



**UNIVERSITY *of* ARKANSAS**  

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**FORT SMITH.**

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

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



COUNCIL ON SOCIAL WORK EDUCATION

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

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## Purpose of BSW Field Manual

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

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

## UAFS & Social Work Program Mission Statements

### Vision and Mission of the University of Arkansas-Fort Smith

The vision of the University of Arkansas-Fort Smith is “through dynamic academic programs, innovative research opportunities, and transformational centers of intellectual and economic development, UAFS will advance its community and become an institution renowned for educating and inspiring the ambitious students who call it home. The University’s mission is that “UAFS empowers the social mobility of its students and the economic growth of the River Valley through exceptional educational opportunities and robust community partnerships.”

### Social Work Program Mission

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

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

commitment to respecting all persons. The curriculum supports the purpose of the profession by providing a curriculum that aides in teaching, scholarship, and service.

### UAFS Social Work Program Goals

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

### BSW Curriculum

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

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

## BSW Field Education

Field education is the “signature pedagogy” of social work education, a type of teaching that “...organize the fundamental ways in which future practitioners are educated for their new professions (2005, p. 52). Field education provides a dynamic opportunity to practice the theory-oriented learning of the classroom within an educationally directed practice experience. The purpose of the field practicum is to guide the student in the acquisition and integration of social work practice knowledge, values, skills, and cognitive and affective processes. In short, it’s where the classroom meets the real world of social work practice with real clients. This “real world” learning experience has two complementary dimensions: a field seminar and a field practicum.

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

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

The **field practicum** (placement, internship; *Social Work Practicum I/II*, SOWK 4914, 4924) is a professionally supervised direct social work practice service-learning experience in a local community agency, assigned by the director of field of education according to student interest and agency availability. Students complete a minimum of 200 field hours per semester in each of two field placements, averaging 14 to 16-hours per week, in the fall and spring semesters of their senior year, totaling a minimum of 400-hours. Student learning outcomes focus on the nine social work competencies and 31-affiliated behaviors, detailed below.

## Social Work Competencies

In addition to the social work program goals, your social work education experience focuses on achieving nine competencies and 31-affiliated behaviors (described below) required by the Council on Social Work Education (CSWE) for effective social work practice. You will have opportunities throughout your social work education to acquire knowledge, values, skills, behaviors, and cognitive and affective processes associated with each competency.

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

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

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

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



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

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

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

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

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

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

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

### **Competency 5: Engage in Policy Practice**

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

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

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

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

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

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

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

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

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

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

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

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

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

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

### **Social Work Practicums I & II**

The BSW field curriculum consists of two unique field placements. *Social Work Practicum I* is a 200-hour field internship placement, necessitating at least 14-16 hours per week and occurs in the fall semester. *Social Work Practicum II* internship placement is a 200-hour field placement, necessitating at least 14-16 hours per week and occurs in the spring semester. The two BSW field placements total 400 hours of field experience throughout your senior year (CSWE, Accreditation Standard 2.2.5- Field Education). *Social Work Practicum I* is only offered in the fall and *Social Work Practicum II* is only offered in the spring (CSWE, Accreditation Standard 2.2.6- Field Education). The UAFS field education model is a “concurrent” model; that is, students take social work classroom courses at the same time as their field placement.

### **Administrative Organization of Field Education**

The administration of all field education is primarily the responsibility of the director of field education. The BSW faculty advisors review the academic files of all students to determine if they meet eligibility requirements for field placement in the spring of their junior year and then provide a list of students eligible for field to the director of field education. All students deemed eligible for field placement are required to attend a mandatory field placement orientation after submitting the application and completing the interview process for field placement.

Faculty members who teach the integrative field seminar courses taken concurrently with field placement also serve as the “faculty field liaisons” to the field placement agencies in which their students are placed. This model provides a designated faculty member with whom each field agency will interact to ensure consistency in the relationship between the program and the practice community (CSWE, Accreditation Standard 2.2.8- Field Education).

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

**Director of Field Education**

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

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

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

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

- Offering orientation and training to newly active field instructors,
- Offering periodic continuing education opportunities to all active field instructors,
- Providing information about the curriculum,
- Providing clear practice and evaluation goals for individual students,
- Providing electronic copies of the field manual, and
- Sharing pertinent information about practicum students when congruent to prudent academic practice. Information about practicum students considered “pertinent” in this context would be limited to confirmation of the student’s academic eligibility to enter the field placement and information about prior academic performance if relevant to field placement. Such information is shared only for the purpose of acquiring and implementing educational field experiences and supervision designed to address the individualized professional development needs of the student. This information would be shared on condition of a signed formal authorization of release by the student.

The director ensures that support is provided to field practicum students by selection of field placements based upon the objectives of the BSW program and the learning needs of students.

Also, the director supports students through maintaining field seminar courses concurrent, providing additional learning opportunities for students to compare practice experiences, integrate and expand classroom knowledge and theories beyond the scope of their practicum setting. The director also advises students on field placements options best suited to their interest and learning needs.

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

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

## Field Agencies

### Field Agencies: Selection

The director of field education seeks appropriate field settings for a growing program. Input is sought from social work faculty field liaisons, faculty, and the social work advisory council. Each new setting is evaluated to determine appropriateness for social work education, i.e. services offered, population served, social workers on staff, licensure levels, intern supervisory experience. The following criteria are used in selecting field agencies:

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

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

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

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

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

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

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

### **Field Agencies: Responsibilities**

Agencies are not obligated to accept students every semester. It is not unusual for changes in the organization or personnel, or even the desire for a respite to prompt an agency to not accept any students at a given time. Agencies also have the right to not accept an individual student, based

upon their assessment after reviewing the student's resume and/or as a result of the pre-placement interview. Additionally, an agency may request to be removed from the list of approved agencies, just as the social work department may remove the agency from the list should it no longer meet the criteria as an approved agency. Agencies located more than one-hour driving distance from the UAFS campus are utilized on a limited basis, with approval decided on a case-by-case assessment. Field agency responsibilities include:

- Complete the *Field Agency Packet* and *Memorandum of Understanding*.
- Provide services representative of generalist social work for BSW field practicums.
- Employ social work staff with the recommended practice experience and BSW and/or MSW degree, who can serve as agency field instructors.
  - If they do not employ a BSW or MSW level staff member, the director of field education identifies an individual on their staff that is "non-qualified", however, aligns with the criteria above. This process is outlined in the section below regarding field instructor selection.
- Ensure regular ongoing supervision of the student, including pre-scheduled conferences equivalent to a minimum of one hour per week, and.
- Be committed to the values and ethics of the social work profession.

## Field Instructors

### Field Instructors: Selection

Agency based field instructors approved to supervise BSW students in field placement are ordinarily required to possess a degree in social work, either baccalaureate or masters, from a CSWE-accredited program. In all cases, the credentials of the field instructor and the mission of the agency are expected to be compatible with the UAFS social work program mission and goals. In any case in which the field instructor does not hold a BSW or MSW from a CSWE accredited program, the director of field education assesses if there are specific areas that require additional faculty involvement to ensure that a social work focus, and identification are sustained. The director of field education or other BSW program staff will provide supplemental supervision to students whose agency lacks BSW or MSW degreed staff. It is important that field instructors have adequate practice experience, at least two years post grad. These criteria may be waived when a field instructor has five years or more practice experience prior to degree completion and their experience is congruent with the needed skills necessary for an educator of an undergraduate social work student. It is preferred that agency field instructors have at least one-year experience in their current position, role, and agency. Exceptions may be made by the director of field education.

In exceptional cases, a professional without a degree in social work, may serve as a field instructor. To be approved, the non-social work professional must: (1) Hold at least a bachelor degree, (2) Past supervision experience, (3) Employed in a program providing services and educational opportunities congruent with the educational objectives of the BSW program and the educational needs of the student, (4) Provide evidence of a high level of expertise, as reflected in their



professional training and experience, (5) A commitment to ethical practice, and (6) Values and respects social work as a peer discipline. Approval for non-social work field instructors is evaluated by the director of field education on a case-by-case basis. These exceptions will most often be made when the educational opportunities provided by the agency and field instructor are not available to the student in a similar agency under the direct supervision of a professional holding a degree in social work. Agency field instructors from disciplines other than social work are provided a copy of the *NASW Code of Ethics*.

