

# **Bachelor of Social Work Field Handbook**



**Social and Behavioral Sciences Department  
Updated Spring, 2026**

**UVU** A PLACE FOR YOU

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# UTAH VALLEY UNIVERSITY BACHELOR OF SOCIAL WORK (BSW) FIELD EDUCATION MANUAL

## Introduction

This manual is intended to guide both students and field instructors in understanding the philosophy, structure, and training approach of Utah Valley University's Social Work Field Education program. It aims to address common questions and support field placement experience that is engaging and beneficial for students, field instructors, and partnering agencies.

Included in this manual are the policies and procedures governing the field practicum component of UVU's Bachelor of Social Work (BSW) program. These policies are aligned with the 2022 Educational Policy and Accreditation Standards (EPAS) set by the Council on Social Work Education (CSWE). All program forms are completed electronically and are provided in the appendices for reference only.

# Utah Valley University Bachelor of Social Work (BSW) Mission and Goals

## Mission Statement

The Bachelor of Social Work (BSW) Program at Utah Valley University prepares competent social work professionals in an inclusive and empowering environment. By prioritizing safety, trustworthiness, choice, collaboration, and empowerment, we advance human and community well-being through education and practice.

Our program fosters learner-centered teaching, community partnerships, and innovative research to equip students with a strong foundation in generalist practice. Grounded in the person-in-environment framework and informed by a global perspective, we emphasize respect for human diversity, ethical integrity, and the transformative power of human relationships.

Our program is dedicated to advancing fairness, opportunity, and well-being for all, facilitating the realization of human rights and enhancing quality of life locally and globally. We inspire a lifelong commitment to service, scientific inquiry, and professional competence, empowering students to advocate for change and the enhancement of societal well-being.

## Program Goals

UVU's BSW program has six goals that guide our focus.

1. To prepare students to be competent social work generalist practitioners with individuals, families, groups, communities, and societies and to assist in the promotion of social and economic justice within individual, family, political, cultural, and social contexts.  
**(Integration of knowledge, values, and skills for practice)**
2. To enhance professional development within students through engaged teaching methods, service-learning activities, self-exploration and to ensure practice in behavior that is consistent with the principles, values, and ethics of the profession of social work.  
**(Ethical practice)**
3. Motivate respect for and appreciation of human diversity. **(Diversity)**
4. Prepare students to become involved in social and economic justice issues for all people, to improve their quality of life. **(Social and economic justice)**
5. To prepare students to be effective consumers of research and its application to social work practice through critical thinking, self-analysis, and continuing education.  
**(Continuous learning)**
6. To prepare students for advanced education in social work or other graduate level learning. **(Graduate education)**

These goals are interrelated with the program's mission and with the broader missions of the Department of Social and Behavioral Sciences and the College of Humanities and Social Sciences, and grow from the values of the social work profession.

# Annual Field Education Events

The BSW Field Education Program sponsors several recurring events each year to support students, field instructors, and agencies. Attendance expectations are outlined below.

- **BSW Program Orientation – August**
  - Audience:
    - Required for all newly admitted BSW students (including those who will later enter field).
  - Purpose:
    - Introduces social work faculty and staff, reviews BSW program and field expectations, and discusses strategies for success as a practicum student.
  
- **Field Instructor Conference – 2nd Wednesday in September**
  - Audience:
    - Required/strongly expected for all BSW and MSW field instructors.
    - Field Director, faculty liaisons, and other field education personnel.
  - Purpose:
    - Provides field education updates, training on relevant social work topics, and continuing education units (CEUs) in accordance with NASW criteria.
  
- **Practicum Orientation and Field Fair – 2nd Wednesday in February**
  - Audience:
    - Required for all BSW and MSW students **entering field placement in the upcoming academic year.**
    - Field Director, field liaisons, and representatives from approved field agencies.
  - Purpose:
    - Reviews field structure, expectations, and key components of the Field Education Program; allows students to meet agency representatives, learn about practicum opportunities, and begin identifying potential placements.
  
- **Field Instructor Appreciation Breakfast – Early April**
  - Audience:
    - All BSW and MSW field instructors and students in field placements.
    - Field Director, program leadership, and invited faculty.
  - Purpose:
    - Recognizes and thanks field instructors for their contribution to social work education, provides networking opportunities, and offers professional training with CEUs for eligible participants.

# Field Education Pedagogy

Field education serves as the signature pedagogy of social work education. As a signature pedagogy, it is a foundational approach to teaching and professional socialization that prepares students to think critically, act ethically, and demonstrate competence within the field of social work. In this context, field education is essential for connecting academic learning with real-world practice. It provides opportunities for students to apply theoretical concepts and frameworks gained in the classroom to direct experiences in professional settings. Social work education values both classroom instruction and field learning as equally important in developing the core competencies necessary for effective and ethical practice.

Field placements are intentionally designed, supervised, and evaluated to ensure students meet the competencies outlined in the Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS). The 2022 CSWE EPAS outlines nine core competencies that all accredited BSW and MSW programs are required to integrate throughout their curricula. These competencies represent the essential knowledge, skills, values, and cognitive and affective processes that students are expected to develop through both classroom instruction and field education experiences.

## Structure of Field Education Instruction

The Council of Social Work Education (CSWE) has identified nine social work competencies that are essential to generalist social work practice. The UVU BSW Social Work Program has structured its curriculum to focus around and include these areas of competency.

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

# Field Personnel Roles and Responsibilities

Successful completion of the practicum and its associated coursework depends on active collaboration among everyone involved in the field education process. To support the educational goals of the program, each participant's role and responsibilities must be clearly articulated and understood. Students, the Field Director, Field Instructors, the Field Coordinator, and Faculty Liaisons are all expected to consistently demonstrate professional standards in their conduct and to uphold the National Association of Social Workers Code of Ethics in their decisions and behaviors.

## Director of Field Education (Field Director)

The Director of Field Education provides overall leadership for the BSW Field Education Program and ensures that field instruction is fully integrated with the social work curriculum. The Field Director organizes and oversees the placement process, including reviewing practicum applications, matching students with appropriate agencies, and confirming placements through Field Placement Agreements. The Field Director collaborates with field liaisons, field instructors, and the BSW Program Director to interpret field policies, support student learning, and maintain alignment with CSWE accreditation standards and UVU policies. In addition, the Field Director leads weekly field seminars, facilitates site visits, responds to concerns from students and agencies, and makes final decisions regarding field eligibility, continuation, or removal when significant concerns arise.

## Field Liaisons

Field liaisons are BSW faculty who support the connection between classroom learning and practicum experiences. They co-lead weekly integrative seminars, help students apply course content to real-world practice, and monitor the quality of placements through regular contact with students and field instructors. Each liaison conducts at least one site visit per semester—either in person or virtually—to review the Learning Agreement, discuss mid-semester evaluations, address concerns, and ensure that students have appropriate opportunities to develop CSWE competencies. Field liaisons consult with field instructors about student progress and professional behavior and assist the Field Director in implementing performance improvement plans or other interventions when needed.

## Field Instructors

Field instructors are qualified social work professionals employed by the agency who provide direct supervision and instruction to BSW students. A BSW field instructor must hold a CSWE-accredited BSW or MSW and have at least two years of post-degree social work practice experience; when an agency uses another professional as the primary on-site supervisor, the program will arrange qualified social work oversight to reinforce a social work perspective. Field instructors are responsible for orienting students to the agency, planning a diverse range of learning experiences, and collaborating with students to develop and regularly review the Learning Agreement. They provide weekly, educationally focused supervision, monitor

professional conduct, review and approve timesheets, complete mid-semester and end-of-semester evaluations, and consult promptly with the Field Director or field liaison when concerns arise.

## Task Supervisors or Agency Designees (if used)

Some agencies may designate a staff member who works closely with the student on day-to-day tasks but does not fully meet the qualifications to serve as the primary field instructor. In these cases, the task supervisor provides direct oversight of daily activities, offers feedback on performance, and collaborates with the qualified field instructor on supervision and evaluation. The task supervisor is expected to support the Learning Agreement by helping the student access appropriate learning opportunities and by communicating regularly with the field instructor and, when needed, with the Field Director or field liaison about the student's progress.

