactory but with room for improvement.	Above average descriptions of content areas; very good and relevant client analysis. Student clearly addresses required areas and provides many supporting details and/or thoughtful examples to demonstrate competencies and relevant dimensions; presentation was thoughtful and above average with some room for improvement.	Exceptionally thoughtful, clear, & compelling description of content areas and client analysis. Student comprehensively addresses required areas and provides substantial supporting evidence with details and/or thoughtful examples to demonstrate competencies and relevant dimensions; presentation was exceptional with little room for improvement.

Page intentionally left blank



**STUDENT SELF EVALUATION  
FIELD PRACTICUM**

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

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

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

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

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

## PROGRAM EVALUATION

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

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

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

What do you consider the strengths of the program?

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

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

## STUDENT EVALUATION OF FIELD SITE

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

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

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

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

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

What type of student would benefit most from this placement?

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

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

Page intentionally left blank

**University of North Texas, BSW Learning Contract**

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

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

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

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

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

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

**Objectives and Activities**

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

<b>Core Competency</b>	<b>Course Objectives Students will</b>	<b>Activities:</b>	<b>Method of Evaluation</b>	<b>Due Dates</b>
Demonstrate ethical and professional behavior (Professional)	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	<ol style="list-style-type: none"> <li>1. I will consult and review the Social Work Code of Ethics on five cases and talk about how I have applied the Code in at least 1 case w/my FI.</li> <li>2. I will draw on the principles of client self-determination and discuss how this relates to at least 3 clients with my FI.</li> <li>3. I will adhere to the NASW Code of Ethics while discussing at least 1 students' situation with a teacher and</li> </ol>	<ul style="list-style-type: none"> <li>• Self-evaluation</li> <li>• Feedback from FI</li> </ul>	

		<p>maintain client confidentiality and discuss with FI.</p> <ol style="list-style-type: none"> <li>Student will understand their own biases and identify two situations with students where they have had to work through their own biases.</li> <li>Student will discuss one aspect of the NASW Code of Ethics during each weekly supervisory meeting with FI.</li> </ol>		
(Professional)	2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	<ol style="list-style-type: none"> <li>At the end of each week, with FI, reflect on cases worked to assess areas that need improvement.</li> <li>I will keep a daily journal of activities and self-reflection and discuss my performance with FI at weekly meetings.</li> </ol>	<ul style="list-style-type: none"> <li>Self-evaluation</li> <li>Feedback from FI</li> <li>Self-reflection upon completion of weekly logs.</li> </ul>	
(Professional)	3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	<ol style="list-style-type: none"> <li>I will dress professionally every day and act professionally when interacting with colleagues and clients.</li> <li>Once a week for ten weeks, I will work with four hospice patients and will talk w/my FI as to how I demonstrated professional demeanor.</li> <li>I will observe “casual Fridays” by wearing appropriate jeans and a school spirit shirt.</li> <li>FI will provide information about professional demeanor within the agency and talk with intern in supervision about how they are meeting expectations.</li> </ol>	<ul style="list-style-type: none"> <li>Self-monitoring</li> <li>Feedback from FI and colleagues</li> </ul>	
(Professional)	4. Use technology ethically and appropriately to facilitate practice outcomes; and	<ol style="list-style-type: none"> <li>I will familiarize myself with the agencies’ data system and use it ethically and appropriately.</li> <li>Student will attend training or informative session teaching the use of emerging technology used in social work</li> </ol>	<ul style="list-style-type: none"> <li>Self-evaluation</li> <li>Completed training, yes or no</li> </ul>	

