



# Social Work

## Field Education Manual

## Table of Contents

Purpose of the Field Manual .....	3
Annual Field Events .....	4
BSW Program Mission and Goals.....	5
MSW Program Mission and Goals.....	6
Signature Pedagogy: Field Education .....	7
CSWE Social Work Competencies .....	7
Connection between Classroom and Field Education .....	11
Generalist Practice Opportunities in Field Education .....	12
Advanced Generalist Practice Opportunities in Field Education .....	13
Field Hours Requirement .....	14
Student Eligibility for Field Practicum.....	14
Selection and Expectations of Field Agencies .....	14
Placement Process .....	15
Monitoring Students in Field Placements.....	17
Supporting Student Safety .....	18
Evaluating Student Learning and Field Setting Effectiveness .....	18
Selection and Expectations of Field Instructors .....	19
Field Instructor Orientation and Annual Training Opportunities .....	20
Maintaining Contact with Field Placements.....	21
Field Placements and Student Employment .....	21
Guidelines for Problem Resolution in Practicum .....	21
Counseling Services .....	23
APPENDIX A: Master Internship Agreement .....	24
APPENDIX B: Practicum Application .....	27
APPENDIX C: Field Placement Agreement .....	32
APPENDIX D: Learning Agreement .....	35
APPENDIX E: Mid-Semester Evaluation.....	43
APPENDIX F: End-of-Semester Evaluation.....	46
APPENDIX G: Student Evaluation of Field Experience .....	50
APPENDIX H: Field Instructor Evaluation of Field Education Program .....	53
APPENDIX I: Field Performance Improvement Plan.....	55

## **Purpose of the Field Manual**

This manual is designed to help students and field instructors understand the Utah Valley University Social Work Field Education program, philosophy, and approach to training the next generation of social workers. We hope it will answer most of the questions you have and that it will help make the field placement experience one that is exciting and productive for the student, the field instructor, and the agency.

This manual contains policies and procedures for the field practicum component of the UVU Master of Social Work (MSW) and Bachelor of Social Work (BSW) programs. The Field Education program policies align with the 2015 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE). All forms used by the program are completed electronically and are included in the appendices for reference purposes only.

If you have any questions, please feel free to contact us.

Best regards,

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## **Annual Field Events**

### **Practicum Kickoff – Friday before 1<sup>st</sup> day of Fall Semester**

- For all BSW and MSW students in field. Kickoff includes an introduction to social work faculty and staff, getting to know students in the cohort, reviewing basic expectations of the field education program, strategies for being a successful practicum student, and ways to maintain student safety in the field.

### **Field Instructor Conference – 2<sup>nd</sup> Wednesday in September**

- For all BSW and MSW field instructors. The conference provides field education updates and training on relevant social work topics. CEU's are awarded to attendees in accordance with criteria established by NASW.

### **Practicum Orientation and Field Fair – 2<sup>nd</sup> Wednesday in February**

- For all BSW and MSW students who will enter the field in the following academic year. Student learn about the basic structure and expectations of the field education program and hear one-minute presentations from each field agency in attendance. Students are then given the opportunity during the Field Fair to interact with and learn more about agencies where they are interested in completing their practicums.

### **Awards Banquet – 2<sup>nd</sup> Wednesday in April**

- For all BSW and MSW students and their field instructors, social work faculty and staff, and other community partners. The awards banquet celebrates the accomplishments of students in the field and recognizes outstanding students, field instructors and field agencies.

### **Job Fair – Reading day of Spring Semester**

- For all BSW and MSW students graduating and seeking employment and agencies seeking to hire social work students. Students are given the opportunity to learn more about various job opportunities and attend information sessions with potential employers. Agencies have the option to accept applications for employment and interview students in small groups or one-on-one according to their preference.

## **BSW Program Mission and Goals**

### **Mission Statement**

The Bachelor of Social Work (BSW) Program at Utah Valley University is committed to engaged student learning by combining innovative teaching, student-mentored scholarly work, and community collaboration to develop social work professionals who are proficient in generalist practice within the overarching ecological theoretical framework.

The Social Work Program seeks to promote a healthy community within a global context through collaborative efforts that maximize human potential and promote social and economic justice through learner-centered teaching, research and scholarship, service and outreach.

### **Goals**

1. To prepare students to be social work professionals and competent generalist practitioners with individuals, families, groups, communities, and societies.
2. To prepare students to assist in the promotion of social and economic justice within individual, family, political, cultural, and social context.
3. To enhance professional development within students through engaged teaching methods, service learning activities, and self-exploration.
4. To promote the profession of social work in the local community and identify how it is impacted by the global context.
5. To prepare students to be effective consumers of research and its application to social work practice.

## **MSW Program Mission and Goals**

### **Mission Statement**

The Master of Social Work (MSW) program at Utah Valley University is committed to engaged student learning by combining innovative teaching, student-mentored scholarly work, and community collaboration to develop social work professionals who are proficient in advanced generalist practice.

This mission derives from the University's commitment to excellence and seeks to promote a healthy community within a global context through collaborative efforts that maximize human potential and promote social and economic justice through learner-centered teaching, research and scholarship, service and outreach.

The MSW program provides transformative and collaborative learning that embraces the values of social justice and inclusion while promoting an enhanced quality of life for individuals and communities, particularly for communities of color.

### **Goals**

1. To prepare students to be social work professionals and competent advanced generalist practitioners with individuals, families, groups, communities, and societies.
2. To prepare students to assist in the promotion of social and economic justice within individual, family, political, cultural and social context.
3. To enhance professional development within students through engaged teaching methods, clinically-based learning activities, and self-exploration.
4. To promote the profession of social work in the local community and identify how it is impacted within the global context.
5. To engage with communities of color in order to increase service provision and utilization of services for historically marginalized populations.
6. To prepare students to be effective practitioners by evaluating research and engaging in research-informed practice.

## **Signature Pedagogy: Field Education**

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

## **CSWE Social Work Competencies**

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

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

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

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

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of

difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

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

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

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

### **Competency 4: Engage In Practice-Informed Research and Research-Informed Practice**

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

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

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

Social workers understand that human rights and social justice, as well as social welfare



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

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

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

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

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

understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social

environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

### **Connection between Classroom and Field Education**

Social work coursework at UVU is designed to prepare students for the work they will do both in the field as students and in their future careers as generalist practitioners. The UVU Social Work Program utilizes a Learner-Centered Teaching approach, which emphasizes using a variety of styles to help students learn a topic. This includes using case studies, group work, and service-learning activities that help students gain an understanding of principles in the classroom, and then apply their knowledge in the community thereafter. Additionally, students have the opportunity to apply theories and concepts included in the curriculum to their practice settings.

Coordination between the field practicum and the classroom is accomplished in a variety of ways. The screening, coordinating, and teaching across settings and the tying of the field experience to the educational objectives of the program involves four different roles: (1) the campus-based Field Director, who negotiates the general arrangements with agencies, assigns students to agencies, serves as a field liaison between the school and the agencies, instructs integrative seminar courses, and oversees the total effort of the field education program; (2) faculty members who serve as field liaisons between the school and the agencies and instruct integrative seminar courses; (3) the field agency contact, who is selected by agency administrators to coordinate the placement and supervision of students in the larger agencies; (4) and the field instructors within the agencies who provide and monitor student workloads, assign cases and other learning experiences, and give direct supervision to the students.

The learning agreement is the primary tool used by the field education program to connect the theoretical and conceptual contribution of the classroom with the practice setting. Soon after the student begins work in their field placement, they meet with their field instructor to develop a learning agreement (see Appendix), which requires them to review the social work competencies and corresponding behaviors and explore how each competency can be demonstrated through various agency tasks and responsibilities.