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

### **Field Instructors: Roles & Responsibilities**

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

A basic requirement for assuming field instruction responsibilities is the agency's adjustment of the individual staff member's work assignments to permit sufficient time to develop and implement the student's field practicum. The agency is expected to give the student regular access to the field instructor. At a minimum, formal supervision time is expected to be equivalent to at least one hour per week. Other specific responsibilities of the field instructor include: providing consultation to the student in the development of an individualized field learning plan, completion of a formal mid-term and final evaluation of the student's competency-based performance, meeting with the faculty field liaison at mid-term and the end of term to review the student progress and verifying completion of required hours. Field instructors participate in field education orientation offered by UAFS social work program. *Failure to complete the field instructor orientation will result in the student being removed from the practicum location and reassigned.*

Field instructor responsibilities include:

- Attend the orientation workshop for new field instructors.
- Provide the student with an orientation to the agency.
- Provide regular and consistent supervision, including pre-scheduled conferences equivalent to one hour per week.
- Assist the student obtaining information needed to complete field related assignments, including seminar assignments, when appropriate.

- Assist the student in the development of the individualized field learning plan.
- Assess the quality of the student's performance in field and complete the mid-term and final evaluation instruments provided by the school and review the evaluations with the student. While an evaluation in a narrative form is not required, they are highly valued, and as a qualitative assessment often more effectively individualizes the report. Including a narrative appraisal is optional.
- Participate in conferences with the Faculty Field Liaison and the student in conjunction with your evaluation of the student's performance, or otherwise as appropriate.
- Consult with the faculty field liaison whenever such contact might be of benefit to you or the student.
- Contact the faculty field liaison whenever concerns emerge in regard to the student's performance in field, and;
- Assure adherence to the *NASW Code of Ethics*.

### **Task Supervisors/Instructors**

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

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

### **Student Acceptance Into Field Practicum**

Entry into the UAFS social work field education practicum and assignment to a field placement is not automatic. Students must meet several requirements and complete a formal request and approval from the director of field education. Field education begins in the fall semester of the senior year for students accepted into the BSW and field education programs. In the senior year, students are required to take SOWK 4903 - *Field Instruction I* (Seminar, 3 credit hour), SOWK 4914 - *Social Work Practicum I* (Internship, 3 credit hours) during the fall semester. SOWK 4913 - *Field Instruction II* (Seminar, 3 credit hour) and SOWK 4924 - *Social Work Practicum II* (Internship, 4 credit hours) then are taken during the following spring semester.

In the field placements (SOWK 4914, 4924), the focus of learning activities includes addressing a range of human needs. Students also learn about recording, documentation, use of practice supervision, and the application of the *NASW Code of Ethics*, all within the context of the assigned agency. The student is expected to sufficiently demonstrate practice behaviors affiliated with the nine social work competencies, shaped by the *Field Learning Plan* (see appendix). This contract guides the student and the field instructor in establishing how the student will achieve required

practice. The field instructor evaluates the student during midterm and at the end of the semester (see the midterm/final columns listed on the field learning plan in the appendix below).

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

### **Prerequisites for Social Work Practicum I**

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

- Officially admitted to the social work professional program and be in good standing.
- Maintain a cumulative GPA of 2.0 or better.
- Completed a minimum of 90 college credit-hours.
- Satisfactory completion, grade of "C" or better, in required previously required social work courses:
- All course incompletes ("I") must be completed, i.e. final course grade received and cleared from transcript.
- Application for placement on or before the appropriate due date.

### **Prerequisites for Social Work Practicum II**

- Maintain a minimum 2.0 overall GPA and 2.0 GPA in the major. All major social work courses taken after admission into the BSW program must have a minimum grade of C.
- Completed SOWK 4903 *Field Instruction I* (Seminar) and SOWK 4914 *Social Work Practicum I* with a grade of "C" or better.
- Satisfactory completion, grade of "C" or better, in:
  - SOWK 3823 – *Social Policy Analysis and Advocacy*
  - SOWK 4623 – *Social Work and Substance Abuse*
- Corequisite Course:
  - SOWK 3843 – *Child Welfare Services*

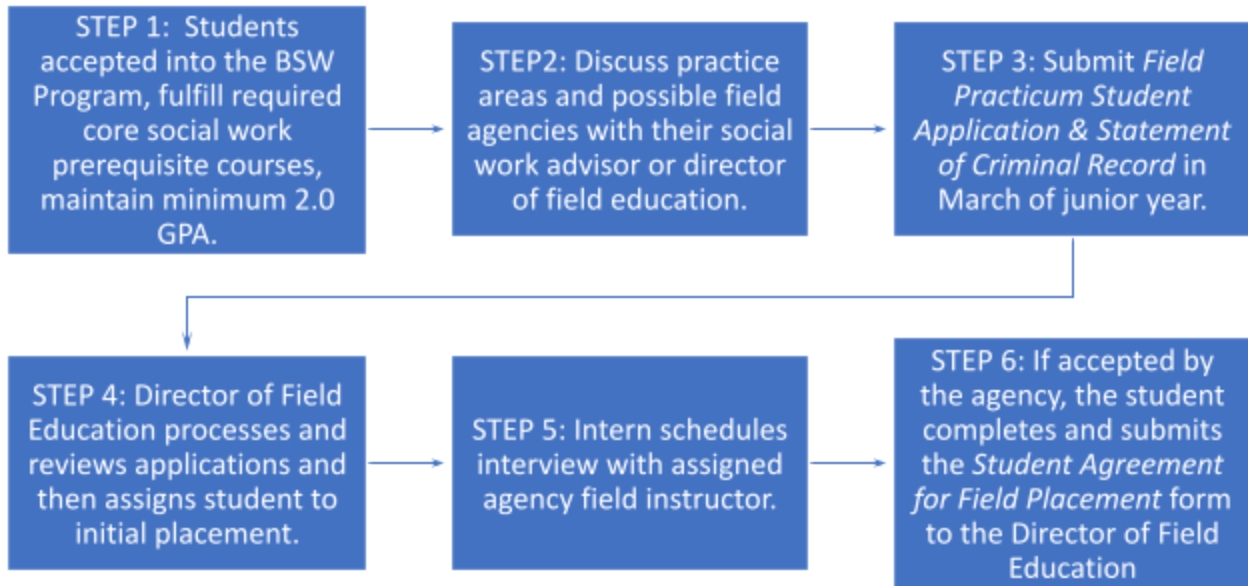
### **Procedures for Student Application for Field Placement**

Students are encouraged to meet with their social work advisors and/or the director of field education to determine areas of interest for possible placement. The director of field education also comes to any courses prior to students applying for field, if requested by the students and instructor, to discuss the field application process. The field application and agency assignment process is illustrated in Figure 4 below. This process begins with students meeting with their social work faculty advisor to discuss their courses for the fall semester. Faculty advisors review the student's courses to ensure all criteria are met. If there is a concern about criteria not being met for a specific student, the faculty advisor notifies the director of field education. The director of field

education meets with the department to discuss if there can be an exception made on behalf of the student to allow them to move on to field. If not, then the student is notified that they will not be able to move on to field or submit a formal field application until the following fall semester. Once the director of field is notified that the students have met criteria, the students are sent and asked to submit a formal application, (the *Field Practicum Student Application and Statement of Criminal Record* in the appendix) to the director of field education. The deadline for application for the Fall semester is the preceding March 30<sup>th</sup>. Once all applications are submitted, students then meet with the director of field education through a formal field advising appointment to discuss in deeper detail their areas of interest for possible placement. The field director considers student preference and convenience, but educational need takes precedence in the matching process. Based on experience in working with agencies, the director of field knows which agencies can help to meet the student's learning objectives best. The director of field education also knows which agencies require certain background checks and is informed during the formal field advising meeting by the students if there is a concern with a background check. This information is considered when placing students as well based on the agency's requirements. While we see the overall process between student and school as being collaborative, the faculty is responsible for ensuring the educational appropriateness of the placement. For the spring semester placements, students are sent a follow up email from the director of field education by the preceding October 31st, asking if any updates need to be made to the student's original application, i.e. areas of interest have changed, geographic areas have changed, etc.