		and present information back to staff as it is relevant.		
(Professional)	5. Use supervision and consultation to guide professional judgment and behavior.	<ol style="list-style-type: none"> <li>1. Student will discuss, review, and seek approval of all documentation made on the computer with FI.</li> <li>2. Student will review on a weekly basis all cases with FI and seek assistance from FI when required.</li> <li>3. Student will schedule and come prepared with questions to weekly supervision with FI.</li> </ol>	<ul style="list-style-type: none"> <li>• Self-monitor</li> <li>• Feedback from FI and colleagues</li> <li>• Documentation approval from FI</li> </ul>	
Engage diversity and difference in practice  (Diversity)	6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	<ol style="list-style-type: none"> <li>1. Student will attend two permanency conferences and discuss with FI what life experiences impacted the families.</li> <li>2. I will shadow three people on the interdisciplinary team and discuss/ review patient's life experiences and how this has influenced the approach of hospice services.</li> <li>3. I will develop one day's curriculum for the girl's group that addresses the role of life experiences and individuality in shaping identity.</li> <li>4. I will talk with my supervisor about 2 clients and their life experience/background compared to my own and discuss how the differences shape the way each of us lives our lives.</li> </ol>	<ul style="list-style-type: none"> <li>• Feedback from FI and/or Task Supervisor</li> <li>• Attended meeting, yes or no</li> <li>• Complete curriculum and review with FI and/or task supervisor.</li> </ul>	
(Diversity)	7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	<ol style="list-style-type: none"> <li>1. Student will document all information received by clients and references.</li> <li>2. Demonstrate w/2 clients the ways in which the information gathered helped inform work w/the client.</li> <li>3. I will collaborate with the</li> </ol>	<ul style="list-style-type: none"> <li>• Appropriate documentation of client feedback</li> <li>• Feedback from FI and colleagues</li> <li>• Self-evaluation</li> </ul>	

		interdisciplinary team to gain insight on patients' care. 4. Student will interview various staff & discuss their role at the agency.	<ul style="list-style-type: none"> <li>Completed interviews with agency staff.</li> </ul>	
(Diversity)	8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<ol style="list-style-type: none"> <li>I will complete one "disproportionality in foster care" training course offered by my agency and discuss how I am learning more about my own personal biases during supervision.</li> <li>I will identify personal biases and experiences in working with 3 clients from similar or different situations than myself and process with FI.</li> <li>Student will self-assess at the start &amp; end of internship &amp; compare differences.</li> </ol>	<ul style="list-style-type: none"> <li>Feedback from FI</li> <li>Self-evaluation</li> <li>Complete training and discuss biases with FI.</li> <li>Complete a self-assessment journal during my internship.</li> </ul>	
Advance human rights and social, economic, and environmental justice (Human Rights)	9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	<ol style="list-style-type: none"> <li>For three cases, advocate for children/family by inquiring why an agency decision is being made that potentially damages the family dynamics.</li> <li>Student will advocate for a minimum of three clients to access needed services by making appropriate referrals.</li> <li>I will call 3 legislators to advocate for CIS and TEA funding.</li> <li>I will attend CIS Day at the Capitol and meet with 2 legislators</li> </ol>	<ul style="list-style-type: none"> <li>Feedback from FI</li> <li>Self-evaluation</li> <li>Attendance at Capitol event, yes or no</li> <li>Referrals made and followed-up on</li> <li>Legislators called, yes or no</li> </ul>	
(Human Rights)	10. Engage in practices that advance social, economic, and environmental justice.	<ol style="list-style-type: none"> <li>Student will connect at least three families with needed resources and discuss w/ FI the way in which I am taking into consideration the practice interventions that advance social justice.</li> <li>When I meet with clients I recognize the power that I have over them and engage in practice that does not oppress or</li> </ol>	<ul style="list-style-type: none"> <li>Feedback from FI and/or Task supervisor</li> <li>Self-evaluation</li> <li>Client receives access to services, yes or no.</li> <li>Meeting attendance,</li> </ul>	