The purpose of the learning agreement is for students to familiarize themselves with the observable components of each competency and recognize generalist level practice opportunities that the agency provides for them to grow and develop in each competency

area. The learning agreement also allows the student and field instructor to establish a basis for ongoing supervision and evaluation. It is anticipated that the learning agreement will be reviewed often by the student and field instructor, including during weekly supervision and site visits from the Field Director or field liaison. Additionally, it is a valuable reference at the end of the semester when the student and field instructor complete the competency-based practice evaluation. A new learning agreement is developed each semester, with the expectation that the student will be able to demonstrate development and ultimately mastery of each competency by the end of the practicum experience.

Fostering research-informed practice within a competency-based educational framework is central to UVU's field education curriculum and is ensured through correlated classroom instruction, field learning agreements, integrative field seminars, and competency-based practice evaluations. An integrated process of field education is utilized to help students assimilate classroom learning within their field internships. Specific research-informed practices and their corresponding techniques are identified and taught throughout the practice curriculum as outlined in the individual practice curriculum syllabi. Research-informed practice and practice-informed research continuously flow back and forth throughout the students' coursework and practicum activities.

Students participate in a weekly integrative field seminar each semester they are enrolled in a field practicum. Taught by the Field Director and field liaisons, the seminars connect the theoretical and conceptual contribution of the classroom with the practice setting by providing discussion sessions in small groups between the field liaisons and the students.

Field liaisons also reinforce linkages as they interact once each semester with the field instructors and students in a site visit. They consult with field instructors on issues such as the preparation of learning agreements, demonstration of professional behaviors, completion of evaluations, and other field policy and procedural matters.

Competency-based practice evaluations are crucial to the assessment of students within their field practicums. The same competencies, as identified and taught within the classroom curriculum, along with their corresponding behaviors, are identified and assessed in evaluations by both the student and the field instructor at the end of each semester. Both the student and the field instructor independently complete the same evaluation and are encouraged to discuss the results which is intended to be a valuable learning opportunity for them both.

### **Generalist Practice Opportunities in Field Education**

The Social Work Program prepares students to serve client systems of various sizes including individuals, groups, organizations and communities and provides opportunities to develop the nine social work competencies at the generalist level of practice.

BSW and first-year MSW students are placed in a variety of social service agencies, government agencies, non-profit organizations, and for-profit organizations within the

community that have been carefully screened by the field education program to ensure their mission and goals are consistent with the ethics and values of the social work profession, that they value student learning and development, and they are willing to provide ample generalist practice opportunities with individuals, families, groups, organizations and communities.

Even though agencies differ in the populations they serve and in the range of services they provide, all agencies and field instructors are required to find learning opportunities that will enable students to develop the social work competencies. At the beginning of each semester, the student and field instructor work together to develop a learning agreement that gives the student an opportunity to connect the behaviors associated with each competency to concrete agency tasks and activities. The learning agreement is intended to be a valuable tool as the student engages in generalist practice opportunities and works toward the development of each competency.

During the field practicum, students develop practical skills that identify the impact of culture, ethnicity, and larger social systems upon client systems of all sizes. Since existing social policies may either impede or enhance the problem-solving process with client systems, field experiences are also intended to train students to examine social policy as it applies to the identified needs of client systems. The field practicum also continually utilizes basic research knowledge and skills as essential components in the students' experience. As research expertise develops, students improve in their critical thinking skills and become better equipped to engage in research-informed practice and practice-informed research.

### **Advanced Generalist Practice Opportunities in Field Education**

Second-year and advanced standing MSW students are placed in a variety of social service agencies, government agencies, non-profit organizations and for-profit organizations within the community where it is anticipated that they will have the opportunity to build upon skills developed during the foundation field practicum and engage in advanced generalist practice with individuals, families, groups, organizations and communities.

During the advanced year students are required to work with their field instructors to develop a learning agreement for each semester with a focus on developing and demonstrating an advanced level of skill for each behavior within each of the nine social work competencies.

As part of their advanced field practicum, students have the opportunity to participate in research projects within their assigned agencies as part of their Capstone project. As of now, this is not a requirement for all students to include their field agency, primarily because not all agencies have the capacity; however, as the program continues to develop and agency partnerships continue to be nurtured this may become a requirement for all students in the specialized practice year. By engaging students in ongoing research projects that focus on practice-related issues, they will become better equipped to evaluate professional practice research data and utilize appropriate methodologies, as well as

improve the effectiveness of agency policies and procedures by continually applying research-informed practices.

### **Field Hours Requirement**

BSW students are required to complete a 450-hour practicum with a single agency during their senior year of the BSW program.

MSW students are required to complete a 450-hour practicum with a single agency during their foundation year and a second 450-hour practicum with a different agency during their advanced year for a total of 900 hours of field education (advanced standing students will only complete one 450-hour practicum).

Students are not permitted to count more than 225 hours of fieldwork per semester and are encouraged to work approximately 16 hours per week during each week that school is in session so that the completion of hours is spread as evenly as possible throughout both semesters. Students may not begin counting hours prior to the first day of classes and are expected to continue working until the last week of classes. They are not required to work during holiday breaks and must receive written permission from the Field Director to do so. Students are required to log their hours daily in an online time sheet and field instructors are asked to regularly review and approve hours.

### **Student Eligibility for Field Practicum**

Only students who are successfully admitted to their respective BSW or MSW Program are eligible for a field practicum. Students must complete a practicum application and an interview with either the Field Director prior to receiving a field placement. Students also must maintain a B- or better in all of their core social work coursework and maintain a 2.75 GPA overall in order to remain in their field placement. Remaining in a field placement will be based not only on a student's academic performance, but consideration will also be given to the student's demonstrated reliability, ethical behavior, capacity for self-reflection and empathy, and ability to develop and maintain cooperative and collegial relationships, which will be assessed through a mid-semester evaluation each semester and discussed during the Field Director or field liaison's site visit.

If there is a concern about allowing a student to remain in the field due to academic performance, the Field Director (along with the respective Program Director and faculty members, if appropriate) will meet with the student to discuss the student's suitability to the social work profession and the Social Work Program. A final decision regarding the student's eligibility for field practicum will be made by the Field Director in consultation with the Program Director and other faculty members. On rare occasions – and only with the explicit consent of the Field Director, the Program Director, and the field instructor – a student on Academic Probation may be allowed to remain in the field on a provisional basis.

### **Selection and Expectations of Field Agencies**

Social service agencies, government agencies, non-profit organizations, and for-profit organizations selected as field placements must meet the following criteria:

- The field agency's philosophy and standards are compatible with the values and ethics of the social work profession, including a respect for all persons and an understanding of the dimensions of diversity, including age, class, color, culture, disability and ability, ethnicity, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.
- The field agency values social work students and is interested in participating in their training and education.
- The field agency agrees to allow a qualified staff person to use the time and resources necessary to provide appropriate field instruction to each student.
- The field agency agrees to provide students with a variety of learning experiences that are appropriate to the requirements of practicum, including:
  - An initial orientation to the agency, its services and its policies, including any personal safety issues specific to this field placement.
  - Opportunities to learn about the agency in the broader context of its funding sources and organizational structure.
  - Opportunities to attend staff meetings and in-service staff development programs.
  - Regular contact with clients.
  - Opportunities to demonstrate the application of the Social Work Competencies.

Several different procedures are used to identify agencies within the community, which are usually within a 60-mile radius of UVU:

- An ongoing review of licensed agencies, community service/volunteer databases, and/or word of mouth referrals.
- A pre-screening process which consists of contacting the agency director or other designated person.
- Exploring the agency's interest in becoming a field site and the types of experiences students could receive in the agency.
- Determining if BSW or MSW workers are available to perform the field instructor duties.