The student's placement for the semester is confirmed by an email from the director of field education sent to the student and the field instructor of the assigned agency. After students are notified of the placement which they will be assigned for the semester, they are then expected to contact the agency for an interview. Once accepted by the agency, students complete and submit the *Student Agreement for Field Placement* form (see Figure 4 below). If a student is not accepted by their agency after meeting with the field instructor, the field instructor notifies the director of field education and the student of the reasoning why the student is not accepted, whether that be if the student fails the onboarding/orientation process for the agency. The director of field education ensures each semester that there are back up placements for if a student is not accepted by their first assigned agency. The director of field education then assigns the student to another agency. There is no limit on how many interviews a student may have in the placement process. The director of field education continues to closely monitor the placement process until the student is placed. If a student is not accepted to multiple placements, then the director of field education meets with the program director and student to determine reasoning as to why the student has failed to secure placement and evaluate the student based on the BSW Student Performance Standards: Criteria & Indicators of Concern listed in the BSW Handbook (page)

Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum. Students applying to use employment for field placement must apply within the Field Practicum, see related policy and requirements described earlier (see *Student Employment as Field Placement* form in appendix).



***If a student is not accepted by the agency, Steps 4-6 are repeated.***

Once successfully completing the above steps, the student collaborates with the agency field instructor to confirm the agency orientation requirements, a starting date, and a weekly schedule. Students are advised to contact their field instructor no later than the week preceding the beginning of the placement to clarify when, where, and with whom they will report for their first day of placement. Students negotiate a weekly/hourly schedule with their field instructor by the end of the first week in placement that accommodates their class schedule and the agency's needs or recommendations for their optimal educational experience in that setting. Students are not able to begin earning field hours prior to the beginning of the semester's courses. It is the student's responsibility to maintain the agreed-upon schedule.

It is recognized there may be exceptions to the process outlined above based on student or organizational needs. The process as outlined is not intended to rule out viable field placement options that meet the CSWE standards. For example, it is not unusual for a student to identify a viable placement agency that has never applied for approval as a field agency and request a placement there. A student must notify the director of field education prior to receiving their official placement for the semester of an agency that may be a viable placement. In such cases, the director of field education determines if the agency would be a viable placement, based on the criteria set for selecting field placements, for the field education program. If determined that the agency would be a viable placement, the agency must complete the application process, be evaluated, and approved as an eligible field agency. The agency will be provided consultation and orientation by the director of field education during their application process.

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

### **Student Responsibilities & Expectations in Field: Overview**

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

- Demonstrate the nine CSWE social competencies through the 31-affiliated behaviors, all of which serve as the objectives for BSW field education, identified in this manual, subsequent learning plans as well as the *BSW Student Handbook*;
- Students collaborate with agency field instructors to write their learning contracts (see *Field Learning Plan* in the appendix);
- Students are required to attend the field seminar courses, includes additional assignments designed to assist them in integrating knowledge from their courses with their field experience and performance, and;
- Students are required to meet the specified number of field practicum hours. The *Social Work Practicum I* and *Social Work Practicum II* each require 200 hours, totaling 400 hours over the course of two semesters. The field instructor will be asked to verify this requirement has been met through signed weekly timesheets (see in appendix).
- Other expectations and requirements of students in field placement include that students:
  - Conduct themselves in a professional manner in relation to clients, their field instructor, and other agency staff and community colleagues;
  - Abide by agency personnel and program policies as well as UAFS and social work program policies governing students;
  - Actively participate in his or her learning experience through self-assessment of learning needs, professional development, personal strengths, and professional potential, and;
  - Work within the framework of agency and faculty supervision. If a student is required to attend supplemental supervision due to not having a social worker as a field instructor, they are allowed three absences before their grade in seminar and practicum begin to be affected by it.

### **Professional Behavior**

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

- Prompt arrival and consistent attendance for the internship and seminar components.
- Receptivity to new information and differing perspectives.
- Active participation in group discussions and activities.
- Quality of written work should reflect appropriate graduate scholarship.
- Timely completion of internship tasks and assignments outlined in the syllabus.
- Ability to accept and integrate feedback and attempt change.
- Provide respectful, supportive, and constructive peer feedback.

- Cell phones should be turned off during seminar class and, at the discretion of the field agency, during field practicum hours. Cell use and texting is disrespectful to all members of the field seminar as well as field agency staff and clients and will not be tolerated. This includes leaving the seminar or practicum to make phone calls. If a student is experiencing life circumstances that warrant an exception to this expectation, the seminar or practicum instructor should be notified.
- Students are expected to maintain the confidentiality of their fellow classmates, clients, and agencies with regard to what is shared in the classroom.

### **Field Orientation**

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

### **Attendance & Participation Policy**

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

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

### **Field Placement Weekly Schedules**

Student interns are required to complete a total of 14 to 16 hours per week for a total of 200 hours per semester. This is the equivalent of 13 weeks of practicum during a 16-week semester. Interns determine practicum hours in collaboration with their field instructors based on the agency’s hours of operation and agency needs. In addition, interns are responsible for completing and submitting weekly times sheets to their faculty field liaisons (seminar course instructors). Timesheets are signed by both the student and the field instructor.

### **Vacations, Holidays, Semester Breaks**

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

### **Background Checks**

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

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

### **Health Insurance**

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

### **Liability Insurance**

The university carries liability insurance. However, we encourage you to have your own liability insurance. NASW offers student coverage at affordable rates, see <https://naswassurance.org/liability-products/> or call **855-385-2160**

### **Student Field Internship Financial Responsibilities**

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

- Medical clearance for participation in field education. This would include a medical physical that indicates the student is physically capable of performing assigned duties, student is without any preexisting disorder or disability that could be exacerbated by performing required duties, and the student is in general good health. This may be at the cost of the



student, or the student may use the UAFS Powell Student Health Clinic located in the Pendergraft-Smith Health Science building on the second floor;

- TB test and return a result of negative before starting field education placement. This may be obtained through your primary care physician, the local health clinic or the UAFS Powell Student Health Clinic;
- Limited liability practice insurance, usually available at a discounted rate to students from NASW (see <https://naswassurance.org/liability-products/> for details), and/or;
- Background check(s), parking, and other miscellaneous charges associated with their field practicum placement.

### **Student Self Disclosures**

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

### **Freedom of Information**

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

## **Use of Employment as Field Placement**

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

- Agency must offer a statement indicating agreement with the request, the name and credentials of the proposed social work field instructor, job description of the employee, description of possible educational assignments, and a statement as to how the guidelines will be followed, i.e. complete field assignments for 16 hours per week in addition to employment obligations;
- Agency meets UAFS social work field education agency selection criteria, stated above;
- Field instructor meets UAFS social work field education program's selection criteria, also stated above, and completed or registered for field instructor orientation;
- A field instructor who is not a regular employee of the agency must have full access to the student's work, including observation and client records, and authority to negotiate field

assignments for the student. The instructor must be present in the agency for 25% of the student's internship hours each week, and supervision done on site;

- For 14-16 hours per week for two semesters, employee-intern must be reassigned to activities which are more challenging, skill enhancing, and educationally directed, based on the BSW curriculum.
- The field instructor must be different from the work supervisor.
- Student is expected to keep a log of field activities, documenting the day, amount of time, and description of the activity. Employee-student may use University vacations for field activities and extend the hours into the end of the semester, if the hours are not completed;
- Employee-student must be in good standing with the employing agency, not a probationary employee or the subject of disciplinary action within the agency; ○ Evaluations for the educational experience shall be separate from the work evaluation and must be consistent with academic standards, and;
- Weekly conference with the field instructor should be scheduled during the student's field practicum hours.