## Students

Students are active partners in their own professional development and act as representatives of both UVU and the host agency. They are responsible for understanding the Field Manual, attending required orientations and seminars, collaborating with their field instructor to develop and carry out the Learning Agreement, and using weekly supervision time productively. Students must adhere to the NASW Code of Ethics and all UVU and agency policies, maintain professional conduct, document hours accurately using the official online timesheet, and communicate promptly with their field instructor and the Field Director about concerns, absences, or safety issues. Continued participation in field depends on meeting academic requirements, demonstrating appropriate professional behavior, and engaging constructively in any performance improvement or professional standards processes.

## Field Education Committee (Program-Level Reference)

At the program level, the BSW faculty regularly review field education policies, assessment data, and placement needs through committee structures. This collaborative governance process helps ensure that field education remains responsive to community practice trends, CSWE standards, and student feedback.

# Field Instruction: Agency Responsibilities

## Agency Criteria

Agencies that serve as BSW field placement sites are essential partners in UVU's Social Work Field Education Program. To be approved, an agency must meet the following criteria:

- The agency's mission, policies, and services are compatible with the values and ethics of the social work profession, including respect for human dignity, commitment to social and economic justice, and support for anti-racist and anti-oppressive practice.
- The agency demonstrates a commitment to student learning and is willing to treat BSW students as emerging professionals who require structured supervision and educationally focused assignments.
- The agency can provide learning opportunities appropriate for generalist BSW education, including work with individuals, families, groups, organizations, and communities, as outlined in the CSWE competencies.
- The agency agrees to provide a qualified field instructor (BSW or MSW from a CSWE-accredited program with at least two years of post-degree experience) who can devote sufficient time to supervision and teaching.
- The agency maintains policies and practices regarding nondiscrimination in both employment and service delivery, consistent with federal and state law and the NASW Code of Ethics.
- The agency has adequate facilities and resources for student learning, including appropriate workspace, access to needed technology, and safe conditions for client and community engagement.
- The agency is willing to enter into and adhere to UVU's Master Internship Agreement, including risk-management provisions and any additional requirements specified by UVU.

## Agency Responsibilities

Once approved as a field placement site, the agency assumes the following responsibilities in partnership with UVU:

- **Provide an orientation and safe learning environment**
  - Offer an initial orientation to the agency's mission, programs, policies, and procedures, including confidentiality, safety expectations, and any personal safety considerations specific to the placement.

- Inform students of required screenings (e.g., background checks, health clearances, drug testing, TB tests, immunizations) and coordinate completion of these processes in a timely manner.
- **Support educationally focused assignments**
  - Design a range of learning activities that are appropriate for a BSW-level student and aligned with the CSWE competencies and the student's Learning Agreement.
  - Ensure that tasks emphasize learning (not simply filling staffing gaps) and allow students to develop skills in engagement, assessment, intervention, evaluation, advocacy, documentation, and interprofessional collaboration.
- **Ensure qualified supervision and time for teaching**
  - Assign a qualified field instructor who can provide regular, scheduled supervision (typically at least one hour per week) focused on integrating classroom learning with practice.
  - When day-to-day oversight is provided by another staff member (task supervisor), coordinate closely between the task supervisor and field instructor to maintain a social work perspective and consistent expectations.
- **Facilitate access to agency and community learning opportunities**
  - Provide opportunities for students to participate in staff meetings, case conferences, in-service trainings, and community meetings when appropriate to their role.
  - Offer experiences that help students understand the agency's place within the broader service network, including funding sources, referral pathways, and collaborations with other organizations.
- **Monitor student performance and communicate with UVU**
  - Collaborate with the student to develop, review, and update the Learning Agreement; ensure that daily tasks reflect the agreed-upon learning goals.
  - Complete mid-semester and end-of-semester competency-based evaluations, discussing feedback with the student and submitting required documentation by published deadlines.
  - Review and approve students' online timesheets on a regular basis, confirming that recorded hours reflect appropriate practicum activities
  - Communicate promptly with the Field Director or field liaison about concerns related to student performance, professional behavior, safety, or fit with the placement so that a timely problem-solving process can occur.
- **Uphold ethical and legal standards**
  - Ensure that students' activities comply with relevant laws, regulations, and agency policies, including confidentiality and privacy requirements.
  - Promote adherence to the NASW Code of Ethics and provide guidance when ethical dilemmas arise.
- **Clarify expectations around transportation and risk (if applicable)**

- Inform students and the Field Director if the placement requires use of personal or agency vehicles, and specify what insurance or driving record checks are required, consistent with UVU's Master Internship Agreement.
- Avoid assigning students tasks that expose them to unreasonable risk and consult with UVU immediately if safety concerns emerge.

By meeting these criteria and responsibilities, agencies help create a high-quality field education experience that supports student learning, protects clients and communities, and advances the mission of both UVU and the profession of social work.

## Agency Identification and Approval Process

Potential field agencies within approximately a 60-mile radius of UVU are identified through ongoing review of licensed provider listings, community service and volunteer databases, professional networks, and referrals from community partners, students, and alumni.

When an agency expresses interest in hosting BSW students, the Field Education Program:

- Conducts an initial pre-screening conversation with agency leadership to discuss services, populations served, supervision capacity, and alignment with program goals.
- Verifies that qualified BSW or MSW professionals are available and willing to serve as field instructors.
- Schedules a site visit, when indicated, to assess the learning environment, safety, and the agency's ability to provide educationally focused tasks.

Agencies that meet program criteria are added to the database of approved placements and may be invited to participate in the annual Practicum Orientation and Field Fair. Approval is subject to ongoing review, including feedback from students, field instructors, and faculty liaisons.

# Field Instructor Criteria and Responsibilities

## Field Instructor Criteria

To serve as a BSW field instructor for UVU, an individual must meet the following criteria:

- **Education and experience**
  - Hold a BSW or MSW from a CSWE-accredited social work program
  - Have at least two years of post-degree professional social work experience
- **Professional qualifications**
  - Demonstrate competence in generalist social work practice with individuals, families, groups, organizations, and communities
  - Adhere to the NASW Code of Ethics and model ethical, culturally responsive, and anti-oppressive practice

- Show interest in mentoring students and supporting their professional development
- **Agency role and availability**
  - Be employed or formally affiliated with the approved placement agency and be familiar with its services, policies, and client populations
  - Have sufficient time and institutional support to provide regular, planned supervision and teaching to the student

When an agency does not have an on-site BSW/MSW who meets these criteria, UVU may approve an off-site social work field instructor and identify an on-site task supervisor to guide day-to-day activities, ensuring that students still receive social work–focused supervision.

## Field Instructor Responsibilities

Field instructors play a central role in the student’s field education experience and are responsible for the following activities:

- **Orientation and integration into the agency**
  - Provide an initial orientation to the agency’s mission, programs, policies, confidentiality standards, and safety procedures, including any placement-specific risks or protocols
  - Introduce the student to key staff and help them understand the agency’s structure, referral processes, and role within the broader community service network
- **Planning and supporting educationally focused learning**
  - Collaborate with the student early in the semester to develop the Learning Agreement, linking CSWE competencies and practice behaviors to concrete agency tasks
  - Ensure the student’s assignments are appropriate for a BSW-level learner, provide progressive responsibility, and offer opportunities for generalist practice across multiple systems (individuals, families, groups, organizations, communities)
  - Balance service needs with educational goals so that the student’s role remains primarily a learning role rather than a staff replacement
- **Supervision and ongoing teaching**
  - Provide regular, scheduled supervision (typically at least one hour per week) focused on integrating classroom learning with practice, processing experiences, and addressing ethical and professional issues
  - Review the Learning Agreement and student goals during supervision, updating strategies as the student develops new skills
  - Offer timely, constructive feedback on documentation, direct practice, professionalism, and use of supervision
- **Monitoring hours and day-to-day performance**
  - Verify that the student’s daily and weekly activities align with the Learning Agreement and program scope of practice
  - Review and electronically approve the student’s official online timesheets on a regular basis to ensure hours are accurate and reflect appropriate practicum tasks

- **Evaluation and documentation**
  - Complete the UVU mid-semester and end-of-semester competency-based evaluations, rating the student's performance on each CSWE competency and related behaviors
  - Discuss evaluation results with the student, highlighting strengths, areas for growth, and specific suggestions for improvement before submitting forms by the required deadlines
  - Participate, when invited, in providing feedback on the field education program through UVU's Field Instructor Evaluation of Field Education Program
- **Communication and problem-solving with UVU**
  - Maintain regular communication with the Field Director or field liaison, especially during scheduled site visits, to discuss the student's progress, professional conduct, and learning needs
  - Notify the Field Director or field liaison promptly if concerns arise about the student's academic readiness, professionalism, safety, ethical conduct, or fit with the agency so that an appropriate problem-resolution process can be initiated
  - Collaborate in developing and implementing any Field Performance Improvement Plan when concerns about performance or behavior are identified
- **Supporting professional identity and ethical practice**
  - Model professional behavior, including appropriate boundaries, use of supervision, interprofessional collaboration, and self-reflection
  - Reinforce the NASW Code of Ethics and guide students through ethical decision-making, including issues of confidentiality, informed consent, dual relationships, and cultural humility

By meeting these criteria and responsibilities, field instructors help ensure that UVU BSW students receive a rigorous, supportive, and ethically grounded practicum experience that advances their development as competent generalist social workers.