		<p>discriminate.</p> <ol style="list-style-type: none"> <li>I will advocate for a patient's access and eligibility for services.</li> <li>Student will attend interagency meetings to advocate for an important issue.</li> </ol>	yes or no.	
Engage in practice-informed research and research-informed practice (Research)	11. Use practice experience and theory to inform scientific inquiry and research;	<ol style="list-style-type: none"> <li>Student will meet and discuss with FI to compare his practice experience with peer reviewed article.</li> <li>Student will read a peer reviewed research article related to hospice and/or palliative care and discuss with FI.</li> <li>I will research one journal article to apply to my mentoring relationship with one student with identified emotional needs and discuss with FI.</li> <li>I will use previous surveys conducted in the agency to develop and conduct a needs assessment.</li> </ol>	<ul style="list-style-type: none"> <li>Feedback from FI regarding article(s).</li> <li>Self-evaluation</li> <li>Needs Assessment completed, yes or no.</li> </ul>	
(Research)	12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	<ol style="list-style-type: none"> <li>For two cases, I will read a peer reviewed article related to the case and discuss the findings with my FI as to how it might help.</li> <li>I will discuss with my FI how I used information from a client's file, my interview, and collateral contacts to arrive at decisions made on behalf of the client.</li> <li>I will work collaboratively with the interdisciplinary team (IDT) to achieve care goals for patient and talk with my FI about the various ways of knowing about clients and perspectives from other professionals.</li> <li>I will use the information gleaned from the agency client survey to suggest changes to improve surveys offered.</li> <li>I will gather information for intake and</li> </ol>	<ul style="list-style-type: none"> <li>Feedback from FI</li> <li>Self-evaluation</li> <li>Agency survey conducted, received and suggestions made to FI/Staff.</li> </ul>	

		<p>assessment on 2 new students from multiple sources including their cumulative file, former counselors, the student, their family, and discuss with FI.</p> <p>6. During supervision and seminars I will discuss material from class and from field and how I can integrate them to be useful to my client.</p>		
(Research)	13. Use and translate research evidence to inform and improve practice, policy, and service delivery.	<ol style="list-style-type: none"> <li>1. Student will read one peer-reviewed article on two “new” mechanisms affecting client population.</li> <li>2. I will design a presentation to inform a group of professionals/ staff members of a topic relevant to their practice and seek guidance from FI.</li> <li>3. I will review at least two articles about a topic related to my placement discuss with supervisor.</li> <li>4. Student may conduct a mock audit using organizational monitoring tools &amp; submit a report of the results.</li> </ol>	<ul style="list-style-type: none"> <li>• Feedback from FI and other staff members</li> <li>• Agency presentation completed, yes or no.</li> <li>• Conducted mock audit and report results, yes or no.</li> </ul>	
Engage in policy practice (Policy)	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	<ol style="list-style-type: none"> <li>1. Student will research and identify social policies that have an impact on the population their agency serves and report to FI.</li> <li>2. Student will serve on rule committee to evaluate, implement, or change rules or policies that affect client services.</li> <li>3. I will analyze policy changes at board meetings and take notes to discuss with FI.</li> </ol>	<ul style="list-style-type: none"> <li>• Feedback from FI and other staff members</li> <li>• Committee Attendance, yes or no</li> <li>• Attend Board meeting and discuss with FI, yes or no.</li> </ul>	

(Policy)	15. Assess how social welfare and economic policies impact the delivery of and access to social services;	<ol style="list-style-type: none"> <li>1. Student will work with other agencies in collaboration to deal with funding cuts to all state agencies.</li> <li>2. Coordinate and attend two family visits to be held at Lewisville office and talk with my FI about CPS policies that are affecting the client.</li> <li>3. Student will review client grievances and facility for policy compliance &amp; effectiveness of responses.</li> </ol>	<ul style="list-style-type: none"> <li>• Feedback from FI</li> <li>• Attend family visits and discuss with FI, yes or no</li> <li>• Complete report on grievances and agency policy compliance, yes or no</li> </ul>
(Policy)	16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<ol style="list-style-type: none"> <li>1. Coordinate and attend two family visits to be held at Lewisville office and talk with my FI about CPS policies that affect the client.</li> <li>2. I will analyze policy changes at board meetings and take notes to discuss with FI.</li> <li>3. I will work with agency staff to write a grant for the agency.</li> <li>4. Student will review client grievances and facility for policy compliance &amp; effectiveness of responses.</li> </ol>	<ul style="list-style-type: none"> <li>• Self-monitor</li> <li>• Feedback from FI</li> <li>• Family visits completed and staffed with FI, yes or no</li> <li>• Grant proposal completed, yes or no</li> <li>• Complete report on grievances and policy compliance, yes or no</li> </ul>
Engage individuals, families, groups, organizations, and communities  (Engagement)	17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and	<ol style="list-style-type: none"> <li>1. Complete one risk assessment and discuss how PIE relates to this client.</li> <li>2. I will discuss behaviors of clients and the ways the agency, system, community and society promotes or deters them from achieving health and well-being in supervision and seminars.</li> <li>3. I will discuss knowledge of PIE related to two clients in case presentations.</li> <li>4. Student will develop five treatment plans based on the level of the need of clients.</li> </ol>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Feedback from FI</li> <li>• Self-evaluation</li> <li>• Completed case presentations at agency, yes or no</li> <li>• Treatment plans completed, yes or no</li> </ul>