## Student Accommodations

### **Agency Assignment Process for Students with Disabilities**

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

As required by federal and state law and by the UAFS policy, field placement must be accessible to students with disabilities. This "as a whole" requirement means that students with disabilities should have the same kinds of educational opportunities – including field placements in particular kinds of settings – as students without disabilities. However, given the wide range of disabilities, it is possible that not every placement site will have the capability to accommodate every student. It may not be feasible, for example, for a site to accommodate students who use wheelchairs because of the site's location and existing architecture, but this same site could easily accommodate students with visual or hearing impairments. Every effort is made by the UAFS director of field education to ensure equal access to practicum opportunities.

### **Use of Service Animals**

The use of service animals is outlined by the university as, "service animal as defined by current *Americans with Disabilities Act (ADA)*, Section 504 of the Rehabilitation Act of 1973. Service animal is defined as an animal that is specifically trained to do work or perform tasks for the benefit of an

individual with a physical, sensory, psychiatric/mental, or intellectual disability; and the work or tasks performed by the animal must be directly related to the individual's disability. Animals that only provide crime deterrent effects, emotional support, well-being, comfort, or companionship do not fall under the legal definition of "service animal."

### Field Safety Guidelines

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

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

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

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

Though a student has the right to refuse a precarious assignment, a common understanding about the kinds of assignments that are appropriately safe should be reached by the student, the field

instructor, and the faculty liaison. The following types of activities should be discussed with either the faculty field liaison to the agency or director of field education to determine if these activities should be assigned to a student:

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

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

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

In some situations, the student should be given permission not to make the home visit.

Consideration should be given to the following features pertaining to the agency facilities:

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

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

- o Social Work Director of Field Education (479) 788-7426,

- o Social Work Program Director (479) 788- 7556, or
- o CHEHS Office of the Dean (479) 788-7283

**For emergencies you can reach the Director of Field Education at 479.788.7426**

**Field Evaluation Procedures**

**Field Learning Plan**

The student and the field instructor collaboratively develop a written agreement using the *Field Learning Plan* to help guide the student’s personal and professional growth. This document encompasses the expectations of each in relation to teaching and learning objectives, assigned tasks, operating procedures, and issues around illness. Responsibility for negotiating and preparing the *Field Learning Plan* is shared between the assigned field instructor and the student. The student is responsible for submitting the *Field Learning Plan* to their seminar course instructor (faculty field liaison) on the calendar date listed on the course schedule. These are then shared with the director of field education. This learning plan is used as a guide for the student, the field instructor, faculty field liaisons, and the director of field education in planning field assignments and evaluating performance.

**Supervision**

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

**Field Seminar & Field Practicum Grading Procedures**

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

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

Field Practicum I & II (Fall, Spring; SOWK 4914, 4924) final grades are determined by the instructor of record for SOWK 4914/4924, usually the same person as your field seminar course instructor, using verbal and written feedback from your agency field instructor. This feedback is provided to the student from the field instructor and from faculty field liaison throughout the semester. The field instructor and faculty field liaison periodically review student progress and learning challenges in the internship and in regard to professional development. Similar progress reviews occur during regularly scheduled student - field instructor supervisory sessions. This also is formally done, at minimum, once a semester with the student, field instructor and field liaison at

the agency itself, documented using the *BSW Site Visit Form* (see appendix below). A formal comprehensive field evaluation is completed and reviewed with the student by the field instructor at midterm and the end of both semesters, a critical component in determining the Field Practicum I & II grades. Midterm and final grades are determined from formal evaluation scores by calculating a percentage of total scores received from total possible then adjusted (curved), when appropriate, for student relevant improvements. Hence, faculty may adjust the final grade based on significant student growth and improvement from where they started the semester.

*Social work interns must show satisfactory performance on all social work competencies and 31- affiliated behaviors by the conclusion of each semester practicum placement.*

### **Grade of Incomplete**

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

### **Termination Procedures**

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

### **Agency-UAFS Policy Conflicts**

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

### **Changing Placements and/or Termination of Field Placement**

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

- Student failure to meet the expected standards for ethical professional practice as noted above in the section, “Professional Ethics;”

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

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

### **Student Rights to Appeal**

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

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

## **Problem Solving Process**

### **Problem-Solving Process: Faculty Field Liaison Initiated**

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

- The faculty field liaison will meet with the student to address the issue;
- If the issue is not resolved, the faculty field liaison will consult the field instructor regarding the concerns;
- If the issue is not resolved, the field instructor and student will meet with the faculty field liaison together, and implement a Performance Improvement Plan (see in appendix);

- If the issue continues to be unresolved, the director of field education will be consulted and may include all necessary parties, including the BSW program director.

### **Problem-Solving Process: Field Instructor Initiated**

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

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

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

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

### **Problem-Solving Process: Student Initiated**

Some students, for various reasons, may seek approval to leave their placement agency during their fieldwork experience. Compelling reasons to leave the first internship may result in some students continuing their fieldwork in another agency, while other students may choose to withdraw from field and/or the BSW program altogether. However, students are encouraged to first try and resolve any challenges. When a student perceives a problem during the field placement, the student should first try to resolve it at the agency level. It is recommended that the student take the following steps in the order listed, only moving to the next step when unable to resolve the problem otherwise:

- Meet with the agency field instructor to discuss and resolve the problem;
- If the issue is not resolved, meet with the faculty field liaison;



- If the issue is not resolved, meet with the field Instructor and the faculty field liaison together;
- If the issue is not resolved, meet with the director of field education;
- If the issue is not resolved, the student and director of field education will meet with the BSW program director.

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

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

## Changes in Field

### **Change in Field Instructors**

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

### **Transfer in Field Placement**

Students may be transferred from one field placement agency to another when it is not appropriate for them to remain in the originally chosen agency. However, it is recognized that such a disruption can compromise the educational process and create additional stress for the student.

Therefore, the justifications for a transfer must be compelling. Occasions when a transfer might be considered include:

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

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

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

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

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

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

## Appendix: Field Forms

- *BSW Curriculum Degree Plan*
- *Field Agency Packet*
- *Memorandum of Understanding*
- *Field Instructor Application & Guidelines*
- *Field Practicum Student Application*
- *Student Employment as Field Placement*
- *Statement of Criminal Record*
- *Student Agreement for Field Placement*
- *Field Learning Contract*
- *Weekly Supervision Form*
- *Field Practicum Timesheet*
- *Student Evaluation of Field Placement*
- *UAFS BSW Field Internship Performance Improvement Plan (PIP)*

**The following forms are example only.**

Current forms available electronically from your intern, the UAFS Social Work Field Program Google Drive, or by email: [Madison.dickerson@uafs.edu](mailto:Madison.dickerson@uafs.edu)

IDN: \_\_\_\_\_ Printed Name: \_\_\_\_\_

**BSW-Social Work-Major Code: 2570**

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

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

**Prerequisites:** MATH 0304 \_\_\_\_\_ **Corequisites:** ENGL 0201 \_\_\_\_\_ ENGL 0202 \_\_\_\_\_ MATH 0301 \_\_\_\_\_ MATH 0201 \_\_\_\_\_**FRESHMAN YEAR- FALL SEMESTER: 16 hours****Courses**

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

**FRESHMAN YEAR- SPRING SEMESTER: 16 hours****Courses**

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

**SOPHOMORE YEAR- FALL SEMESTER: 15 hours****Courses**

FIN 1521 Personal Finance Applications	1 Hours	Note 6	Grade _____
PHIL 2753 Introduction to Philosophy	3 Hours	Note 5	Grade _____
SOWK 2103 Introduction to Social Work	3 Hours	Note 2 & 5	Grade _____

SPAN 1304 Beginning Spanish I	4 Hours		Grade_____
Statistics requirement	3 Hours	Note 4	Grade_____
Elective requirement	1 Hour	Note 3	Grade_____