## Field Instructors' Responsibilities to Students

Field instructors are the primary educational supervisors for BSW students in practicum and are responsible for creating a structured, supportive learning environment that promotes competency development and professional identity. In collaboration with UVU, field instructors are expected to:

- **Provide agency orientation and role clarification**
  - Introduce the student to the agency's mission, services, policies, and procedures, including confidentiality and safety expectations specific to the placement
  - Clarify the student's role and responsibilities within the agency, including appropriate limits of practice for a BSW student and how the student should seek guidance or assistance
- **Develop and implement the Learning Agreement**
  - Meet with the student early in the semester to co-create the Learning Agreement, connecting CSWE competencies and practice behaviors to specific agency tasks
  - Review the Learning Agreement periodically during supervision, adjusting activities to ensure the student has opportunities to practice and demonstrate all required competencies
- **Offer regular, educationally focused supervision**
  - Schedule and provide consistent supervision (typically at least one hour per week) dedicated to discussing cases, reflecting on practice, exploring ethical issues, and integrating classroom content with field experiences
  - Encourage the student to use supervision proactively by bringing questions, concerns, and self-reflections, and by sharing course materials as relevant to their practicum work
- **Design and support appropriate learning experiences**
  - Assign tasks that are clearly tied to the Learning Agreement and are appropriate to the student's level of training, gradually increasing complexity as the student demonstrates readiness
  - Ensure that the student has opportunities for generalist practice across multiple systems (individuals, families, groups, organizations, communities) as feasible within the agency's service context
- **Monitor performance, professionalism, and hours**
  - Observe and provide feedback on the student's professional behavior, reliability, communication, and adherence to agency and UVU policies
  - Review and approve the student's official online timesheets regularly, confirming that documented hours reflect legitimate practicum activities aligned with program expectations
- **Complete evaluations and provide constructive feedback**
  - Complete UVU's mid-semester and end-of-semester competency-based evaluations, rating the student's performance in each CSWE competency area
  - Discuss evaluation results with the student, highlighting strengths, areas for improvement, and specific strategies to support further growth
- **Communicate with the Field Director or field liaison**

- Participate in at least one site visit per semester (in person or virtual) with the Field Director or field liaison to review the student's progress and address any questions or concerns
- Notify the Field Director or field liaison promptly if significant issues arise related to student performance, ethical conduct, safety, or fit with the placement, and collaborate in problem-solving or in developing a Field Performance Improvement Plan when needed
- **Model ethical and culturally responsive social work practice**
  - Demonstrate adherence to the NASW Code of Ethics and help the student apply ethical standards to real practice situations
  - Support the student in developing cultural humility and anti-oppressive practice by inviting reflection on bias, power, and the impact of social contexts on clients and communities

Through these responsibilities, field instructors ensure that UVU BSW students receive a high-quality, competency-based practicum experience that prepares them for entry-level generalist social work practice.

## Faculty Liaison Responsibilities

Faculty liaisons are BSW faculty who serve as the primary link between the classroom, the field agency, and the Field Education Program. Working in close partnership with field instructors and students, faculty liaisons are responsible for monitoring the quality of the practicum experience and supporting student learning and professional development.

Faculty liaisons are expected to:

- **Support integration of classroom and field learning**
  - Co-lead weekly integrative field seminars, helping students connect course content, research, and theory with their practicum experiences
  - Facilitate discussion, reflection, and case application in seminar to promote competency-based learning and ethical decision-making
- **Maintain contact with agencies and monitor placements**
  - Conduct at least one site visit per semester (in person or virtual) with each student and field instructor to review the student's progress, discuss the Learning Agreement, and address any questions about expectations or policies
  - Maintain ongoing communication with field instructors through email, phone, or virtual meetings, particularly when concerns arise about student performance, professionalism, or safety
- **Review and support the Learning Agreement and evaluations**
  - Ensure that each student's Learning Agreement is completed, reflects CSWE competencies, and includes appropriate agency-based learning activities
  - Consult with field instructors and students about how to revise or deepen the Learning Agreement as the student's skills develop over the semester

- Review mid-semester and end-of-semester competency-based evaluations, ensuring that they are submitted on time and that ratings and comments align with program expectations
- **Monitor student progress and professional behavior**
  - Assess students' academic readiness, engagement in seminar, and professional conduct across classroom and field contexts
  - Provide feedback to students regarding their performance in practicum and seminar, including strengths, areas for growth, and suggested strategies for improvement
- **Address field-related concerns and facilitate problem resolution**
  - Serve as a first point of contact when concerns arise about a student's experience in the field, including role clarity, workload, supervision, or fit with the agency
  - Collaborate with the Field Director, field instructor, and student to address concerns, which may include clarifying expectations, adjusting learning activities, or initiating a Field Performance Improvement Plan when appropriate
- **Contribute to grading and documentation**
  - Determine the student's final grade for practicum and associated seminar, taking into account agency evaluations, seminar participation, assignments, and overall competency development
  - Ensure that required field documentation (e.g., Learning Agreements, evaluations, time verification, improvement plans as applicable) is complete and accessible consistent with program procedures
- **Support program quality and communication**
  - Provide feedback to the Field Director and BSW Program regarding agency strengths, areas for improvement, and the overall quality of learning opportunities at each site
  - Participate, as appropriate, in field-related meetings and trainings to stay current with field policies, CSWE standards, and best practices in field education

Through these responsibilities, faculty liaisons help ensure that UVU BSW students experience coherent, well-supervised placements that are fully integrated with the academic curriculum and aligned with CSWE competencies.

## Field Director Responsibilities

The Director of Field Education (Field Director) provides overall leadership and coordination for the BSW Field Education Program at Utah Valley University. In collaboration with BSW faculty, field liaisons, and community partners, the Field Director ensures that practicum experiences are educationally sound, aligned with CSWE standards, and supportive of student professional development.

The Field Director is responsible for the following:

- **Program leadership and alignment with CSWE standards**

- Oversee the design, implementation, and ongoing refinement of the BSW Field Education Program in accordance with the 2022 CSWE Educational Policy and Accreditation Standards
- Ensure that field policies, procedures, and assessment processes are consistent with program goals, BSW curriculum, and UVU policies
- **Development and maintenance of field placements**
  - Identify, screen, and approve potential field agencies in collaboration with program leadership, verifying that sites meet program criteria and can offer appropriate generalist practice opportunities
  - Maintain a current database of approved agencies and field instructors, including information on placement capacity and areas of practice
  - Coordinate with agencies regarding the Master Internship Agreement and other university requirements related to risk management and affiliation
- **Placement coordination and student assignment**
  - Organize and oversee the annual Practicum Orientation and Field Fair, introducing students to agencies and the structure and expectations of field education
  - Review student Practicum Applications, considering interests, prior experiences, schedules, and agency requirements when matching students to placements
  - Confirm placements through Field Placement Agreements and communicate decisions and expectations to students and agencies
- **Support for field instructors and faculty liaisons**
  - Provide orientation, communication, and ongoing support to field instructors regarding program expectations, Learning Agreements, evaluations, and supervision standards
  - Collaborate with faculty liaisons to monitor placement quality, address concerns, and ensure consistency across field sites
- **Monitoring student eligibility and progress in field**
  - Verify that students meet academic and professional criteria for entering and remaining in field, including GPA and course-grade requirements
  - Review information from mid-semester and end-of-semester evaluations, site visits, and seminar participation to assess overall student progress in field
- **Addressing concerns, performance issues, and disruptions**
  - Serve as the primary point of contact when agencies or students raise significant concerns about performance, professionalism, safety, or fit with the placement
  - Lead or coordinate the development of Field Performance Improvement Plans when indicated, in collaboration with field instructors, faculty liaisons, and the student
  - Make decisions, in consultation with the BSW Program Director and relevant faculty, about removal from field, reassignment, or continuation on a provisional basis when serious issues arise
- **Communication and student support**
  - Be available to students for consultation about placement options, personal circumstances that may affect field, and concerns that arise during the practicum
  - Provide timely information about deadlines, requirements, and field-related events to students, agencies, and faculty

- **Program evaluation and continuous improvement**
  - Review feedback from students and field instructors (e.g., Student Evaluation of Field Experience, Field Instructor Evaluation of Field Education Program) to identify strengths and areas for improvement in field education
  - Work with the BSW Program and field-related committees to revise policies, procedures, and resources based on assessment data, accreditation needs, and practice trends

Through these responsibilities, the Field Director ensures that UVU's BSW field program provides high-quality, competency-based learning experiences that prepare students for entry-level generalist social work practice and support the mission of the program and the profession.