If the pre-screening is successful, then a visit is made to the agency to meet with the director and/or designee and the potential field instructors. This visit explores the agency's fit with the selection criteria and determines the needs and requirements of the agency. If the site visit is successful, the agency is added into the field education program's database of approved field placement settings and is invited to attend the next Practicum Orientation and Field Fair (held annually in February) where students are able to meet the various agencies that they may be placed in during the upcoming academic year.

### **Placement Process**

Junior BSW students, newly admitted MSW students, and first-year MSW students will attend the annual Practicum Orientation and Field Fair (which is held every year in February) to be given specific information about practicum and to learn about the various

agencies in which they may be placed. By the end of February, students must submit a practicum application to the Field Director (see Appendix). On the application, students are asked to provide information about preferences regarding agency placement, transportation concerns, hours of availability, previous employment and/or volunteer experiences, potential issues with background checks or conflicts of interest, and other special needs or concerns.

When students submit their practicum application, they will be given an opportunity to schedule an interview with the Field Director. The Field Director will review the application information with the student and confirm the student's site preferences. The student will then be matched with an agency on the basis of the availability of appropriate agencies and field instructors, the student's general interests and career plans, and the Field Director's assessment of each student's individual learning needs. The student will be referred to the appropriate agency representative and is expected to schedule an interview in a timely manner.

Once the interview is complete, either the student or the field agency will notify the Field Director whether or not the student was selected for placement at the agency. If selected, the student is responsible to initiate a Field Placement Agreement (see Appendix, sub-Appendix) which is completed electronically and requires the student's and the field agency contact or field instructor's signature. The student will then make arrangements to begin agency-required paperwork and processes such as a background check.

If a student is not accepted by the assigned agency due to non-agency issues, this will be considered an unsuccessful placement and the student will need to meet with the Field Director to re-evaluate placement status. A student experiencing three unsuccessful interviews for placement at any point during the program will not be replaced and this will be considered grounds for dismissal from the program. Any questions, concerns, or problems that arise from the field placement interview process should be referred immediately to the Field Director.

Students should be aware that some field agencies may require health screenings, drug testing, a criminal background check and/or fingerprinting, and that these results may then be shared with the Field Director. It is the student's responsibility to inform the Field Director of any information that would be reasonably understood to have a direct impact on field placement recommendations (i.e., a felony conviction). Depending on the student's area of interest for field placement, other types of information that would potentially be relevant may include personal experience with domestic violence or sexual assault, a history or current involvement with DCFS, a history of substance abuse and/or mental illness, or other such issues. If the student or a close family member received services from any local agencies that might be recommended as a field placement, that information should be provided as well. Students are encouraged to make an appointment with the Field Director to discuss any concerns about current issues or past experiences that may impact field placement. Students are asked to share sensitive personal information only in order to assist the Field Director in determining appropriate field placement recommendations. This



information may be disclosed to the MSW Program Director, and/or to a potential field instructor only if it is relevant to the student's field placement. Students who have concerns about the release of any specific information should discuss this directly with the Field Director.

### **Monitoring Students in Field Placements**

Students in a field placement act as representatives of the field agency and of the UVU Social Work Program, and they are required to present themselves in a professional manner. Students are expected to:

- Arrive at the field placement on time, as scheduled, and end at the scheduled time. Students are responsible for their own transportation.
- Carefully plan for any absences from the field placement. Students do have a right to all federal and state holidays recognized by Utah Valley University; however, students should be aware that fall and spring breaks and holidays from classes at UVU do not necessarily correspond with field agency holidays. It is the student's responsibility to discuss in advance all absences with the field instructor. In the case of an absence because of illness or other emergency, the student must notify the field instructor prior to the first scheduled hour of work.
- Abide by norms of dress appropriate to their particular field setting.
- Use time at the field agency for practicum work only.
- Complete all field agency assignments carefully and in a timely manner.

Throughout the year of practicum, students are expected to demonstrate a commitment to, and responsibility for, their own learning both in the field and in the classroom. Students must therefore:

- Create and be accountable for learning agreement tasks and activities.
- Contribute to the effective use of weekly supervision time with the field instructor.
- Attend and participate in weekly integrative seminars.
- Complete all assignments as outlined in the course syllabus.

All practicum and seminar-related assignments are outlined in the course syllabus will be submitted in Canvas, or marked complete in Canvas if completed outside of Canvas (e.g., scheduling a site visit via Google Docs, completing an evaluation via Qualtrics, etc.). Students are also strongly encouraged to check their email regularly for communications from the Field Director and to make sure they are receiving Canvas notifications. Students will log their hours in an online timesheet created by the Field Director. Field instructors are expected to review and approve hours entered by the student. A passing grade for practicum will not be granted until the student has met the 225-hour requirement for each semester.

Students are required to behave in accordance with the NASW Code of Ethics. This includes the expectation that students in practicum will appropriately identify themselves as students, as well as the mandate that they will respect clients' rights to confidentiality. If the student uses client-related material in class, the agency's permission must be secured and the information must be carefully disguised so that the identity of the client is protected. If

at any time during practicum a student has questions or concerns about a potential ethical dilemma, s/he has a responsibility to discuss the matter with the field instructor and/or the Field Director.

### **Supporting Student Safety**

Supporting student safety in the field is a top priority for the field education program. Although a certain level of risk is inherent in social work practice, several measures are taken to mitigate as much risk as possible. Field agencies are carefully screened to ensure they are compliant with state licensing requirements. All field agencies must complete a Master Internship Agreement with UVU and are covered by the university's liability insurance. The Field Director and field liaisons work to develop and maintain rapport with field agencies and individual field instructors so that all field settings are known by the field education program.

Risks inherent in social work practice, as well as strategies for improving safety, are discussed during the annual Practicum Kickoff (held on the Friday before the first day of fall semester) and in weekly integrative seminars. Field agencies and field instructors are expected to provide students with training related to agency risk management and students are expected to adhere to agency policies and to promptly report any concerns about safety to their field instructor or to the Field Director.

### **Evaluating Student Learning and Field Setting Effectiveness**

Two evaluations are required during each semester and each evaluation is to be completed independently by the student and the field instructor. Ideally, the student and field instructor will meet to discuss the evaluations as it is a helpful learning opportunity for them both.

The mid-semester evaluation is an assessment of the student's professional behaviors and is to be completed prior to the Field Director's or field liaison's site visit. If a student is not meeting a minimum level of appropriate professional behavior, the field instructor is encouraged to first meet with the student to address the issue(s). If additional assistance is needed, the site visit (whether it is regularly scheduled or an impromptu one necessitated by circumstance) is a time when any issues or problems should be brought to the attention of the Field Director or field liaison. If appropriate, a Field Performance Improvement Plan (see appendix) may be initiated. Failure to correct inappropriate behaviors may result in removal from the field placement and/or termination from the Social Work Program.

The end-of-semester evaluation is an assessment of the student's development and mastery of the nine social work competencies and related behaviors. If a student is not meeting the minimum standards of competency, the field instructor is encouraged to address any issues as soon as they are observed. If additional assistance is needed, the Field Director or field liaison may be contacted to further discuss and resolve the issue. A Field Performance Improvement Plan may also be implemented. Failure to meet the minimum standards of competency in either end-of-semester evaluation may result in removal from the field placement and/or termination from the Social Work Program.