#### **SOPHOMORE YEAR- SPRING SEMESTER: 15 hours**

##### **Courses**

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

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

#### **JUNIOR YEAR- FALL SEMESTER: 15 hours**

##### **Courses**

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

#### **JUNIOR YEAR- SPRING SEMESTER: 15 hours**

##### **Courses**

SOWK 3423 Social Work Practice II	3 Hours	Note 2	Grade_____
SOWK 3433 Populations at Risk	3 Hours	Note 2	Grade_____
SOWK 3733 Social Work Practice III	3 Hours	Note 2	Grade_____
SOWK 3833 Geriatric Social Work	3 Hours	Note 2	Grade_____
SOWK 3853 Social Work Values and Ethics	3 Hours	Note 2	Grade_____

#### **SENIOR YEAR- FALL SEMESTER: 15 hours**

##### **Courses**

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

#### **SENIOR YEAR- SPRING SEMESTER: 13 hours**

**Courses**

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

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

**NOTES**

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

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

**Transfer Course Information**

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

**Student Degree Program Requirements**

A student's degree program requirements are those specified in the catalog in effect at the time of declaration of program major. If not on the Guaranteed 8- semester degree plan, students may choose to meet the program requirements specified in the catalog for a later year from when they began their program of study. Students must meet the above program requirements and the graduation requirements as indicated by institutional and college policy. The program can be changed only with the approval of the official advisor. If original courses are eliminated, students may be required to meet new curriculum

requirements in the degree program. If students are not enrolled for two or more consecutive terms (excluding summer terms), they must re-enter under the program requirements of the current catalog. Students are responsible for understanding program requirements and changes. Guaranteed 8-Semester Degree Completion Program Pursuant to Act 1014 of 2005, qualified first-time freshmen with a declared major may elect to participate in the guaranteed 8-semester degree completion program. Students must follow the above degree plan and meet all requirements as outlined in the Guaranteed 8-semester Degree Completion Program contract. The contract and this degree plan must be signed and filed with the advisor before the first day of classes for the student’s first term of attendance. The official copy of the contract and degree plan are filed in the Records Office. Approved by Dr. Shadow Robinson, March 1, 2023-Catalog Year 2023-2024. This document is not official until signed and dated by both the student and an authorized university representative.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

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

**Field Agency Packet**

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

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

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

We look forward to your participation in the UAFS field education program. Please feel free to contact the Director of Social Work Field Education if you would like further information:

Madison Dickerson, MSW, LCSW  
Director of Social Work Field Education  
Assistant Professor of Social Work  
479-788-7426  
madison.dickerson@uafs.edu

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

**Field Agency Information**

**Name of Organization**



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**Physical Address**

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**Mailing Address (if different from above)**

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**Phone** \_\_\_\_\_ **Fax** \_\_\_\_\_

**Website** \_\_\_\_\_

**Email** \_\_\_\_\_

**Has your organization served as a field placement site for UAFS or other social work programs?**

**Yes** \_\_\_\_\_ **No** \_\_\_\_\_

*(If so, please list social work programs)*

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**Agency Contact Person for Field Placements**

**Name** \_\_\_\_\_

**Position** \_\_\_\_\_

**Email** \_\_\_\_\_ **Phone** \_\_\_\_\_

**Organizational Mission**

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

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

**Brief Description of Organization and Relevant Programs**

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

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

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

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

Does your organization have BSSW and/or MSSW social workers on staff? Yes \_\_\_\_\_ No \_\_\_\_\_

If so, have any served as social work field instructors? Yes \_\_\_\_\_ No \_\_\_\_\_

Please list

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**GENERALIST DEFINITION**

*Generalist-level students are undergraduate senior year students. This foundation field placement is designed so that students can demonstrate the social work competencies at the generalist level of practice. Social work roles typical of*

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

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

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Prevention services | <input type="checkbox"/> Individual counseling | <input type="checkbox"/> Program development  |
| <input type="checkbox"/> Client assessment   | <input type="checkbox"/> Family counseling     | <input type="checkbox"/> Project management   |
| <input type="checkbox"/> Case management     | <input type="checkbox"/> Group counseling      | <input type="checkbox"/> Program evaluation   |
| <input type="checkbox"/> Crisis intervention | <input type="checkbox"/> Couples counseling    | <input type="checkbox"/> Board meetings       |
| <input type="checkbox"/> Discharge planning  | <input type="checkbox"/> Policy Practice       | <input type="checkbox"/> Volunteer management |
| <input type="checkbox"/> Client education    | <input type="checkbox"/> Community practice    | <input type="checkbox"/> Home visits          |
| <input type="checkbox"/> Advocacy            | <input type="checkbox"/> Grant-writing         | <input type="checkbox"/> Research             |
| <input type="checkbox"/> Other               |  |   |

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

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

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

*If yes, please describe*

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

Single \_\_\_\_\_ Multiple \_\_\_\_\_

*If multiple sites, please describe below*

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**Name of site**

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**Location/Address**

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**Services Provided**

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*Use additional sheet of paper if needed.*

<b>Do you have a written job description for social work students?</b>	Yes	No
<i>If yes, please attach.</i>		

<b>Are students in your agency required to have use of a personal car?</b>	Yes	No
<i>If yes, does your agency reimburse for mileage?</i>	Yes	No

<b>Are students required to transport clients in their personal cars?</b>	Yes	No
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<b>Is a stipend available to the student?</b>	Yes	No
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<b>Are there other pre-requisites required for placement?</b>	Yes	No
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*If yes, check all that apply.*

- Physical Exam       Application       Fingerprints  
 Orientation/Training       Background Check       Drug Screen       TB Test  
 Other (*Please specify*)

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

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

## Memorandum of Understanding

The Board of Trustees of the University of Arkansas

Acting for and on behalf of the

University of Arkansas at Fort Smith

And

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*(NAME OF FACILITY)*

### INTRODUCTION

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

### PURPOSE

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

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

### GENERAL UNDERSTANDING.

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

### FACILITY RESPONSIBILITIES

- The Facility will retain responsibility for the services to clients and will maintain administrative and professional supervision of all client care activities provided by

students insofar as their presence and program assignments affect the operation of the Facility and its care, direct and indirect, of clients.

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

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

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

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

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

#### **UNIVERSITY RESPONSIBILITIES:**

- The University will use its best efforts to see that students selected for participation in the practicum training program are prepared for effective participation in the generalist social work training phase of their overall education. The University will retain ultimate responsibility for the education of its students.
- Prior to the commencement of a practicum training program, the University will, upon request, provide responsible Facility officials with such student records as will adequately disclose the prior education and related experiences of prospective student participants.
- The University will use its best efforts to see that the practicum training programs at the Facility are conducted in such a manner as to enhance client care. Only those students who

- have satisfactorily completed the prerequisite portion of their curriculum will be selected for participation in a program.
- The University will not assign any faculty member to the Facility in connection with the operation of the program who is not appropriately qualified.
  - The University will require all participating faculty and students to show proof of liability insurance in an amount satisfactory to the College and the Facility. Upon request, evidence of such insurance will be provided.
  - The University will require all participating faculty and students to show proof of health insurance if required by the Facility, in an amount satisfactory to the Facility. Upon request, evidence of such insurance will be provided.
  - The University will encourage student compliance with the Facility's rules, regulations, and procedures, and use its best efforts to keep students informed as to the same and any changes therein. Specifically, the University will keep each participating student apprised of his or her responsibility:
    1. To follow the administrative policies, standards, and practices of the Facility when the student is in the Facility.
    2. To report to the Facility on time and to follow all established regulations during the regularly scheduled operating hours of the Facility.
    3. To conform to the standards and practices established by the University while training at the Facility.
    4. To keep in confidence all medical and health/mental health information pertaining to particular clients.
  - If required by the Facility the University will require each participating student to furnish proof of a current physical examination, the results of which shall, upon request, be made available to the Facility. The parties may agree to have such examination performed by the Facility.