## Student Responsibilities

BSW students share primary responsibility for their own learning in field and are expected to engage as emerging professionals who represent both UVU and the social work profession. In collaboration with their field instructor, faculty liaison, and the Field Director, students are responsible for the following:

- **Preparation and orientation for field**
  - Read and understand the UVU BSW Field Manual and BSW Student Handbook, including field policies, performance standards, and professional expectations
  - Attend required BSW program and field orientations (e.g., BSW Program Orientation, Practicum Orientation and Field Fair) and any agency-specific orientations or trainings
  - Complete the Practicum Application and any agency pre-placement requirements (e.g., interviews, background checks, health screenings, drug tests, or other clearances) within established timelines
- **Professional conduct and ethical practice**
  - Adhere to the NASW Code of Ethics, UVU policies, and all agency policies and procedures in every aspect of field work
  - Demonstrate professional behavior, including reliability, punctuality, appropriate communication, respect for boundaries, and maintenance of client and agency confidentiality
  - Engage in culturally responsive and anti-oppressive practice, including self-reflection about bias, power, and the impact of social and structural factors on clients and communities
- **Engagement in learning and supervision**
  - Work collaboratively with the field instructor to develop the Learning Agreement, linking CSWE competencies to specific agency tasks
  - Prepare for and actively participate in weekly supervision by bringing case material, questions, reflections, and relevant course content to discuss

- Share course syllabi and assignments with the field instructor as appropriate to support integration of classroom and field learning
- **Attendance, time management, and documentation of hours**
  - Complete the required 400 hours of practicum (typically 200 hours per semester) during the academic term, following agreed-upon weekly schedules and agency expectations
  - Notify the field instructor promptly about absences, schedule changes, or disruptions and make appropriate arrangements to complete missed hours in consultation with the instructor and Field Director
  - Accurately record hours in the official online timesheet system, ensuring that entries reflect actual practicum activities consistent with the Learning Agreement, and submit hours for timely review and approval by the field instructor
- **Participation in seminar and program activities**
  - Enroll in and attend the required field seminar each semester, actively contributing to discussions that connect practicum experiences with course content and CSWE competencies
  - Participate in evaluations and program assessment activities, including mid-semester and end-of-semester self-evaluations, Student Evaluation of Field Experience, and other feedback requests related to field education
- **Communication and problem-solving**
  - Communicate openly and respectfully with the field instructor about learning needs, challenges, or concerns in the placement
  - Contact the Field Director or faculty liaison promptly if serious issues arise (e.g., safety concerns, ethical dilemmas, uncertainty about role expectations, or significant conflict at the site) that cannot be resolved directly with the field instructor
  - Engage constructively in any Field Performance Improvement Plan or professional standards process, following agreed-upon steps to address identified concerns
- **Academic and professional standing**
  - Maintain the academic standards required for field placement, including earning a B- or higher in all core social work courses and meeting the minimum overall GPA as specified by the program
  - Understand that continuation in field is contingent upon both academic performance and professional behavior, and that serious or ongoing concerns may result in removal from field, delayed graduation, or dismissal from the program

By fulfilling these responsibilities, students help ensure that their practicum is a meaningful, ethical, and competency-based learning experience that prepares them for generalist social work practice.

## Course Assignments and Field Documentation

All field-related assignments (including Learning Agreements, evaluations, reflections, and timesheets) are submitted through the designated electronic platforms (for example, Canvas and

the university's online field documentation system) unless otherwise specified by the Field Director.

Students must:

- Enter practicum hours accurately and promptly into the official online timesheet.
- Never approve their own timesheets or alter supervisor approvals.
- Ensure that all documented hours reflect actual, approved practicum activities.

Falsification of hours, self-approval of timesheets, or manipulation of documentation is considered a serious violation of professional and academic standards and may result in a failing grade for seminar, removal from field, and potential dismissal from the program

## Field Information

### Field Hours Requirement

BSW students at UVU complete a total of 400 hours of practicum with a single agency during their senior year. This requirement is typically met by completing 200 hours per semester, averaging approximately 13–14 hours per week during weeks when classes are in session. Students may not begin logging hours before the first day of the semester, may not count more than 200 hours in a single term, and are expected to continue in placement through the last week of classes even if they reach 200 hours earlier. Students do not work during official university holiday breaks unless they receive prior written approval from the Field Director.

### BSW Student Scope of Practice

BSW students are emerging generalist practitioners and must always operate within the boundaries of their training and under supervision. Field activities should support competency development, align with the Learning Agreement, and never exceed a student's education, skills, or legal authority.

#### *Direct Practice (under supervision)*

Examples of appropriate activities include:

- Conducting non-clinical intake interviews and assessments.
- Assisting with case management tasks (such as service coordination and referrals).
- Observing and, when ready, co-facilitating client meetings or group sessions.
- Supporting clients in accessing community resources.
- Using basic engagement techniques (for example, motivational interviewing at an introductory level).

#### *Administrative and Indirect Tasks*

- Attending staff meetings, in-service trainings, court hearings, or case conferences as appropriate.

- Drafting progress notes and other documentation for review and approval by the field instructor.
- Assisting with community outreach, program development, or special projects.
- Participating in advocacy and awareness efforts within the agency's mission.

### *Professional Development*

- Applying social work ethics and values in all professional interactions.
- Developing professional communication, teamwork, and time-management skills.
- Using supervision to reflect on practice, explore ethical dilemmas, and integrate classroom learning.
- Learning about agency operations, interprofessional collaboration, and the broader service network.

### *Client Advocacy and Support*

- Assisting clients with applications for benefits or services (such as housing, food assistance, or Medicaid).
- Accompanying clients to appointments as a support person or advocate when appropriate and approved.
- Conducting follow-up contacts to support continuity of care.

### *Education and Psychoeducation (non-clinical)*

- Providing basic psychoeducation on topics such as life skills, parenting, or coping strategies, using agency-approved curricula.
- Co-facilitating support or psychoeducational groups under supervision.
- Creating informational materials about agency services or community resources.

### *Program Evaluation and Research Assistance*

- Assisting with client satisfaction surveys, focus groups (data collection only), or similar quality-improvement activities.
- Conducting literature searches or summarizing best practices for agency projects.
- Helping track outcomes or other program metrics as assigned.

### *Community Engagement and Outreach*

- Participating in community events, information tables, or resource fairs.
- Helping coordinate donation drives, volunteer events, or public-education campaigns.

### *Outside of Scope for BSW Students*

To protect clients and students, BSW students must not:

- Provide independent psychotherapy or clinical diagnosis.
- Make independent risk-of-harm determinations (such as decisions about hospitalization) without direct supervisory involvement.
- Practice outside agency policy, state law, or the student's level of training.

When in doubt, students must consult their field instructor or faculty liaison *before* acting.

## Student Eligibility for Field Practicum

Only students who have been formally admitted to the UVU Bachelor of Social Work (BSW) Program are eligible to participate in the field practicum. Field education is a senior-level, year-long experience that requires students to demonstrate readiness in both academic performance and professional behavior.