(Engagement)	18. Understand the forms and mechanisms of oppression and discrimination;	<ol style="list-style-type: none"> <li>1. Read two peer reviewed articles on poverty and drug abuse and summarize for FI.</li> <li>2. I will read “The Framework for Understanding Poverty” and discuss during FI weekly meeting.</li> <li>3. I will review NASW Standards of Care and Rights of the Elderly and discuss w/my FI the ways that clients may be oppressed and discriminated against.</li> <li>4. Student will identify barriers clients face when accessing services and discuss them with supervisor.</li> </ol>	<ul style="list-style-type: none"> <li>• Self-evaluate</li> <li>• Feedback from FI and/or Task Supervisor</li> <li>• Articles summarized, yes or no</li> </ul>	
Assess individuals, families, groups, organizations, and communities  (Assessment)	19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	<ol style="list-style-type: none"> <li>1. Student will prepare all documents and binder for transfer to FBSS staffing; attend staffing.</li> <li>2. I will complete mandatory reporting on student’s academic and behavioral performance as well for 4 monthly reports for CIS administration.</li> <li>3. I will use multiple methods to evaluate the effectiveness of interventions, such as client report, intake interview and follow-ups.</li> </ol>	<ul style="list-style-type: none"> <li>• Self-evaluate</li> <li>• Feedback from FI and/or Task Supervisor</li> <li>• Complete binder and attend staffing, yes or no</li> <li>• Complete reports by designated due date.</li> </ul>	
(Assessment)	20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	<ol style="list-style-type: none"> <li>1. Students will discuss in their integrative case presentation and supervision, their use of 2 theoretical frameworks when assessing a client.</li> </ol>	<ul style="list-style-type: none"> <li>• Feedback from FI and/or Task Supervisor</li> <li>• Feedback on integrative case presentation</li> </ul>	

(Assessment)	21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	<ol style="list-style-type: none"> <li>1. Student will create four child safety plans with clients.</li> <li>2. I will work with at least 5 kids to develop a goal contract for academic and post-academic aspirations.</li> <li>3. I will work w/ clients to identify common ground for the focus of our work together.</li> <li>4. Student will utilize patient visit to review goals with them.</li> </ol>	<ul style="list-style-type: none"> <li>• Completed safety plans, yes or no</li> <li>• Self-evaluate</li> <li>• Feedback from FI and/or Task Supervisor</li> <li>• Complete good contracts with 5 clients, yes or no</li> </ul>	
(Assessment)	22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<ol style="list-style-type: none"> <li>1. Student will speak with FBSS to verify what resources are appropriate and available for two clients.</li> <li>2. I will assess and plan interventions with 2 clients and document in CISTMS under service delivery.</li> <li>3. After initial interviews or office visits, I will staff a case with my supervisor so I can make the best decision for the client.</li> </ol>	<ul style="list-style-type: none"> <li>• Feedback from FI and/or Task Supervisor</li> <li>• Feedback from Clients</li> <li>• Meet with clients and document planned interventions.</li> </ul>	
Intervene with individuals, families, groups, organizations, and communities  (Intervene)	23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	<ol style="list-style-type: none"> <li>1. Students will discuss intervention methods used in practice in their integrative case presentations.</li> <li>2. Agreed upon instructions will be used w/ 2 clients and documented in client's case file.</li> </ol>	<ul style="list-style-type: none"> <li>• Feedback on integrative case presentation.</li> <li>• Documentation of interventions.</li> </ul>	
(Intervene)	24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	<ol style="list-style-type: none"> <li>1. Student will apply theories and concepts to intervention plans when conducting an integrative case presentation.</li> <li>2. I will discuss with FI how different theoretical frameworks are used in the intervention process.</li> </ol>	<ul style="list-style-type: none"> <li>• Feedback from FI during supervision</li> <li>• Feedback on integrative case presentation</li> </ul>	