The Field Director or field liaison will visit the student and field instructor on site at least once per semester. The purpose of the site visit is to review the student's learning agreement, mid-semester evaluation, address any issues or concerns, and maintain a strong rapport with each field placement. This rapport allows the field education program to continually monitor student learning and field setting effectiveness in an informal manner (in addition to established formal methods of evaluation).

Each student also meets weekly with either the Field Director or field liaison in an integrative seminar. Regular discussions in this small group setting and the completion of seminar assignments allow the Field Director/field liaisons to monitor the quality and effectiveness of the field setting and respond promptly as soon as issues or concerns arise.

At the end of the field practicum, in addition to completing the end-of-semester evaluation, the student and field instructor are asked to complete a field placement evaluation and field education program evaluation, respectively. The Field Director uses these evaluations to continuously improve the quality of field placements and the field education program.

If a field instructor has concerns about the student's performance or the appropriateness of allowing a student to continue in a field placement for any reason, the Field Director will facilitate a conference which may include the student, field instructor, and/or the Program Director to discuss the student's suitability to the Social Work Program and the social work profession. In some cases, the Field Director may require that the student complete a Field Performance Improvement Plan. However, if the student is removed from the placement (either by the agency or the Social Work Program), the student may forfeit completed hours in that field placement and receive an "E" grade for the field practicum and seminar. The student may be denied another field placement and dismissed from the program. In some cases and on the recommendation of the Field Director, the Social Work Program may give the student permission to apply for a second field placement the following year. Any student who is unable to successfully complete the second field placement will be dismissed from the program.

Occasionally, field settings requesting social work student interns fail to meet the field education program's placement criteria and are not approved for student placements. Examples of this are field agencies that do not provide appropriate supervision, do not agree to provide the learning activities needed for demonstration and mastery of the social work competencies, or lack the quality of practice required by UVU's Social Work Program.

### **Selection and Expectations of Field Instructors**

A field instructor for BSW students must possess a CSWE-accredited BSW or MSW degree and at least two years of post-degree social work practice experience. On rare occasions, a field instructor may be appointed by the agency who has special qualifications for the role but does not have a social work degree or sufficient post-degree social work practice experience. In such a case, an agency staff member who holds the required BSW or

MSW degree and has sufficient post-degree practice experience may provide supervision. Otherwise, the BSW Program will assume responsibility for reinforcing a social work perspective and the specific responsibilities and arrangements for supervision will be formalized in writing.

A field instructor for MSW students must possess a CSWE-accredited MSW degree and at least two years of post-degree social work practice experience. On rare occasions, a field instructor may be appointed by the agency who has special qualifications for the role but does not have a social work degree or sufficient post-degree social work practice experience. In such a case, an agency staff member who holds the required MSW degree and has sufficient post-degree practice experience may provide supervision. Otherwise, the MSW Program will assume responsibility for reinforcing a social work perspective and the specific responsibilities and arrangements for supervision will be formalized in writing.

Field instructor candidates are appointed by the agency on the basis of their willingness and ability to carry out the following responsibilities:

- Plan a diversified range of learning experiences to enable students to develop and eventually master the CSWE Social Work Competencies.
- Develop and implement a learning agreement for each student.
- Provide students with regularly scheduled weekly individual and/or small group educationally-focused supervision sessions.
- Teach students the value and use of agency documentation, and review and provide written feedback on a regular basis.
- Assess each student's performance, capacity, learning patterns and needs, to facilitate the individualization of planned learning experiences.
- Assist students in learning to critically evaluate their own practice.
- Consult with the Field Director or field liaison regarding educational planning and assignments, student progress, and any issues or concerns that arise.
- Provide timely mid-semester and end-of-semester student evaluations to the Field Director or field liaison, who will assign the student's grade.
- Regularly review and approve student hours submitted via the online time sheet.

### **Field Instructor Orientation and Annual Training Opportunities**

All new field instructors are provided with an orientation to the mission, goals and objectives of the MSW Program at Utah Valley University and are required to complete an online field instructor training which is designed to help them understand the expectations for providing an appropriate, educational field experience for students. The online training covers the following topics: the role of the field instructor, conducting a successful agency orientation, elements of effective supervision, CSWE Social Work Competencies and observable behaviors, integrating theory and practice, ethical issues in field education, cultural competence, and effective feedback and evaluation.

All field instructors are invited to attend the annual Field Instructor Conference, which is always held on the second Wednesday of September. The conference provides field education updates and training on relevant social work topics. Continuing Education credit

hours are awarded to attendees in accordance with criteria established by NASW.

### **Maintaining Contact with Field Placements**

The field education program maintains regular contact with all field settings primarily through on-campus events and field agency site visits. All field instructors are invited to attend an annual Field Instructor Conference on campus which is always held on the second Wednesday of September. The conference provides field education updates and training on relevant social work topics. Additional time is provided for field instructors to network with one another and connect one-on-one with the Field Director or field liaisons to discuss questions or concerns. At the end of each year, all field agencies and students are invited to attend an awards banquet where outstanding agencies, field instructors and students are recognized.

### **Field Placements and Student Employment**

Field placement in an agency at which the student is also employed is strongly discouraged, and will be considered only if the student's practicum responsibilities differ significantly from those associated with the student's employment, and if the field instructor is someone other than the student's employment supervisor. In such a case, the student must present the Field Director with a letter from the program supervisor or agency director indicating the agency's support of these criteria, and a proposal clearly delineating the student's work hours and responsibilities and practicum hours and responsibilities. The Field Director will make the final decision about whether the proposed arrangement can appropriately meet the Social Work Program's educational objectives.

### **Guidelines for Problem Resolution in Practicum**

In general, problems in the field should be attended to sooner rather than later. Many concerns can be addressed easily once they are openly identified and discussed.

In rare cases, a field placement may be discontinued through no fault of the student. For example, if an agency closes unexpectedly, a qualified field instructor becomes permanently unavailable, or a student's personal safety is jeopardized by remaining in the placement, the Field Director will make every effort to reassign the student to another field placement as quickly as possible.

A student who is experiencing problems in the field should first discuss them with the field instructor. If additional assistance is needed, the problem should then be brought to the attention of the Field Director. When appropriate, the Field Director will facilitate a conference which may include the student and the field instructor to discuss and resolve the problem. If a conference has been required, the Field Director will closely monitor the situation by maintaining regular contact with the parties involved for the remainder of the field placement.

A field instructor who has concerns about the student's performance in the field placement should follow the same process. First, the field instructor should discuss the problem with the student directly. If additional assistance is needed, the problem should

then be brought to the attention of the Field Director. When appropriate, the Field Director will facilitate a conference which may include the student, field instructor and/or the Program Director to discuss and resolve the problem. If a conference has been required, the Field Director will closely monitor the situation by maintaining regular contact with the parties involved for the remainder of the field placement.

Throughout the process of addressing problems in the field, documentation should be maintained by all involved, including a notation of the date or dates of contact, and a clear description of any plans or corrective actions agreed upon. In some cases, the Field Director may require that the student complete a Field Performance Improvement Plan. Whenever possible, students will be given an opportunity to correct mistakes or deficiencies and to demonstrate improvement. However, please note that field instructors are not expected to tolerate inappropriate behavior that is disruptive to the functioning of the agency or potentially harmful to clients or colleagues.