To be eligible to enter and remain in field practicum, students must meet the following requirements:

- **Program admission and standing**
  - Be formally admitted to the UVU BSW Program and in good standing with the University and the program
  - Have completed all required general education courses and BSW prerequisite courses prior to the start of practicum, in accordance with the BSW Handbook and program advising sheet
- **Academic performance standards**
  - Earn a grade of B- or higher in all core social work courses required for the BSW program
  - Maintain a minimum overall cumulative GPA of 2.75
  - Successfully complete all required practice, policy, HBSE, and research courses that are designated as prerequisites or co-requisites to field (see BSW Handbook for the current list)
- **Professional behavior and ethical conduct**
  - Demonstrate consistent adherence to the NASW Code of Ethics, UVU policies, and all BSW program expectations for professional conduct, including reliability, punctuality, appropriate communication, respect for boundaries, and maintenance of confidentiality
  - Show capacity for self-reflection, receptivity to feedback, and the ability to build and maintain constructive working relationships with peers, faculty, field instructors, clients, and community partners.
  - Remain free of serious or persistent concerns documented through Professional Development processes, Field Performance Improvement Plans, or other program procedures outlined in the BSW Student Handbook
- **Readiness for agency-based practice**
  - Be able to meet the physical, cognitive, and emotional demands of generalist social work practice with appropriate supports and reasonable accommodations, where applicable
  - Be willing and able to comply with agency-specific onboarding requirements (e.g., background checks, fingerprinting, health screenings, drug testing, immunizations, and other clearances) and to disclose relevant information to the Field Director that may affect placement decisions
  - Agree to follow all agency policies and procedures, including safety protocols, use of technology, and documentation standards
- **Ongoing eligibility and continuation in field**

- Eligibility for field is not a one-time determination; continued participation across semesters is contingent on maintaining required GPA and course grades, meeting professional behavior expectations, and making satisfactory progress toward CSWE competencies as reflected in mid-semester and end-of-semester evaluations.
- If concerns arise about a student’s academic performance, professionalism, safety, or suitability for field, the Field Director— in consultation with the BSW Program Director, faculty, and field instructors—will determine whether the student may enter, remain in, or return to field, and under what conditions (e.g., provisional status or a Field Performance Improvement Plan)
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Students who do not meet these eligibility requirements may be delayed in beginning practicum, removed from an ongoing placement, or denied a subsequent placement, which can affect program progression and time to graduation as described in the BSW Student Handbook and Field Manual.

## Placement Process

### Practicum Orientation and Field Fair

Each year, UVU hosts a Practicum Orientation and Field Fair for BSW and MSW students preparing to enter field in the upcoming academic year. During this event, the Field Director explains the structure and expectations of field education, and representatives from approved agencies share information about their programs, client populations, and potential learning opportunities. Students use this event to ask questions, network with agencies, and begin identifying placements that align with their interests and goals.

### Practicum Application

Students seeking placement must submit a Practicum Application to the Field Director by the stated deadline (typically by the end of February for the following academic year). The application collects information on students’ areas of interest, prior experience, availability, transportation, and any background or personal factors that may affect placement decisions. The Field Director uses this information, together with agency capacity and requirements, to guide the matching process.

## BSW Field Placement Checklist (STUDENTS)

The steps below summarize the key actions **students** should take before, during, and after the Practicum Orientation and Field Fair to secure a practicum placement.

### Before the Practicum Orientation and Field Fair

- Review the Field Education Manual, BSW Handbook, and eligibility requirements.
- Reflect on interests (populations, settings, geographic constraints, schedule).
- Update your résumé for distribution to agencies.
- Note any agency-specific requirements you may need to meet (for example, background checks, immunizations, or schedule constraints).

### **During the Practicum Orientation and Field Fair**

- Attend the Field Fair and required orientation session.
- Visit with multiple agencies, ask questions about learning opportunities, supervision, and schedules.
- Sign interest lists and follow any specific instructions provided by agencies (such as how to apply or how to schedule interviews).

### **After the Field Fair: Initial Follow-Up**

- Complete and submit the Practicum Application by the published deadline.
- Respond promptly to agency requests for interviews or additional information.
- Prepare for interviews by reviewing agency mission, services, and populations served.

### **After Interviews: When You Receive an Offer**

- Notify the Field Director of the offer and confirm that the placement meets program requirements.
- If approved, work with the Field Director to finalize the Field Placement Agreement.
- Complete all required onboarding (background checks, health clearances, trainings) within agency timelines.

### **If You Do Not Receive an Offer After Initial Interviews**

- Contact the Field Director promptly to discuss next steps.
- Explore additional agencies identified by the Field Director.
- Continue active communication until a placement is secured.

This checklist is a guide and does not replace communication with the Field Director or faculty liaison when questions or concerns arise.

## **Background Checks, Health Clearances, and Insurance**

Many field agencies require students to complete screening and clearance processes before beginning practicum or engaging in specific activities during placement. These requirements are established by the agency, not by the BSW Program, and may vary by site and service population.

### **Agency-determined Screening Requirements**

Agencies may require one or more of the following prior to or during a student's placement:

- Criminal background checks and/or fingerprinting
- Drug testing
- Health evaluations or physical examinations
- TB tests
- Immunizations or proof of vaccination status
- Other documentation necessary to comply with agency policy, funding requirements, or state/federal regulations

Agencies are responsible for informing students of any required screenings and clearances and for specifying applicable timelines. As part of their approval as field sites, agencies agree to communicate these expectations and to coordinate completion of screening processes in a timely manner.

## Disclosure of Personal Background and Agency Requirements

Many agencies require applicants and practicum students to complete screenings such as criminal background checks, fingerprinting, health evaluations, drug testing, and verification of immunization status. These requirements are agency-specific and may affect placement options.

Students are expected to disclose to the Field Director any personal background that could reasonably influence placement decisions, such as:

- Prior or current criminal charges or convictions.
- History of child welfare involvement (for example, DCFS cases).
- Significant substance use concerns or treatment history.
- Receipt of services from agencies that might be considered as potential placements.
- Other issues that could limit agency eligibility or raise safety or boundary concerns.

Information disclosed to the Field Director is treated as confidential and is shared only as necessary to make appropriate placement decisions and to comply with agency or university requirements. The Field Director will work with students to identify agencies whose screening criteria and service populations are compatible with the student's background whenever possible.

Failure to disclose relevant information that later emerges in agency screening may delay or prevent placement and could affect a student's continuation in field.

## Student Responsibilities and Costs

Students are responsible for:

- Inquiring about required screenings and clearances during the placement process and prior to accepting a practicum offer
- Completing all agency-required background checks, health screenings, drug tests, TB tests, immunizations, and related procedures within the time frames established by the agency
- Providing accurate information on the Practicum Application and, when appropriate, meeting confidentially with the Field Director to discuss any personal history (e.g., legal or health-related issues) that may affect placement decisions

In most cases, students are expected to **cover the cost** of required screenings and health clearances themselves, as these are tied to agency and professional requirements rather than university tuition or fees. When agencies choose to subsidize or fully cover these costs, they will communicate this directly to the student.

Students should understand that:

- Results of agency-required screenings may be shared with the Field Director when necessary to determine field eligibility and to identify appropriate placements.
- A criminal record, positive drug test, or other clearance concern may limit the range of available placements and, in some cases, may prevent placement if no suitable agency can be identified
- Failure to complete required clearances, or refusal to comply with agency screening procedures, may result in the student being unable to begin or remain in field practicum, which can delay program progression

## Insurance and the Master Internship Agreement

All approved field agencies must enter into UVU's **Master Internship Agreement**, which outlines responsibilities related to risk management, supervision, and liability. In alignment with that agreement:

- Agencies must specify whether students are permitted or required to use personal or agency vehicles for practicum activities and what documentation (e.g., proof of auto insurance, driving record) is required
- Students are responsible for maintaining any **personal insurance** required by the agency for activities such as transporting clients or traveling between sites (e.g., valid auto insurance) and for providing proof of coverage when requested
- Students should not transport clients or use vehicles for agency business unless they have met all agency and UVU requirements and have received explicit permission from the agency, consistent with the Master Internship Agreement

Questions about how agency screening or insurance requirements intersect with university policies should be directed to the Field Director, who can consult with UVU Risk Management as needed.

## Agency Interviews and Matching

After the Field Fair, students contact agencies of interest to arrange interviews. Following each interview, either the agency or the student must notify the Field Director of the outcome and whether the agency wishes to accept the student for placement. When an agency agrees to host a student and the match is approved, the student initiates the Field Placement Agreement, which is completed electronically and signed by the student and agency representative. Students who experience repeated unsuccessful interviews (typically three or more) may be subject to review and possible dismissal from the program.