**MUTUAL RESPONSIBILITIES:**

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

**PRACTICUM FACILITY**

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**Facility Name**

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**Facility Phone #**



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**Address**

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**Responsible party signature**

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Date

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**UAFS Provost and Vice Chancellor for  
Academic Affairs**

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Date

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**Director of Social Work Field Education**

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Date



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

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

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

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

Field Instructor's Name \_\_\_\_\_

Title \_\_\_\_\_

Agency \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Field Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Seeking Placement \_\_\_\_\_

\_\_\_\_\_ SOWK 4914 (Fall-Requires 200 hours)

\_\_\_\_\_ SOWK 4924 (Spring-Requires 200 hours)

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

**Student Employment as Field Placement Application**

Name \_\_\_\_\_

Applying for what level of placement:      SOWK 4914                      SOWK4924

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

Agency: \_\_\_\_\_ Year: \_\_\_\_\_

Field Instructor’s Name & Credentials: \_\_\_\_\_

Employing Agency: \_\_\_\_\_

Phone: \_\_\_\_\_

Address of Agency: \_\_\_\_\_

Name of Agency Administrator: \_\_\_\_\_

Phone: \_\_\_\_\_

Your Job Title: \_\_\_\_\_

Yrs. in Position \_\_\_\_\_

Your Current Supervisor: \_\_\_\_\_

Phone: \_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Student’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

Name (please print) \_\_\_\_\_

Permanent Mailing Address \_\_\_\_\_  
\_\_\_\_\_

Telephone: Home \_\_\_\_\_ Cell \_\_\_\_\_ Work \_\_\_\_\_

E-mail (please print) \_\_\_\_\_

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

Related Social Work Experience (paid or volunteer)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

Do you read or speak a foreign language?      Yes      No

Do you have any physical disabilities which will have implications for placement (e.g. conditions requiring handicapped access, etc.)?      Yes      No

If yes, please explain:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Yes \_\_\_\_\_ No \_\_\_\_\_

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

Yes \_\_\_\_\_ No \_\_\_\_\_

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

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

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

1)

2)

3)

**PLEASE SUBMIT THIS FORM ALONG WITH A COPY OF YOUR RESUME VIA EMAIL TO THE DIRECTOR OF FIELD EDUCATION. (You are required to sign up for an interview with the Director of Field Education).**



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

**BSW Student Agreement for Field Placement**

I agree to spend \_\_\_\_\_ hours per week at \_\_\_\_\_

(Agency)

beginning the week of and ending the week of \_\_\_\_\_

I agree to: (Please initial each)

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

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

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

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

\_\_\_\_\_ participate during the mid-term and final evaluations.

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

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

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

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

Other Agreements:

\_\_\_\_\_  
\_\_\_\_\_

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday

Student signature \_\_\_\_\_ Date \_\_\_\_\_



Student, printed name \_\_\_\_\_ Field Instructor Signature \_\_\_\_\_

UAFS BSW Field Practicum - Student Learning Plan & Evaluation				
Student:		Semester: <u>    </u> Fall <u>    </u> Spring		
Agency:		Field Supervisor:	Phone:	
		Field Instructor:	Phone:	
<p>The Council on Social Work Education (CSWE) identifies 9 competencies in the Education Policy and Accreditation Standards (EPAS). Students must demonstrate proficiency with all 31 competency affiliated behaviors by the end of EACH semester field placement. Students and field supervisors (instructors) identify specific activities, tasks or products to demonstrate the learning objectives, then sign and return the educational contract.</p> <p>The student and field supervisor, aided by the UAFS field liaison, collaboratively assess performance at the middle (midterm) and end (final) of the semester. Students must demonstrate basic competency (a rating of 3 or better) for all 31-competency behaviors by the end of the spring semester. Field instructors enter their evaluation ratings for the student in the column on the far right using the numerical rating scale: "0" = No basis for judgement, "1" = Absence of skill, "2" = Needs improvement, "3" = Meet expectation, "4" = Exceeds expectation. This score serves as a guide for the field instructor when completing the formal midterm and final evaluations. Honest evaluations of student progress are essential with timely, constructive plans to address learning deficits done to promote student success.</p>				
Competency 1: Demonstrate Ethical and Professional Behavior				
Learning objectives, BSW intern will be able to:		Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation
1.	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.			
2.	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.			

3.	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.			
4.	Use technology ethically and appropriately to facilitate practice outcomes.			
5.	Use supervision and consultation to guide professional judgment and behavior.			
0 = No basis for judgement, 1 = Absence of skill, 2 = Needs improvement, 3 = Meet expectation, 4 = Exceeds expectation				

Notes:				
<b>Competency 2: Engage Diversity and Difference in Practice</b>				
Learning objectives, BSW intern will be able to:		Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation
6.	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.			
7.	Present themselves as a learner and engage clients and constituencies as experts of their own experiences.			
8.	Apply self-awareness and self-regulation to manage the influence of your personal biases and values in working with diverse clients and constituencies.			
0 = No basis for judgement, 1 = Absence of skill, 2 = Needs improvement, 3 = Meet expectation, 4 = Exceeds expectation				

Notes:				
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>				
Learning objectives, BSW intern will be able to:		Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation
9.	Apply your understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.			
10.	Engage in practices that advance social, economic, and environmental justice.			
0 = No basis for judgement, 1 = Absence of skill, 2 = Needs improvement, 3 = Meet expectation, 4 = Exceeds expectation				
Notes:				

<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>				
Learning objectives, BSW intern will be able to:		Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation
11.	Use practice experience and theory to inform scientific inquiry and research.			
12.	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.			
13.	Use and translate research evidence to inform and improve practice, policy, and service delivery.			
0 = No basis for judgement, 1 = Absence of skill, 2 = Needs improvement, 3 = Meet expectation, 4 = Exceeds expectation				

Notes:				
<b>Competency 5: Engage in Policy Practice</b>				
Learning objectives, BSW intern will be able to:		Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation
14.	Identify social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services.			
15.	Assess how social welfare and economic policies impact the delivery of and access to social services.			
16.	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			
0 = No basis for judgement, 1 = Absence of skill, 2 = Needs improvement, 3 = Meet expectation, 4 = Exceeds expectation				
Notes:				
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>				

Learning objectives, BSW intern will be able to:		Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation
17.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.			

18.	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			
0 = No basis for judgement, 1 = Absence of skill, 2 = Needs improvement, 3 = Meet expectation, 4 = Exceeds expectation				
Notes:				
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>				
Learning objectives, BSW intern will be able to:		Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation
19.	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.			
20.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.			
21.	Develop mutually agreed on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.			
22.	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.			

0 = No basis for judgement, 1 = Absence of skill, 2 = Needs improvement, 3 = Meet expectation, 4 = Exceeds expectation

Notes:				
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>				
Learning objectives, BSW intern will be able to:		Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation
23.	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.			
24.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.			
25.	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.			
26.	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.			
27.	Facilitate effective transitions and endings that advance mutually agreed-on goals.			
0 = No basis for judgement, 1 = Absence of skill, 2 = Needs improvement, 3 = Meet expectation, 4 = Exceeds expectation				
Notes:				

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>				
Learning objectives, BSW intern will be able to:		Activities, tasks, products: How will intern demonstrate behavior, evidence for accomplishment?	Midterm Evaluation	Final Evaluation
28.	Select and use appropriate methods for evaluation of outcomes.			
29.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.			
30.	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.			
31.	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.			
0 = No basis for judgement, 1 = Absence of skill, 2 = Needs improvement, 3 = Meet expectation, 4 = Exceeds expectation				
Notes:				
<b>Learning Contract - Signatures &amp; Date</b>				
Student:				
Field Supervisor:				

UAFS Field Liaison:

**Midterm Evaluation - Signatures & Date**

Student:

Field Supervisor:

UAFS Field Liaison:

**Final Evaluation - Signatures & Date**

Student:

Field Supervisor:

UAFS Field Liaison:



University of Arkansas – Fort Smith  
BSW Program  
Field Practicum Time Sheet

Student:

Agency:

Field Instructor:

Date	Start Time	End Time	Total Hours	Notes
				Field supervision session
				Field supervision session
<i>Total hours for this period:</i>				<i>Total hours for the semester so far:</i>
<i>T</i>				

Student signature:

Date:

Field instructor signature:

Date:

**Notes:**

1. Each student is responsible for maintaining an accurate record of her/his time. Original time sheet must be signed bi-weekly by the field instructor.
2. A scanned/digital copy of this form must be submitted on BB as assigned by the field seminar instructor.
3. Write in the beginning and ending time for each day
4. Students are required to complete a minimum of 14 hours per week for a total of at least 200 clock hours over 15 weeks per semester. Excessive banking of hours is discouraged.