In order to remain in field, students are required to maintain the standards of behavior established by Utah Valley University, the Social Work Program, and the social work profession. A student whose inappropriate behavior constitutes a significant violation or pattern of violations of professional standards (for example, failure to adhere to the NASW Code of Ethics), may be dismissed from the field placement, thereby earning a failing grade in the field practicum and seminar. The Field Director has a responsibility to remove a student from field for any of the following reasons:

- Student's failure to abide by the NASW Code of Ethics, NASW Practice Standards & Guidelines, the assigned field agency's policies or procedures, and/or UVU's Student Code of Conduct.
- Student's violation of any of the principles outlined in the NASW Code of Ethics and Practice Standards & Guidelines.
- Student's attempt to harm oneself or others.
- Student's lack of progress in correcting identified deficiencies and concerns (e.g., as outlined in the Field Performance Improvement Plan).
- Student is arrested or charged with a crime. The student should immediately contact the Field Director who will consult with the Program Director to determine whether the student will be allowed to continue in the field and, if so, under what conditions.
- To the extent that the field instructor or Field Director has a concern that a student is unfit to perform any of the required duties associated with the field placement, the student may be immediately removed from the field placement and the Field Director may require the student to provide adequate assurances from an appropriate health care professional acceptable to the Social Work Program that the student is fit to perform all duties associated with the field placement.
- Any student who is credentialed by a state regulatory board is responsible for notifying the Field Director immediately of any sanction or disciplinary actions taken against them during their tenure in the Social Work Program. The Field Director will consult with the Program Director to determine whether the student will be allowed to continue in the field and, if so, under what conditions.

Any student who is removed from the field agency for the above-mentioned reasons may forfeit completed hours in that field placement and receive an “E” grade for the field practicum and seminar. In such situations, the student may be denied another field placement and dismissed from the program. The student will receive written documentation of reasons for removal and an outline of procedures that will occur after removal.

### **Counseling Services**

Student life is full of opportunities but it can also be a stressful time. Even the most self-reliant student might have difficulties negotiating academic, interpersonal, or emotional concerns, and would benefit from speaking with a professional. Social work students are not exempt from these concerns, even with the best of training. Student Health Services offers the following services:

- Individual therapy
- Couple’s therapy
- Group therapy
- Walk-in crisis services
- Psychiatric services
- Referrals to community resources
- Learning disability and ADHD evaluations

Student Health Services is located in the Sorensen Student Center (SC 221). Students may call (801) 863-8876 or visit [uvu.edu/studenthealth](http://uvu.edu/studenthealth) for more information.

## APPENDIX A: Master Internship Agreement





## MASTER INTERNSHIP AGREEMENT

This Master Internship Agreement ("Agreement") is entered into this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, ("Effective Date"), by and between Utah Valley University ("UVU"), a body corporate and politic of the State of Utah, located at 800 West University Parkway, Orem, Utah 84058, and \_\_\_\_\_ ("Experience Provider"), located at \_\_\_\_\_ (City, State)

### RECITALS

1. UVU offers degree programs in a wide variety of disciplines. Some of those programs offer classes and other coursework that are academically enhanced by practical work experiences outside the traditional classroom setting.
2. UVU desires to complement that coursework by providing its students with an opportunity to participate in practical work experiences through student internship positions with various companies and organizations.
3. Experience Provider has student internship positions which complement that coursework, and desires to allow UVU students to participate in those internship positions.

NOW, THEREFORE, in consideration of the promises and conditions contained herein, and for other valuable consideration, the receipt and sufficiency of which are acknowledged by UVU and Experience Provider (individually "Party" and collectively "Parties"), the Parties mutually agree as follows:

Duties and Responsibilities: See Exhibit A, which is attached hereto, incorporated herein, and made a part of this Agreement for all purposes.

Term: The term of this Agreement shall be five years from the Effective Date. At any time during the term of this Agreement, either Party may terminate this Agreement ninety (90) days after delivering a written notice of termination to the other Party, except that any termination shall not be effective until the last day of the academic semester following the delivery of the written notice of termination.

General Terms and Conditions: See Exhibit A.

In Witness Whereof, the Parties have caused this Agreement to be executed by their duly authorized representatives.

UTAH VALLEY UNIVERSITY

EXPERIENCE PROVIDER

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

(Signature)

(Signature)

Title: Director, Internship Services

Title: \_\_\_\_\_

### Exhibit A TERMS AND CONDITIONS

#### 1.0 Duties and Responsibilities of UVU

- 1.1 UVU will organize and coordinate a student internship program, which will provide UVU students with internship positions with Experience Provider, and which will provide Provider with the ability to advertise internship positions to UVU students.
- 1.2 UVU will certify the academic eligibility of students registering for internship positions. Each certified student intern will have the educational background and skills required for the advertised internship position and will meet departmental requirements for participation.
- 1.3 UVU will conduct a pre-internship orientation for all student interns and

will provide all academic instruction, a grading system and criteria, and evaluation of all interns. UVU will grade each intern, determine the amount of academic credit to be earned through the internship position, and establish all academic requirements each intern must meet to earn the credit.

- 1.4 For each student intern, UVU will designate a Faculty Supervisor, who will monitor and evaluate the intern's performance during the internship, and serve as a liaison to better foster communication, expectations, and cooperative efforts between the Parties. UVU agrees to advise all interns of any known policies and procedures of Experience Provider related to student internships and the particular requirements of the internship positions as specified Provider.

1.5 UVU agrees to provide and maintain general liability insurance at all times during the term of this Agreement, subject to approved state judgment limitation amounts. Experience Provider agrees to provide and maintain reasonable comprehensive general liability insurance at all times during the term of this Agreement through commercial insurance or properly reserved self-insurance. The nature and amount of the insurance provided and maintained by a Party will be provided to the other Party upon written request.

## 2.0 Duties and Responsibilities of Experience Provider

2.1 Experience Provider agrees to prepare, for each student internship position, a position description that specifies the duties and responsibilities of the position. UVU will use the position description to determine the suitability of the internship for academic credit. Provider shall notify UVU of all selection criteria and any selection process requirements including, but not limited to, background investigations, drug testing, and health screenings.

2.2 Experience Provider will select student interns based on the Provider's needs and preferences. However, Provider represents that it is an equal opportunity employer and will not discriminate based upon sex, age, race, color, national origin, religion, or disability.

2.3 Experience Provider agrees to provide to each student intern workspace and resources sufficient for the intern to complete all internship assignments. The Provider shall give each intern an opportunity to perform a variety of tasks within the position description in order for the intern to acquire and practice various skills. Additionally, Provider agrees to have each intern be constructively involved with Provider during the entire period of the internship. Provider will provide all necessary work orientation, training, supervision and evaluations. Any intern evaluation materials provided by UVU to Provider shall be timely completed and returned to UVU in accordance with a mutually agreeable schedule, but no later than the end of an academic semester. Provider agrees to make reasonable efforts to accommodate requested site visits by UVU faculty, as well as designate an individual who will serve as the liaison with UVU and each intern.

2.4 If a student intern will not be paid for an internship position offered pursuant to this Agreement, the Parties acknowledge, and agree to comply with, the Utah statutory provisions regarding unpaid interns at Utah Code Ann. §53B-16-401, et seq. Accordingly, no such intern is an employee of Experience Provider, but rather is a volunteer worker of UVU solely for the purposes of receiving workers' compensation medical benefits, if applicable. Provider determines the schedule that each intern will maintain, but commits to a schedule that is sufficiently flexible to allow the intern to participate in any required internship meetings and required UVU academic classes and/or coursework.

2.5 If a student intern will be paid for an internship position offered pursuant to this Agreement, the intern will be a non-exempt employee of Experience Provider, which shall be responsible for providing to the intern all applicable wages, benefits, statutory withholdings, workers' compensation benefits, and other employment benefits required by applicable law. Provider shall determine the hourly or other compensation paid to the intern. Provider determines the schedule that the intern will maintain, but commits to a schedule that is sufficiently flexible to allow the intern to participate in any required internship meetings and required UVU academic classes and/or coursework.