## Securing Field Placements

The UVU Field Education Program uses a collaborative model for securing placements, in which students, agencies, and the Field Director all share responsibilities. Students are expected to take an active role in pursuing opportunities, preparing résumés, and presenting themselves professionally in interviews. The Field Director maintains a vetted list of approved field agencies and coordinates the overall process to ensure placements meet program criteria and provide

appropriate generalist practice opportunities. All placements must be approved by the Field Director before students may begin counting hours.

## Monitoring and Evaluating Students in Field Placements

### Field Seminar and Faculty Liaison Contact

Students enrolled in practicum also participate in a weekly integrative field seminar, led by the Field Director and field liaisons, to support reflection, peer learning, and integration of classroom content with practice. Faculty liaisons conduct at least one site visit per semester—in person or virtual—to meet with the student and field instructor, review the Learning Agreement, discuss progress, and address any concerns. Liaisons remain in contact with field instructors throughout the semester to monitor the quality of learning experiences and support problem-solving.

### Learning Agreement and Evaluations

Shortly after beginning placement, students and field instructors develop a Learning Agreement that links CSWE competencies and practice behaviors to specific agency tasks. The Learning Agreement serves as the primary guide for supervision and evaluation and is reviewed periodically during supervision and site visits. Field instructors complete mid-semester and end-of-semester competency-based evaluations, which, together with seminar performance and assignments, inform the student's practicum grade.

### Examples of BSW -Appropriate Tasks by Category

To help link agency activities with CSWE competencies, the following examples illustrate common categories of BSW-appropriate tasks. These examples are not exhaustive; all tasks must be documented in the Learning Agreement and approved by the field instructor.

- **Direct Practice:** Non-clinical assessments, case management contacts, co-facilitated groups, client education, advocacy contacts.
- **Administrative and Indirect Tasks:** Documentation drafting, data gathering for reports, attending meetings, helping with program materials.
- **Client Advocacy and Support:** Assisting with applications, service coordination, follow-up calls, participation in system-navigation activities.
- **Education and Psychoeducation:** Co-leading skills groups using agency curricula, preparing handouts, basic psychoeducation under supervision.
- **Program Evaluation and Research Assistance:** Data collection for satisfaction surveys, literature reviews for agency projects, basic outcome tracking.
- **Community Engagement and Outreach:** Participating in outreach events, tabling, donation drives, or agency-sponsored campaigns.

Students and field instructors should use these categories as a guide when developing and revising the Learning Agreement to ensure that students engage in a balanced set of activities that foster competency development

## Performance, Professionalism, and Problem Resolution

Ongoing participation in field is contingent on both academic performance and professional behavior. Concerns about reliability, ethical conduct, communication, or fit with the agency are addressed collaboratively by the field instructor, student, and faculty liaison or Field Director, using UVU's Guidelines for Problem Resolution in Practicum and, when needed, a Field Performance Improvement Plan. In more serious cases, the Field Director consults with the BSW Program Director and relevant faculty to determine whether a student may continue, be reassigned, or be removed from field.

## Evaluation Processes in Field Education

Field education at UVU relies on a **competency-based evaluation system** that assesses student learning, monitors placement quality, and supports continuous program improvement in alignment with CSWE standards. Evaluation occurs at multiple levels and involves students, field instructors, faculty liaisons, agencies, and the Field Director.

## Evaluating student performance

### Who evaluates the student?

- Field Instructor
- Student (self-evaluation)
- Faculty Liaison and Field Director (review and grading)

### When and how?

- **Mid-semester Competency-Based Evaluation**
  - Completed electronically each semester by the field instructor, using the program's competency-based evaluation form linked to the nine CSWE core competencies.
  - The field instructor rates the student's performance, discusses results with the student during supervision or a scheduled meeting, and submits the evaluation by the published deadline.
  - The student is expected to review the ratings and engage in reflection about strengths and areas for growth.
- **End-of-semester Competency-Based Evaluation**
  - Completed electronically by both the student (self-evaluation) and the field instructor, using the same competency-based tool.
  - Student and field instructor review and discuss their evaluations together, focusing on progress toward mastery of competencies and goals for the next term or post-graduation practice.

- The faculty liaison and Field Director review submitted evaluations, along with seminar performance and verified hours, when determining the student's final grade and overall readiness for continued field or graduation.
- **Ongoing monitoring and performance review**
  - Faculty liaisons conduct at least one site visit per semester (in person or virtual) to discuss the Learning Agreement, mid-term progress, and any concerns related to competence, professionalism, or safety.
  - If significant concerns arise, the Field Director, faculty liaison, and field instructor may develop a Field Performance Improvement Plan, and in serious cases may determine that a student cannot continue in the current placement or in field.

## Evaluating Agencies and Field Instructors

### Who evaluates agencies and field instructors?

- Students
- Field Director and faculty liaisons

### When and how?

- **Student Evaluation of Field Experience (Agency)**
  - Completed by students at the end of each semester using the program's electronic Student Evaluation of Field Experience form
  - Students provide feedback on supervision quality, learning opportunities, safety, communication, and how well the site supports development of CSWE competencies
  - Results are used by the Field Director and used to monitor site quality and inform future placement decisions.

## Field Instructor Evaluation of Field Education Program

- Completed periodically by field instructors using a program-provided electronic form
- Field instructors offer feedback on communication with UVU, clarity of expectations, usefulness of seminars and forms, and overall strengths and needs of the Field Education Program
- The Field Director and BSW faculty use this feedback to improve training, communication, and support for agencies

## Ongoing Agency Monitoring

- Faculty liaisons and the Field Director monitor agencies through site visits, email/phone contact, and review of student and instructor feedback.
- Concerns about supervision quality, safety, or alignment with program expectations are addressed collaboratively with agency leadership and may result in additional support, conditional use, or removal of a site from the approved agency list

## Program-level Assessment and Continuous Improvement

### Who evaluates the program?

- Students (course and field feedback)
- Field Instructors
- Field Director and BSW faculty

### When and how?

#### Program assessment tools

- Aggregate results from competency-based field evaluations, Student Evaluation of Field Experience, and Field Instructor Evaluation of Field Education Program are reviewed by the Field Director and BSW faculty to assess how well students are meeting CSWE competencies and where curriculum or field processes may need adjustment.
- Additional data (e.g., SWEAP scores and other outcome measures) are compiled for CSWE accreditation and are posted annually on the BSW program website as required

#### Use of evaluation data

- The Field Director and relevant committees (e.g., Field Education Committee, BSW Program Committee) analyze trends in student performance, site quality, and stakeholder feedback to revise policies, update training materials, refine placement processes, and strengthen integration between classroom and field

In summary, students are evaluated by field instructors (with self-evaluation and faculty review), agencies and field instructors are evaluated by students and the Field Education Program, and the program itself is evaluated through aggregated data and stakeholder feedback to ensure ongoing alignment with CSWE standards

## Field Placements and Student Employment

UVU allows employment-based placements under specific conditions designed to preserve the educational integrity of field. When a student seeks to use their place of employment as a practicum site, the Field Director evaluates whether:

- The agency meets all criteria for an approved field site.
- The student's practicum duties are clearly differentiated from regular job responsibilities.
- The student can receive appropriate social work supervision from a qualified field instructor.

If approved, the student and agency must complete the standard Field Placement Agreement and Learning Agreement, clearly outlining field-specific tasks, supervision arrangements, and evaluation processes. The Field Director and faculty liaison monitor employment-based placements closely to ensure that the practicum remains an educational experience rather than simply an extension of paid work.

## Electronic Field Documentation System

The BSW Field Education Program uses a centralized **electronic system** to manage core field documents, including timesheets, Learning Agreements, and evaluations. This system supports a

competency-based approach consistent with CSWE's Educational Policy and Accreditation Standards (EPAS) by ensuring that field tasks, hours, and assessments are documented in a consistent, auditable format across all placements.

All practicum hours must be recorded using the **official online timesheet** provided by the Field Director; this is the only approved method for documenting field hours, and alternative tracking formats will not be accepted. Students are expected to log their hours daily, and field instructors are required to review and electronically approve entries on a regular basis; only hours that have been verified and approved by the field instructor will count toward the 400-hour requirement.

The **Field Placement Agreement, Learning Agreement, and mid-semester and end-of-semester evaluations** are likewise completed electronically through platforms designated by the Field Education Program (e.g., DocuSign for the Field Placement Agreement and Qualtrics for evaluations). These tools allow students and field instructors to link specific learning tasks to the nine CSWE social work competencies, track progress over time, and submit required evaluations by published deadlines.