(Intervene)	25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	<ol style="list-style-type: none"> <li>1. Student will work collaboratively with FI and other agency staff to meet client's needs.</li> <li>2. I will use inter-professional skills when engaging with clients such as: reflective listening, empathy, open ended questions, content clarification, seeking feedback, and appropriate confrontation and problem solving and discuss how I'm doing this w/FI.</li> </ol>	<ul style="list-style-type: none"> <li>• Feedback from FI and staff</li> <li>• Self-Evaluation</li> </ul>	
(Intervene)	26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	<ol style="list-style-type: none"> <li>1. Student will set up outside referral for at least two clients.</li> <li>2. I will participate in collaborative meetings with 2 clients to discuss client needs, strengths and weaknesses and develop a plan of action; document in CISTMS.</li> <li>3. I will help a patient access resources and service providers</li> </ol>	<ul style="list-style-type: none"> <li>• Client successfully accessed, yes or no</li> <li>• Feedback from FI and colleagues</li> <li>• Self-evaluation</li> <li>• Referrals to outside agency completed, yes or no</li> <li>• Documentation reflects collaboration and action plan</li> </ul>	
(Intervene)	27. Facilitate effective transitions and endings that advance mutually agreed-on goals.	<ol style="list-style-type: none"> <li>1. Student will conduct one initial interview and one exit interview, under supervision; complete termination of services.</li> <li>2. I will mentor at least one student and explain the timeline of the relationship upon introduction under FI's supervision.</li> <li>3. I will do an exit interview on all my cases before the client leaves or before I leave.</li> <li>4. I will educate someone about signs and symptoms of end of life.</li> </ol>	<ul style="list-style-type: none"> <li>• Client interviews (initial and exit) completed, yes or no</li> <li>• Mentorship meetings conducted with FI supervision. End of life</li> <li>• Education session completed, yes or no</li> </ul>	

Evaluate practice with individuals, families, groups  (Evaluate)	28. select and use appropriate methods for evaluation of outcomes;	<ol style="list-style-type: none"> <li>1. Student will evaluate practice effectiveness by completing a pre- and post-service evaluation form to determine if needs were met.</li> <li>2. Student will follow up with client to verify client successfully accessed resourced they were referred by agency.</li> <li>3. After initial interviews or office visits, I will staff a case with my supervisor so I can make the best decision for the client.</li> </ol>	<ul style="list-style-type: none"> <li>• Contacted Client to join self-report; yes or no</li> <li>• Student completed post-service evaluation form; yes or no</li> <li>• Feedback from FI</li> </ul>	
(Evaluate)	29. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	<ol style="list-style-type: none"> <li>1. I will discuss theories and frameworks of assessment, intervention, and evaluation related to one client in my integrative case presentation.</li> <li>2. I will identify the theory or conceptual framework used to work with clients in this setting and discuss with my FI.</li> </ol>	<ul style="list-style-type: none"> <li>• Feedback from integrative case presentation panel</li> <li>• Feedback from FI</li> </ul>	
(Evaluate)	30. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	<ol style="list-style-type: none"> <li>1. Student will discuss observations about the intervention and program processes at the agency with FI.</li> <li>2. I will ask questions about FI's strategies and thought process used when making their decision about the children in foster care.</li> </ol>	<ul style="list-style-type: none"> <li>• Feedback from FI during supervision</li> </ul>	
(Evaluate)	31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<ol style="list-style-type: none"> <li>1. Student will follow up with two foster families to check on welfare of children.</li> <li>2. Student will follow up with clients to monitor and analyze that the intervention is effective.</li> <li>3. I will participate in continuous collaborative meetings and document client data notes in CISTMS.</li> </ol>	<ul style="list-style-type: none"> <li>• Client report documented and shared with FI during supervision</li> <li>• Collaborative meeting participation regarding client progress, yes or no</li> <li>• Document Client progress in CISTMS notes</li> </ul>	

SIGNATURES

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

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