## 3.0 General Terms and Conditions

3.1 Notice. Any notice to either Party under this Agreement must be in writing, signed by the Party sending it, and personally

delivered or delivered by ordinary, registered, or certified mail to the following:

3.2 Governing Law. The laws of the State of Utah will govern the validity of this Agreement and its interpretation and performance. Any litigation arising in any way from this Agreement shall be brought in the courts of the State of Utah.

3.3 Assignment. Neither Party shall assign or subcontract any portion of its rights or obligations under this Agreement without the prior written consent of the other Party, which consent may be withheld for any reason or no reason.

3.4 Waiver. The failure by any Party to insist upon the strict performance of any term or condition of this Agreement, or to exercise any rights or remedy consequent upon a breach thereof, shall not constitute a waiver of any such breach or of such, or any other, term or condition. No waiver shall affect or alter the remainder of this Agreement, but each and every other term and condition hereof shall continue in full force and effect with respect to any other then existing or subsequently occurring breach.

3.5 Relationship of the Parties. In assuming and performing its obligations under this Agreement, each Party is an independent party and shall not be considered, nor represent itself as, a joint venturer, partner or agent of the other Party. This Agreement shall not create any rights in or inure to the benefit of any third-parties other than the student interns. Nothing in this Agreement shall be deemed or construed by the Parties or by any third-party as creating the relationship of principal and agent or of partnership or of joint venture between the Parties.

3.6 Assumption of Responsibility/Governmental Entity. Each Party assumes responsibility for its own acts and omissions, and those of its employees, officers and agents while engaged in the performance of its obligations under this Agreement. Neither Party shall have any liability whatsoever for any negligent act or omission of the other Party, any third-party, or their employees, officers or agents, and nothing in this Agreement shall be so interpreted or construed. Each Party will defend any lawsuit brought against it and pay any damages awarded against it. UVU is a governmental entity under the Governmental Immunity Act of Utah (Utah Code Ann. §63G-7-101, et seq. (1953 as amended) (the "Act")). Nothing in this Agreement shall be construed as a waiver by UVU, or by Experience provider if it is also a governmental entity as defined by the Act, of any rights, limits, protections or defenses applicable under the Act, including, without limitation, the provisions of § 63G-7-604 regarding limitations of judgments. This Agreement shall not be construed, with respect to third-parties, as waiver of any governmental immunity to which UVU is entitled or to which Experience Provider, if a governmental entity, is entitled.

3.7 Entire Agreement. This Agreement, which includes this Exhibit A, constitutes the entire agreement between the Parties pertaining to the subject matter hereof, and supersedes all prior or contemporaneous written or oral agreements and understandings pertaining thereto. This Agreement may be modified only by a writing signed by both Parties. No covenant, representation or condition not expressed in this Agreement shall affect or be deemed to interpret, change, or restrict the express provisions hereof.

Updated: January 18th, 2017

For Utah Valley University  
Internship Services  
800 West University Parkway, MS 203  
Orem, UT 84058  
Phone: 801-863-6589  
internships@uvu.edu

For Experience Provider

Company: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_

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

Fax #: \_\_\_\_\_

Email: \_\_\_\_\_

## APPENDIX B: Practicum Application

**Practicum Application**  
**(For reference only – application is completed online via Qualtrics)**

Thank you for providing the following information which will enable you to be enrolled in Practicum. The information you provide will be used for both UVU faculty and the practicum agency to contact you. Inaccurate or incomplete information could interfere with your practicum experience by causing delays or miscommunication.

The application should take no longer than an hour to complete. It is recommended you obtain all the required information ahead of time and complete the application in one session as partially complete applications will not be saved.

This application is intended to obtain information that will be helpful in determining practicum placements. Although the experiences and interests of the applicants are taken into consideration, educational needs take precedence over all other factors involved in the assignment of students to practicum agencies. The information on this application may be shared with an agency internship coordinator, field instructor, and/or field liaison. The placement process begins once applications are received by the Field Director. Similar to a job interview, all students must interview for field placements. The student's application is reviewed and a referral is made to an agency or agencies for a phone screening and interview. Students are not guaranteed specific placements since the field placement process is competitive. Students often compete with fellow UVU students as well as students from other schools.

Please note that a background check (including but not limited to criminal history and fingerprinting), immunizations and health screening may be required for placement in certain settings. Note that these may be at the student's expense. Please discuss this with the Field Director if you have questions or concerns regarding these requirements.

The information obtained in this survey may be shared with practicum agencies and your contact information may be shared with UVU faculty/staff and peers in your cohort.

- ☐ Yes, I authorize this information to be shared with practicum agencies, UVU faculty/staff and peers in my cohort.

**Contact Information**

First Name:

Last Name:

What will be your standing during the upcoming academic year?

- BSW – Senior
- MSW – 1<sup>st</sup> Year
- MSW – Advanced Standing
- MSW – 2<sup>nd</sup> Year

If you are an Advanced Standing MSW Student, when and where did you complete your BSW?  
(Please indicate the name of the university and the year you graduated)

Student UVID number:

Professional Gmail Address:

Cell Phone:

Do you receive text messages at the above number?

- Yes
- No

Street Address (where you currently reside – not necessarily your permanent address):

City:

### **Emergency Contact Information**

Primary Contact First Name:

Primary Contact Last Name:

Primary Contact Relationship:

Primary Contact Cell Phone:

Primary Contact Email:

Secondary Contact First Name:

Secondary Contact Last Name:

Secondary Contact Relationship:

Secondary Contact Cell Phone:

Secondary Contact Email:

### **Student Information**

Are you at least 21 years old?

- Yes
- No

What is your gender? (UVU does not discriminate based on gender. Some practicum agencies request students of a particular gender or determine location or role based on gender. For example, correctional or residential agencies may provide services according to gender.)

- Female
- Male
- Prefer to self-describe:
- Prefer not to disclose

What is your race? (UVU does not discriminate based on race. The Council on Social work Education, our accreditation agency, seeks this information and it will only be used in aggregate for reporting purposes.)

Do you speak Spanish?

- Yes
- No

Do you speak any other language(s) other than English or Spanish?

- Yes (please specify):
- No

Special Accommodations – Please describe any Americans with Disabilities (ADA) or other accommodations you will need to complete your practicum.

- I won't need any accommodations.
- My accommodations are described below:

### **Transportation and Schedule/Availability**

Where do you prefer to complete your practicum?

- Utah County
- Salt Lake County
- Other County:

Do you have a valid Utah Driver License?

- Yes
- No, but I do have a valid driver license from another state (please indicate):
- No, I don't have a driver license.

Will you be able to provide your own transportation?

- Yes, I'll be able to get to my practicum without a problem.
- Maybe. I may have some problems with transportation (please explain):
- No, I don't have my own source of transportation.

Will you be employed?

- Yes, full-time
- Yes, part-time
- No

Hours of Availability – Students agree to be available during regular business hours to do their practicum. Special circumstances may be considered. Please explain any preference or special circumstance regarding when you prefer to do your practicum hours.

Evening Hours – Please state your preference regarding working during the evening. This is not a guarantee your agency won't ask you to work some evenings since some agencies do require evening hours.

- Yes, I prefer evenings but I can work during the day as needed.
- No, I prefer not to work evenings but can do so as needed.

Special Considerations – Please describe any special circumstances which should be considered regarding your practicum placement.

### **Criminal Background Information**

Have you ever been arrested or convicted of a felony or violent crime (domestic violence, assault, etc.)?

- No, I have never been arrested or convicted of a felony or violent crime.
- Yes, I have been arrested or convicted (please explain):

Have you ever been arrested or convicted of a crime involving drugs?