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

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

Student Name \_\_\_\_\_ Semester \_\_\_\_\_

Field Instructor Name \_\_\_\_\_

Agency \_\_\_\_\_

Field course (please check):                      SOWK 4914 \_\_\_\_\_ SOWK 4924 \_\_\_\_\_

Use the following scale to rate your field practicum experience.

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

**Rate the extent to which your field agency:**

\_\_\_ is an example of a progressive and ethical organization.

\_\_\_ is oriented to both system and individual change.

\_\_\_ accepted you as an integral part of the organization.

\_\_\_ invited you to participate in the formal and informal communication system.

\_\_\_ provided opportunities for you to interact with other agencies.

\_\_\_ provided adequate office space and access to technology to complete field activities.

\_\_\_ Allowed opportunities to work with diverse and at-risk clients.

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

\_\_\_ enabled you to develop appropriate mastery of the competencies and practice behaviors.

\_\_\_ were related to your career goals and interests.

\_\_\_ were doable within the time allotted.

**Rate the extent to which your field instructor:**

\_\_\_made you feel welcome and valued as an integral part of the agency staff.

\_\_\_oriented you to the agency, including services, policies, and procedures.

\_\_\_provided clear expectations and structure for you.

\_\_\_demonstrated commitment to the mission, values, and ethics of the social work profession.

\_\_\_was receptive to your ideas.

\_\_\_helped you relate classroom content to practice.

\_\_\_provided regularly scheduled weekly supervision.

\_\_\_assisted you in increasing self-awareness.

\_\_\_was reasonably accessible when needed.

\_\_\_arranged for supervisory coverage when absent.

\_\_\_provided opportunities for independence with appropriate support and supervision.

\_\_\_provided ongoing constructive feedback throughout the placement.

\_\_\_completed evaluations that were fair, accurate, helpful, and timely.

**Please answer the following questions.**

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

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

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

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**Additional comments:**

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

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

**UAFS BSW Field Internship Performance Improvement Plan (PIP)**

**Student Name:**

**Field Liaison:**

**Field Instructor:**

*The purpose of this Performance Improvement Plan (PIP) is to define areas of concern, gaps in your internship performance, reiterate the BSW program's expectations and allow you the opportunity to demonstrate improvement and commitment to this internship experience.*

**Observations, Previous Discussions, Counseling:**

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**Step 1. Improvement Goals:**

*These are the goals related to the areas of concerns to be improved and addressed.*

1.	
2.	
3.	
4.	
5.	

**Step 2. Objectives:**

*Listed below are the activities that will help you reach your goals listed above.*

Goal #	Objective	How to Accomplish	Start Date	Projected Completion Date
1				

2				
3				
4				
5				

**Step 3. Expectations:**

*The following performance standards must be accomplished to demonstrate progress towards achievement of each improvement goal.*

1.	
2.	
3.	
4.	
5.	

**Step 4. Progress Checkpoints:**

*The following schedule will be used to evaluate your progress in meeting your improvement goals.*

Goal #	Checkpoint Date	Type of Follow-Up (call/meeting)	Notes
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1			
2			
3			
4			
5			

**Follow-up Updates:**

*You will receive feedback on your progress according to the following schedule:*

<b>Date Scheduled</b>	<b>Conducted By</b>	<b>Completion Date</b>
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**Timeline for Improvement, Consequences & Expectations:**

Effective immediately, you are placed on a 40-day PIP. During this time, you will be expected to make regular progress on the plan outlined above. Failure to meet or exceed these expectations, or any display of gross misconduct will result in further disciplinary action at placement, including removal from internship and potentially up to/including termination from the BSW Program. In addition, if there is no significant improvement to indicate that the expectations and goals will be met within the timeline indicated in this PIP, your internship placement may be terminated prior to 40 days. Furthermore, failure to maintain performance expectations after the completion of the PIP may result in additional disciplinary action up to and including termination from the BSW Program.

The PIP does not alter the internship-at-will relationship. Additionally, the contents of this PIP are to remain confidential. Should you have questions or concerns regarding the content, you will be expected to follow up directly with me.

We will meet again on as noted above to discuss your Performance Improvement Plan. Please schedule accordingly.

**Signatures:**

Print Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

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

Print Agency Field Instructor Name: \_\_\_\_\_

Agency Field Instructor Signature: \_\_\_\_\_

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

Print UAFS BSW Faculty Field Liaison Name: \_\_\_\_\_

UAFS BSW Faculty Field Liaison Signature: \_\_\_\_\_

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

## Information/Excerpts from BSW Field Manual & BSW Student Handbook

### **BSW Student Performance Standards: Criteria & Indicators of Concern.**

#### ***Grade Point Average (GPA)***

- Earn a “C” or better in all prerequisite courses required for admission to the program
- Earn a “C” or higher in all required social work (SOWK) courses Maintain a 2.00 GPA in all required social work major courses
- Maintain a 2.00 overall GPA
- Meet and maintain academic standards of UAFS and the social work program

#### **• Indicators of concern:**

- Failure to maintain a 2.00 overall GPA once admitted to the BSW program
- Failure to maintain a 2.00 GPA in all required social work courses o Failure to successfully complete either Field Seminar or Practicum (SOWK 4903 – Field Instruction I (Seminar), SOWK 4913 – Field Instruction II (Seminar), SOWK 4914 – Social Work Practicum I, SOWK 4924 – Social Work Practicum II
- Earn a grade of “D” or less in a required social work major course o Have more than one class with a grade of incomplete (“I”)
- Fail to comply with incomplete grade contracts in a timely manner

#### ***Repeating Social Work Courses***

- Students who earn less than a “D” in a 3000-level required social work course are eligible to repeat the course one-time only.
- Students can repeat up to two different social work courses. If the course that needs to be repeated is a prerequisite for subsequent coursework, the student will need to wait the appropriate time to continue with the other coursework until he/she successfully completes the repeated course(s).
- The social work program director will provide e-mail notification to the student that has failed a course and that they may repeat the course one time in order to continue to pursue the Social Work program of study. The director also will encourage the student to meet with his/her advisor to discuss any academic challenges he/she may be experiencing.

#### ***Accountability***

- Attend class, arrive on time, and return from breaks in a timely manner
- Abide by class attendance policy as designated in the syllabus of each course
- Participate in group activities and assignments
- Complete work in a timely fashion and according to directions provided
- Come to class prepared, with reading and other assignments completed
- Plan and organize work effectively
- Develop and follow a plan of study with the proper sequencing of courses
- Meet deadlines for advisement, registration, admission applications, etc.
- Take responsibility for the quality of completed tests and assignments
- Demonstrate the ability to follow school and agency protocols, policies and professional standards
- Make arrangements for special needs in a timely manner

#### **• Indicators of concern:**

- Multiple absences from class or field placement
- Multiple late arrivals for class or field
- Poor organizational skills
- Failure to come to class prepared to participate in group activities or discussions
- Repeated requests for extensions on assignments and exams
- Late or incomplete assignments

- Failure to keep or cancel appointments
- Failure to adhere to practicum agency policies and professional standards
- Lying, cheating, or plagiarizing