Instructions, links, and deadlines related to the electronic field documentation system are provided by the Field Director through Canvas, email, and field seminar, and students are responsible for checking these communications regularly to ensure timely completion of all required forms.

## Safety and Risk Management in Field Education

Ensuring student safety during field practicum is a shared responsibility of Utah Valley University, field agencies, field instructors, and students. While some level of risk is inherent in social work practice, the BSW Field Education Program takes proactive steps to minimize potential harm and to respond promptly when safety concerns arise.

## Agency Agreements, Screening, and Orientation

All BSW field placements must be housed in agencies that meet program criteria and maintain an active **Master Internship Agreement** with UVU, which outlines mutual expectations related to liability, supervision, and risk management. As part of this agreement and the agency approval process, agencies are expected to:

- Provide a safe and supportive learning environment, including appropriate workspace, access to needed technology, and reasonable safeguards for client and community engagement
- Offer an initial orientation that includes the agency's safety policies and procedures, confidentiality expectations, emergency protocols, and any site-specific risks associated with the placement
- Inform students of required screenings (e.g., background checks, fingerprinting, health evaluations, drug testing, TB tests, immunizations) and coordinate timely completion of these processes in accordance with agency policy and the Master Internship Agreement

## Student Responsibilities for Safety and Risk

BSW students are expected to actively participate in promoting their own safety and the safety of others during field. Students must:

- Follow all UVU policies, BSW program expectations, and agency safety procedures, including rules related to home visits, community outreach, use of personal protective equipment, crisis response, and documentation
- Discuss safety expectations with their field instructor early in the placement, including guidelines for seeing clients in the community, working after hours, and responding to escalating situations
- Immediately report any incident that compromises safety—including threats, harassment, accidents, injuries, exposure to violence, or significant concerns about client behavior—to their field instructor and, when appropriate, to the Field Director or faculty liaison
- Avoid independent actions that exceed the student scope of practice (e.g., working without supervision, providing services in settings not approved by the agency) or that contradict agency policies

Students are encouraged to consult with the Field Director about personal circumstances or histories (e.g., prior victimization, DCFS involvement, legal issues) that may affect placement decisions or safety considerations; such information is handled confidentially and used only as needed to support an appropriate match

## Transportation and Use of Vehicles

Some placements may involve transporting clients or traveling between locations using personal or agency vehicles. In these situations:

- Agencies must clearly communicate expectations regarding transportation, including whether students may transport clients, required driver's license and insurance documentation, and any restrictions outlined in the **Master Internship Agreement**
- Students are responsible for complying with agency and UVU requirements regarding driving records, insurance, and vehicle safety; students should not transport clients or use vehicles for agency business unless explicitly authorized to do so
- If transportation responsibilities create safety concerns or hardship, students must notify the Field Director promptly to explore possible adjustments

## Incident Reporting and Response

When a safety-related incident occurs, prompt communication and documentation are essential. Examples include, but are not limited to, threats or acts of violence, serious client crises, accidents or injuries while on duty, breaches of confidentiality, or situations in which a student feels unsafe at the agency or in the community.

The following steps are expected:

1. **Immediate response and notification**

- The student follows agency emergency procedures to ensure immediate safety and, when applicable, seeks medical or law-enforcement assistance.
  - As soon as reasonably possible, the student informs their field instructor of the incident and provides a factual description of what occurred
  - The field instructor notifies the Field Director or faculty liaison promptly, especially when the incident involves physical or psychological harm, threats, ethical concerns, or potential media/legal exposure
2. **Completion of incident report**
- The agency may require completion of its internal incident or accident report; students must follow agency requirements and submit documentation as directed
  - In addition, the BSW Field Education Program may request a **UVU Field Incident Report** (or comparable program form) to document the event for university risk-management and educational purposes, including reference to the relevant Master Internship Agreement when applicable
  - The Field Director, in consultation with UVU Risk Management and the BSW Program Director when needed, reviews incident documentation to determine next steps, which may include modifications to the Learning Agreement, changes in duties, additional supervision, or, in some cases, a change of placement
3. **Follow-up and support**
- The Field Director and faculty liaison work with the student, field instructor, and agency to assess ongoing risk and to determine whether the student can safely continue in the current role or site
  - Students who experience distress as a result of a field-related incident are encouraged to access campus resources such as UVU Student Health Services for counseling and support

By adhering to these safety and risk-management expectations—and by honoring the protections and responsibilities outlined in UVU’s **Master Internship Agreement**—students, agencies, and the University work together to promote a safe, ethical, and effective learning environment for BSW field education.

## Disruptions in Field Placement

A disruption in field placement occurs when the expected continuity of a student’s practicum is significantly interrupted. This may result from concerns about student performance or professionalism, agency-level changes, safety issues, or other circumstances that prevent the placement from proceeding as planned. UVU’s goal is to address disruptions in a timely, collaborative manner that prioritizes client well-being, student learning, and program standards.

### Types of Disruptions

Disruptions in field placement may include, but are not limited to:

- Early termination of a placement at the request of the agency or student.
- Significant changes in agency circumstances (e.g., loss of qualified supervision, program closure, major restructuring) that affect the student’s learning

- Persistent or serious concerns about student performance, professional behavior, or ethical conduct
- Safety concerns at the agency or in the student’s assigned activities

## Initial Response and Communication

When a potential disruption arises:

- **Student responsibilities**
  - The student should first communicate concerns to the field instructor, whenever it is safe and appropriate to do so
  - If the issue cannot be resolved at the agency level or involves serious concerns (e.g., safety, ethics, harassment), the student must contact the Field Director or faculty liaison promptly
- **Field instructor responsibilities**
  - Field instructors who identify concerns about a student’s performance, professionalism, or fit with the placement should discuss these issues directly with the student and document specific examples
  - If concerns persist or are serious in nature, the field instructor contacts the Field Director or faculty liaison to initiate a more formal problem-solving process

## Problem Resolution and Performance Improvement

The Field Director and/or faculty liaison will:

- Meet (in person or virtually) with the student and field instructor to clarify concerns, review expectations, and determine whether issues can be resolved within the current placement
- Use the **Guidelines for Problem Resolution in Practicum** to guide next steps, which may include:
  - Clarifying roles, workload, or supervision structure.
  - Adjusting learning activities or supports.
  - Developing a **Field Performance Improvement Plan** that outlines specific goals, behaviors, time frames, and consequences if improvement does not occur

Students are expected to engage actively and professionally in any improvement plan or corrective process

## Removal from Field or Change of Placement

If concerns cannot be resolved, or if the situation poses risk to clients, the student, or the agency, the Field Director, in consultation with the BSW Program Director and relevant faculty, may:

- **Remove the student from the current placement**, which may result in:
  - An “E” grade for practicum and/or seminar.
  - Loss of accumulated hours for the semester.

- Delay in program progression or graduation
- **Determine whether an alternate placement is appropriate**, considering:
  - Nature and severity of the disruption.
  - Student's willingness and ability to address identified concerns.
  - Availability of appropriate agencies and supervision

In some cases (e.g., repeated unsuccessful interviews, serious professional or ethical violations), the student may not be offered another placement and may be dismissed from the program following established professional standards procedures in the BSW Handbook.

### Agency-Initiated Changes

When a disruption is primarily due to agency circumstances (e.g., supervisor departure, program closure):

- The agency notifies the Field Director as soon as possible
- The Field Director and faculty liaison assess whether the student can remain at the agency with revised supervision or duties, or whether a new placement is needed
- If a change of site is necessary, the Field Director works with the student to identify and secure an alternate placement that meets program criteria and, when possible, allows the student to complete required hours within a reasonable time frame

### Documentation

All significant disruptions and related decisions are documented by the Field Director and/or faculty liaison. Documentation may include summaries of meetings, Field Performance Improvement Plans, correspondence with agencies, and final decisions about removal, reassignment, or program standing.

# Key Field Education Dates and Deadlines

This overview highlights key time frames for BSW field applications, placements, and practicum participation. Students are responsible for monitoring UVU email, Canvas, and the BSW program website for updated, year-specific dates and instructions.

## Junior Year (Pre-Field Planning)

- **July–September (for Spring BSW cohort) / December–February (for Fall BSW cohort)**
  - Apply for **admission to the BSW Program** by the posted application deadlines.
  - Ensure completion of all required general education and prerequisite courses prior to beginning the BSW program.
- **August – BSW Program Orientation**
  - Mandatory for new BSW students.
  - Introduces the program, field education expectations, and strategies for success in practicum.
- **Throughout Junior Year**
  - Meet regularly with the BSW Academic Advisor to plan your course sequence and confirm readiness for senior-year field
  - Maintain minimum GPA and required grades in core social work courses (B- or higher) to remain eligible for field.