- No, I have never been arrested or convicted of a drug crime.
- Yes, I have been arrested or convicted (please explain):

Have you ever been investigated by Child Protective Services (CPS) or law enforcement for child abuse or neglect?

- No, I have never been investigated for child abuse or neglect.
- Yes, I have been investigated (please explain):

### **Practicum Placement Preferences**

Please note that although student interests and preferences are taken into consideration, the University reserves the right to make final placement decisions.

Have you already completed a practicum? If so, where?

- BSW Practicum:

- MSW – 1<sup>st</sup> Year Practicum:

1st Practicum Placement Choice:

2nd Practicum Placement Choice:

3rd Practicum Placement Choice:

4th Practicum Placement Choice:

5th Practicum Placement Choice:

Optional Comments – Briefly explain anything about your practicum preferences you would like us to consider when making a placement decision.

Discuss your particular interest in social work (e.g., reasons for choosing the field, populations you would like to serve, professional goals, etc.).

### **Additional Practicum Placement Considerations**

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

Individual issues may need to be presented to the field director in advance to assist with planning for your field placement. It is your responsibility to apprise the Field Director of this information. Failure to disclose may result in denial of admission to field or termination of field placement. The Field Director will consider your special needs and circumstances and will try to make accommodations when and where necessary.

The practicum placement is a graded, professional practice experience that must meet the criteria of the field education program and the professional development needs identified for the Social Work Program, the social work profession, and the student.

Please disclose whether you have any personal or family involvement with an agency in which you could potentially be placed (including employment, services provided, relatives working at the agency, etc.). If none, please indicate.

Briefly describe pertinent information related to any previous or current health/medical conditions or other such issues that may impact practicum placement.

Please share any personal issues which may impact your choice of possible practicum placements, i.e., substance abuse, no car or a suspended driver license, care giving responsibilities for a family member, etc. If none, please indicate.

Describe any settings and/or populations where you have a reluctance to serve. If none, please indicate.

### **Conclusion**

Are you a member of NASW?

- Yes! I'm a proud member of NASW!
- No, I'm not a member yet but I look forward to learning about it!

Do you certify that all information you've submitted is correct and true to the best of your knowledge?

- Yes, everything is correct and true to the best of my knowledge.

## APPENDIX C: Field Placement Agreement



**UVU SOCIAL  
WORK**  
UTAH VALLEY UNIVERSITY  
**Field Placement Agreement**

**Student Information**

Name: \_\_\_\_\_ UV ID: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Class Standing (Check One):

- ☐ BSW  
☐ MSW – 1<sup>st</sup> Year  
☐ MSW – Advanced Standing  
☐ MSW – 2<sup>nd</sup> Year

**Practicum Description**

Start Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

**Brief description of practicum duties:**

Field Agency/Organization: \_\_\_\_\_

Field Instructor/Agency Liaison Name: \_\_\_\_\_

Office Phone: \_\_\_\_\_ Ext: \_\_\_\_\_ Email: \_\_\_\_\_

**Overview of Expectations**

- The **student** is expected to provide 450 total hours to the above-named agency/organization (225 hours per semester). The student may begin counting hours on the first day of fall semester and must complete all 450 hours by the last day of spring semester. The student is *not* permitted to work during university breaks and holidays and must seek written permission in advance from the field directors for any exceptions. The student is required to develop a Learning Agreement with the field instructor and be an active participant in weekly supervision. The student agrees to submit timely mid-semester and end-of-semester evaluations. The student is expected to record hours worked in his/her timesheet on a daily basis and ensure that his/her field instructor regularly reviews and approves them.
- The **field instructor** must hold a BSW or MSW degree from an accredited program and have at least 2 years of post-degree social work practice experience in order to supervise a BSW student. To supervise an MSW student, the field instructor must hold an MSW degree from an accredited program and have at least 2 years of post-degree social work practice experience.
- The **field instructor** is expected to provide at least one hour of weekly supervision for the student, work with the student to create a Learning Agreement at the beginning of each semester, and submit timely mid-semester and end-of-semester evaluations. The Learning Agreement enables the field instructor to design appropriate learning opportunities for the student to demonstrate CSWE Core Competencies and forms the foundation for ongoing supervision and evaluation. The field instructor is required to regularly review and approve the student's timesheet on a regular basis.



UTAH VALLEY UNIVERSITY

## Field Placement Signatures of Approval

Please mark the following Field Events on your calendar:

- Practicum Kickoff (Students Only): **Friday before first day of Fall Semester**
- Field Instructor Conference (Field Instructors Only): **2<sup>nd</sup> Wednesday in September**
- Awards Banquet (Students, Field Instructors, Agency Liaisons): **2<sup>nd</sup> Wednesday in April**

<b>Student:</b>  X  Date _____	I have reviewed and agree with the Overview of Expectations outlined on the first page of this Field Placement Agreement and have marked the applicable Field Events on my calendar. I will conduct myself in a professional manner and will adhere to the policies and procedures of the field agency. I have a firm understanding of the NASW Code of Ethics and will apply these principles to the practice setting at all times. I agree to complete all university requirements in relation to my field placement.
<b>Field Instructor or Agency Liaison:</b>  X _____  Date: _____	I have reviewed and agree with the Overview of Expectations outlined on the first page of this Field Placement Agreement and have marked the applicable Field Events on my calendar. I will ensure that the student is provided with ongoing learning opportunities and regular weekly supervision. I will inform the Field Directors immediately in the event that concerns arise in the student's performance.

\*\*\* Reference Only \*\*\*

\*\*\* Field Placement Agreement is completed online via DocuSign \*\*\*

## APPENDIX D: Learning Agreement

### Student Learning Agreement

*The student learning agreement provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. This learning agreement outlines each competency and practice behavior that all accredited social work programs are required to measure. Each learning practice behavior below must have at least one student task which relates directly to the behavior. Each task must identify an assessment method that will be used to assess that the task is completed, as well as the date achieved.*

Student: \_\_\_\_\_ Agency: \_\_\_\_\_  
Field \_\_\_\_\_ Field Instructor \_\_\_\_\_  
Instructor: \_\_\_\_\_ Email: \_\_\_\_\_

Semester: ☐ Fall ☐ Spring Year: \_\_\_\_\_

#### 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:

Task + Assessment Method + Date Completed	
a. 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	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)  Date Complete:
b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)  Date Complete:
c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)  Date Complete:
d. Use technology ethically and appropriately to facilitate practice outcomes	Task:

	Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
e. Use supervision and consultation to guide professional judgment and behavior	Task:   Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

### 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:

a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Task:   Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences	Task:   Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Task:   Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

### 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:

a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Task:
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	Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
b. Engage in practices that advance social, economic, and environmental justice	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b> 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:		
a. Use practice experience and theory to inform scientific inquiry and research	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
c. Use and translate research evidence to inform and improve practice, policy, and service delivery	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

<b>Competency 5: Engage in Policy Practice</b> 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:		
a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
b. Assess how social welfare and	Task:	

economic policies impact the delivery of and access to social services	Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b> 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:		
a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b> 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:		
a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

b. 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	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)  Date Complete:
c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)  Date Complete:
d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)  Date Complete:

### **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:

a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)  Date Complete:
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)  Date Complete:
c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)  Date Complete:
d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Task:



	Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
e. Facilitate effective transitions and endings that advance mutually agreed-on goals	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b> 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:		
a. Select and use appropriate methods for evaluation of outcomes	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:
d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Task:  Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete:

I \_\_\_\_\_ have reviewed this learning agreement and will work toward the satisfactory completion of each task. If a conflict or issue arises preventing me from continuing or completing any task(s), I will immediately discuss the issue with my field instructor to determine a suitable alternative. I acknowledge that failure to complete any of these tasks by the end of the indicated semester may negatively impact my field evaluation.