### ***Respect and Conduct***

- Treat all peers, instructors, and others with dignity and respect at all times
- Listen while others are speaking
- Show respect for other's opinions
- Give feedback to peers and faculty in a constructive manner
- Approach conflict with peers and instructors in a cooperative manner
- Remain open to positive or negative feedback from peers and faculty
- Use positive and nonjudgmental language
- Demonstrate a willingness to understand diversity in people regarding age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- Demonstrate conduct in accordance with the NASW Code of Ethics
- Demonstrate conduct in accordance with established laws and professional agency policies
- Support the concept of client self-determination

#### **• Indicators of concern:**

- Create conflict in class
- Uncooperative or unwilling to participate in class activities
- Consistently late for class or field placement or consistently leave class or field placement early
- Sleeping during class
- Disrupt class process by talking to others
- Frequently interrupt when others are speaking
- Use cell phone inappropriately during class
- Use derogatory language, demeaning or inflammatory remarks either verbally or through social media
- Appear unwilling or unable to accept feedback from faculty and peers
- Monopolize class discussion
- Unwilling or unable to develop an understanding of people different from oneself
- Discriminatory behavior or harassment toward others on the basis of age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- Academic misconduct

### ***Confidentiality***

- Treat any personal information heard about a peer or instructor as strictly confidential
- Maintain confidentiality of any information shared in class, dyads, or smaller groups within that unit
- Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral to counseling.)
- Never use names of clients or disclose other identifying information

#### **• Indicators of concern:**

- Share or discuss information about faculty or peers inappropriately
- Share information disclosed in class discussions with individuals external to the learning environment
- Demonstrate poor judgment in self-disclosure
- Disclose names or other identifying information about clients in the classroom or other settings

### ***Communication Skills***

- Practice positive, constructive, respectful, and professional communication skills with peers and instructors (i.e. body language, empathy, listening, etc.)
- Demonstrate use of critical thinking skills in communication
- Clearly articulate ideas, thoughts, and concepts verbally and in writing
- Communicate clearly with clients, supervisors, peers, and faculty
- Strive to continually improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also in creating client records
- Accept and benefit from constructive feedback
- Demonstrate ability to follow the conventions of writing in academic papers, exams, discussion boards, agency notes, and/or other written documents
- Demonstrate good organization in writing, following a logical sequence
- Formal papers are typed, double-spaced, and conform to the Publication Manual of the American Psychological Association (latest edition) standards of writing.

#### **• Indicators of concern:**

- Unable to express information clearly and concisely either verbally or in writing
- Unable to master the conventions of writing in academic papers, exams, discussion boards, agency notes, and/or other written documents
- Unable to communicate clearly with clients, supervisors, peers, and faculty
- Relate interpersonally or via social media in a manner that is disrespectful, manipulative, discriminatory, disruptive, and/or immature
- Failure to follow appropriate procedures and channels for conflict resolution
- Interviewing skills are not at the appropriate level for class standing (i.e. junior or senior)
- Failure to respond to e-mails in a timely and appropriate, professional fashion

### ***Professional Values, Ethics, and Integrity***

- Perform professional activities in conformity with the values and ethics of the profession
- Demonstrate judgment that models the values and ethics of the profession as presented in the NASW Code of Ethics
- Practice honesty with self, peers, and instructors
- Learn and apply the rules of citing other's work properly
- Do own work and take credit only for one's own work
- Do not submit, in whole or in part, the same work for credit in more than one course, except with prior approval of the instructor
- Avoid conflicts of interest that would interfere with the exercise of professional discretion and impartial judgment, which includes setting clear, appropriate, and culturally sensitive boundaries

#### **• Indicators of concern:**

- Violate any section of the NASW Code of Ethics
- Violate standards of the UAFS Student Code of Conduct
- Violate policies or procedures set forth in the BSW Student Handbook
- Lying, cheating, or plagiarizing
- Submit the same work for credit in more than one course without permission of the instructor
- Current involvement in illegal activities (e.g. conviction of a felony or specific criminal behavior, such as illegal possession of a firearm or other weapon, trafficking in and/or possession of drugs, etc.)
- Failure to pass drug screens requested by agencies while participating in field practicum o Inability to pass criminal background checks and child abuse clearances
- Engage in activities that have conflicts of interest with the educational setting or field practicum placements

### ***Self-Awareness and Self-Control***

- Use self-disclosure appropriately in the classroom, field placement, or the profession
- Maintain appropriate boundaries in all relevant relationships and settings
- Demonstrate the ability to examine personal values and their fit with professional expectations. Able to develop and grow in reconciling differences when they occur.
- Able to engage in discussion and processing of uncomfortable topics
- Deal appropriately with issues that arouse emotions
- Demonstrate an awareness of one's personal limits
- Understand the effects of one's behavior on others
- Able to form positive working relationships with peers, faculty, supervisors, and clients
- Able to work toward resolving one's personal issues that may impair performance
- Demonstrate the ability to manage stressors through the use of appropriate methods of coping
- Seek out appropriate support when having difficulties to ensure success in completing course requirements
- Strive toward greater awareness of personal issues that may impede effectiveness with clients

#### **• Indicators of concern:**

- Unable or unwilling to work through unresolved personal issues
- Unable or unwilling to control emotional reactions
- Demonstrate emotional problems that interfere with the ability to work effectively with clients, faculty, supervisors, and peers
- Make verbal or physical threats to peers, faculty, supervisors, or clients
- Demonstrate impaired judgment, decision-making, or problem solving skills
- Failure to seek appropriate professional help for physical, emotional, and/or cognitive problems that interfere with professional functioning
- Demonstrate a negative attitude or lack of enthusiasm toward the social work program, the social work profession, and/or the field placement, to such a degree that it impairs the ability to actively participate in the learning experience
- Unable to form effective relationships with clients, faculty, supervisors, or peers

### ***Competence***

- Able to meet the requirements for the nine competencies and 31 behaviors found in the CSWE Educational Policy Statement, also see the appendix at the end of this handbook
- Demonstrate the ability to utilize information to make informed and relevant decisions
- Demonstrate the ability to identify and critically analyze bio-psycho-social components
- Demonstrate the ability to use critical thinking skills
- Demonstrate functional computer skills involving common software applications, computer tasks, learning systems, and website navigation

#### **• Indicators of concern:**

- Failure to actively participate in the attainment of expected social work practice competencies or Unable to meet class or field requirements due to failure to balance personal and school responsibilities (i.e. employment vs. school)
- Inability to work within the framework of supervision – may include classroom instructor, field agency faculty or supervisor or Impairment as described in Section 4.05 of the NASW Code of Ethics, which may include impairment due to personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with or impair professional judgment and performance or jeopardize the best interests of people for whom they have a professional responsibility

### ***Diversity and Social Justice***

- Remain open to people, ideas, and creeds that are not familiar
- Demonstrate the capacity and willingness to work with diverse client populations
- Maintain speech free of racism, sexism, ageism, ethnocentrism, stereotyping, and prejudice, including unwarranted negative criticism of others and demeaning comments that refer to a person's individual attributes
- Demonstrate understanding of how values and culture interact
- Participate in educational activities that promote sensitivity to, knowledge about, and appreciation of cultural diversity
- Demonstrate commitment to social justice for all populations
- Demonstrate understanding of how institutional and personal oppression may impede social justice for individuals, groups and communities
- Learn about and advocate for methods of empowering populations and enhancing social justice

• **Indicators of concern:**

- Unwillingness to work with or gain a greater understanding of diverse populations
- Demonstration of stereotyping, judgmental attitudes, or prejudice
- Failure to accept and develop an understanding of values and practices in different cultures
- Does not understand the impact of oppression on individuals, groups or communities

***Professional Behavior (from Field Manual)***

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

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

***Termination Procedures.***

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

***Changing Placements and/or Termination of Field Placement.***

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

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

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

### ***Student Rights to Appeal***

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

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

### ***Problem-Solving Process: Faculty Field Liaison Initiated***

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

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

### ***Problem-Solving Process: Field Instructor Initiated***

As soon as the field instructor identifies issues that may place the practicum in jeopardy, it is incumbent upon the field instructor to discuss, as soon as possible, any such problems with the student and the faculty liaison.



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

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

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