I \_\_\_\_\_ have reviewed this learning agreement and will meet regularly with the student to support his/her success in the satisfactory completion of each task. If I become aware of an issue or conflict preventing the student from completing any task(s), I will work with the student to determine a suitable alternative. I will refer to this document to provide a full and accurate field evaluation for the student.

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**Student signature:**

**Field Instructor signature:**

## APPENDIX E: Mid-Semester Evaluation

**Mid-Semester Evaluation**  
**(For reference only – evaluation is completed online via Qualtrics)**

Student Name:

Student Email:

Agency:

Field Instructor Name:

Field Instructor Email:

The following is an evaluation of the student's professional behaviors in the practicum setting.  
Please rate the student using the following scale:

4 – Exceeds Expectations   3 – Meets Expectations   2 – Needs Improvement   1 - Unacceptable

How well does the student demonstrate the following?

1. Arrive on time for work, appointments, and meetings

4      3      2      1

2. Engage in effective and appropriate written and oral communication with colleagues and supervisors

4      3      2      1

3. Maintain professional relationships and appropriate boundaries with clients

4      3      2      1

4. Build and maintain strong, positive working relationships with colleagues and supervisors

4      3      2      1

5. Collaborate effectively with others including clients and their families, colleagues and supervisors

4      3      2      1

6. Listen carefully to others, including clients and their families, colleagues and supervisors

4      3      2      1

7. Take responsibility for actions and quality of work

4      3      2      1

8. Approach tasks and responsibilities with a positive attitude

4      3      2      1

9. Exhibit maturity and self-control in situations involving conflict or stress

4      3      2      1

10. Take initiation to perform tasks and responsibilities with little to no supervision or assistance

4      3      2      1

11. Display resilience in the face of challenging situations

4      3      2      1

12. Seek and accept feedback to improve quality of work

4      3      2      1

13. Treat colleagues, supervisors, clients and their families with fairness and respect  
4      3      2      1
14. Demonstrate honesty, trustworthiness, and high personal standards in all aspects of work  
4      3      2      1
15. Demonstrate self-awareness, including impact of communication and behavior on others  
4      3      2      1

## APPENDIX F: End-of-Semester Evaluation

**End-of-Semester Evaluation**  
**(For reference only – evaluation is completed online via Qualtrics)**

Student Name:

Student Email:

Agency:

Field Instructor Name:

Field Instructor Email:

Please rate the student using the following scale. Ratings at the beginning and moderate levels are expected for students during any given semester. Ratings at the advanced and mastered levels are rare, but may be given if/when the student is highly experienced and/or skilled beyond the level seen in a newly licensed social worker.

5 – Mastered: The student demonstrates mastery of this practice behavior and performs at a level comparable to professional colleagues

4 – Advanced: The student independently and routinely demonstrates the practice behavior as an integral part of daily work

3 – Moderate: With regular supervision, the student is beginning to integrate the practice behavior into daily work

2 – Beginning: Under close supervision, the student is consciously and consistently working to develop and demonstrate the practice behavior

1 – Does not demonstrate: The student has not developed or does not satisfactorily demonstrate the practice behavior

**1. Demonstrate Ethical and Professional Behavior**

a. 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.

5      4      3      2      1

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

5      4      3      2      1

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

5      4      3      2      1

d. Use technology ethically and appropriately to facilitate practice outcomes.

5      4      3      2      1

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

5      4      3      2      1

2. Engage Diversity and Difference in Practice

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

5      4      3      2      1

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

5      4      3      2      1

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

5      4      3      2      1

3. Advance Human Rights and Social, Economic, and Environmental Justice

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

5      4      3      2      1

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

5      4      3      2      1

4. Engage in Practice-informed Research and Research-informed Practice

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

5      4      3      2      1

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

5      4      3      2      1

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

5      4      3      2      1

5. Engage in Policy Practice

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

5      4      3      2      1

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

5      4      3      2      1

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

5      4      3      2      1

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

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

5      4      3      2      1

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

5      4      3      2      1



7. Assess Individuals, Families, Groups, Organizations, and Communities

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

5      4      3      2      1

b. 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.

5      4      3      2      1

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

5      4      3      2      1

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

5      4      3      2      1

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

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

5      4      3      2      1

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

5      4      3      2      1

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

5      4      3      2      1

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

5      4      3      2      1

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

5      4      3      2      1

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

a. Select and use appropriate methods for evaluation of outcomes.

5      4      3      2      1

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

5      4      3      2      1

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

5      4      3      2      1

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

5      4      3      2      1

## APPENDIX G: Student Evaluation of Field Experience

## Student Evaluation of Field Experience

**\*\*Reference only – Evaluation to be completed online via Qualtrics\*\***

<b>Dates of Field Placement:</b>	
<b>Field Placement:</b>	
<b>Field Instructor:</b>	

To the Student in Field Practicum:

This evaluation form is to be completed by you toward the completion of your field internship in any agency.

Rating Scale	
1 =	Strongly Disagree
2 =	Disagree
3 =	Somewhat Disagree
4 =	Somewhat Agree
5 =	Agree
6 =	Strongly Agree
N/A =	Not Applicable

### Evaluation by Student

	1	2	3	4	5	6	N/A
1. The field placement provided an opportunity to integrate classroom theory and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The staff of the agency communicated an attitude of acceptance and helpfulness conducive to a positive learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I believe that my field placement offered a good opportunity for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I received a minimum of one hour of supervision each week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. This field experience stimulated the use of critical thinking (i.e. analysis, synthesis, problem solving, and evaluation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The placement provided the opportunity to be appropriately involved and busy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I was given individual responsibility for my own case(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The work load expected by the agency was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Because of my experience in the agency, I am able to better understand what it means to be a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

generalist practitioner.							
10. I would recommend this agency placement to other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I would recommend this field instructor to other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I feel like I was treated as valuable, professional colleague in the agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are there any unique requirements relating to this agency that should be known to students before being placed here?							
14. What improvements should be made in this placement?							
15. Other comments:							

## APPENDIX H: Field Instructor Evaluation of Field Education Program

## Field Instructor Evaluation of Field Education Program

**\*\*\* Reference only – Evaluation to be completed online via Qualtrics \*\*\***

Student Name:	
Agency:	

In order to continually improve our program, your feedback is requested. Please rate the following on a scale of 1 (low) to 5 (high).

	1	2	3	4	5
1. The Field Director provided direction and guidance with regards to the purposes and objectives of the practicum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Early contacts with the Field Director were clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communication with the Field Director throughout the practicum was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The Field Manual helped me fulfill my responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The Field Director made clear to me my roles and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The Field Director was responsive to my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The site visits promoted a practicum that was educationally driven.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The student was well-prepared educationally for this practicum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The annual Field Instructor Conference helped me better understand the program and provided meaningful instruction to field instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I would recommend this field education program to a colleague.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. How could we improve the field education program to make it meet your agency's needs better?					
12. What is a strength of our program that we should continue?					
13. Please share any other comments you have.					

## APPENDIX I: Field Performance Improvement Plan

## Field Performance Improvement Plan

**Student Name:**

**Agency:**

**Field Instructor:**

**Behavior(s) of concern:**

**Action(s) to be completed by student:**

*Target Completion Date:*

**Action(s) to be taken by field instructor:**

*Target Completion Date:*

**Student Signature & Date:**

**Field Instructor Signature & Date:**

**Field Director Signature & Date:**