## Spring Prior to Senior Year (Application and Matching)

- **Early February – Practicum Orientation and Field Fair (2nd Wednesday in February)**
  - Required for all BSW students entering field in the upcoming academic year
  - Learn about field structure and expectations and meet representatives from approved agencies.
- **By End of February – Practicum Application Due**
  - Submit the **Practicum Application** electronically to the Field Director by the published deadline
  - Include information on interests, schedule constraints, transportation, prior experience, and any background-check or conflict-of-interest concerns.
- **February–April – Agency Interviews and Placement Confirmation**
  - Attend interviews with agencies arranged after the Field Fair
  - Notify the Field Director of interview outcomes (offers, denials, pending decisions).
  - When accepted: initiate the **Field Placement Agreement** and complete agency-specific onboarding (e.g., background checks, health screenings, fingerprinting) within agency time frames
  - If not accepted: meet with the Field Director to re-evaluate options; three unsuccessful interviews may result in dismissal from the program

- **Early April – Field Instructor Appreciation Event**
  - Recognition and training event for field instructors and students; CEUs may be available for instructors.

### Senior Year – Field Practicum and Seminar

- **Start of Fall Semester – Begin Field Practicum and Seminar**
  - Students may not begin counting hours before the **first day of classes**
  - Enroll in required field seminar and associated field course (see BSW Handbook and schedule).
  - Begin logging hours daily in the **official online timesheet** and attend weekly supervision and seminar.
- **Mid-Semester (Each Term) – Mid-Semester Evaluation**
  - Field instructors complete the electronic **Mid-Semester Competency-Based Evaluation** by the program deadline.
  - Students and field instructors review results together; faculty liaisons may reference this during site visits.
- **End of Semester (Fall and Spring)**
  - Students and field instructors each complete the **End-of-Semester Competency-Based Evaluation** electronically and review results together.
  - Students submit the **Student Evaluation of Field Experience**; field instructors may complete the **Field Instructor Evaluation of Field Education Program** as requested.
  - All hours must be entered in the online timesheet and approved by the field instructor by the final program deadline for that term.
- **End of Spring Semester – Completion of Field Hours**
  - Complete **400 total hours** (typically 200 hours per semester, averaging 13–14 hours per week during weeks school is in session)
  - Students are expected to continue in placement until the **last week of classes**, even if hours are completed early
  - Students do not work during university holiday breaks unless they have **written permission** from the Field Director.

### Ongoing Program Dates

- **Field Instructor Conference – 2nd Wednesday in September**
  - Annual training and update event for BSW/MSW field instructors (CEs awarded in accordance with NASW criteria).
- **Annual Posting of Outcome Data**
  - Aggregate assessment data (e.g., SWEAP scores, field instructor evaluations) are reviewed and posted publicly on the BSW program website in accordance with CSWE requirements.

Students should consult the BSW program website, semester-specific field calendar, and communications from the Field Director for exact dates each year, as some timelines and events are subject to change.

## Support Services for Students in Field

Field education can be both rewarding and emotionally demanding, and students are encouraged to use campus and community resources to support their well-being, especially when they encounter distressing or traumatic experiences in practicum.

### **UVU Student Health Services (Counseling and Mental Health)**

UVU offers low-cost (and in some cases free) mental health services through Student Health Services, located in **SC 221** (phone: **801-863-8876**). Services may include individual and group counseling, crisis support, and referrals to community providers. Students experiencing field-related stress, secondary trauma, burnout, or other mental health concerns are strongly encouraged to contact Student Health Services to discuss support options.

### **Crisis and after-hours resources**

Outside of regular business hours, students can access:

- National Suicide & Crisis Lifeline: **988** or 1-800-273-8255
- SafeUT Crisis Chat & Tip Line (smartphone app)
- Crisis Text Line: text **741-741**
- 9-1-1 for life-threatening emergencies, and **801-863-5555** for UVU Campus Police if the emergency occurs on campus.

### **Basic needs and additional campus support**

Students facing housing, food insecurity, or other basic-needs challenges that affect their ability to participate in field may contact the **UVU Care Hub** ([care@uvu.edu](mailto:care@uvu.edu)) for assistance and referrals. Additional academic and support resources are listed on the UVU Student Success Resources page and may be used alongside field-specific support from the Field Director and faculty liaisons.

Students who experience a significant field-related incident (e.g., exposure to violence, serious client crises, or safety concerns) should notify their field instructor and the Field Director promptly and are encouraged to seek counseling or crisis support as needed, in addition to completing any required incident reporting.

# APPENDECIES

# 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, WHEREFORE, 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

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 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 by Provider.

1.5 UVU agrees to provide and maintain general liability insurance in 1, 311, times during the term of this Agreement, subject to approved state judgment limitation amounts. Experience Provider IR, 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 criminal 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 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 by ordinary, registered, or certified mail 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 §D)( 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 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 IR, 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

Student UVID number:

Email 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:

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

## 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 to supervise a BSW student. To supervise a MSW student, the field instructor must hold a 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**

<p style="text-align: center;"><b>Student:</b></p> <p>X</p> <p>Date _____</p>	<p>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.</p>
<p style="text-align: center;"><b>Field Instructor or Agency Liaison:</b></p> <p>X _____</p> <p>Date: _____</p>	<p>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.</p>

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

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

## APPENDIX D: Learning Agreement

Instructor \_\_\_\_\_ Email \_\_\_\_\_

Student \_\_\_\_\_ Email \_\_\_\_\_

Field Instructor \_\_\_\_\_ Email \_\_\_\_\_

Semester Fall/Spring \_\_\_\_\_ Year \_\_\_\_\_

<p><b>Competency 1: Demonstrate Ethical and Professional Behavior</b></p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:</p>		
<p>a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;</p>	<p>Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p>	<p>Date Complete</p>
<p>b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;</p>	<p>Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p>	<p>Date Complete</p>
<p>c. use technology ethically and appropriately to facilitate practice outcomes; and</p>	<p>Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p>	<p>Date Complete</p>
<p>d. use supervision and consultation to guide professional judgment and behavior.</p>	<p>Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p>	<p>Date Complete</p>
<p><b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b></p>		

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and	Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete
b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete
b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting

research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social Workers:

a. apply research findings to inform and improve practice, policy, and programs; and	Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete
b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete

**Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete
b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete

**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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and

<p>privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:</p>		
<p>a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and</p>	<p>Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p>	<p>Date Complete</p>
<p>b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</p>	<p>Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p>	<p>Date Complete</p>
<p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:</p>		
<p>a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and</p>	<p>Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p>	<p>Date Complete</p>
<p>b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>	<p>Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)</p>	<p>Date Complete</p>
<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:</p>		
<p>a. engage with clients and constituencies to critically choose and implement culturally</p>	<p>Task: Assessment Method: (Direct Supervision, Discussion,</p>	<p>Date Complete</p>

responsive, evidence-informed interventions to achieve client and constituency goals; and	Documentation, etc.)	
b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete
<p><b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:</p>		
a. select and use culturally responsive methods for evaluation of outcomes; and	Task: Assessment Method: (Direct Supervision, Discussion, Documentation, etc.)	Date Complete
b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	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.

## 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?

Item	Score
Arrive on time for work, appointments and meetings	
Engage in effective and appropriate written and oral communication with colleagues and supervisors	
Maintain professional relationships and appropriate boundaries with clients	
Collaborate effectively with others including clients and their families, colleagues and supervisors	
Listen carefully to others, including clients and their families, colleagues and supervisors	
Take responsibility for actions and quality of work	
Approach tasks and responsibilities with a positive attitude	
Exhibit maturity and self-control in situations involving conflict or stress	
Take initiation to perform tasks and responsibilities with little to no supervision or assistance	
Display resilience in the face of challenging situations	
Seek and accept feedback to improve quality of work	
Treat colleagues, supervisors, clients and their families with fairness and respect	
Demonstrate honesty, trustworthiness, and high personal standards in all aspects of work	
Demonstrate self-awareness, including impact of communication and behavior on others	

## APPENDIX F: End-of-Semester Evaluation



UTAH VALLEY UNIVERSITY  
**End-of-Semester Evaluation**

**(For reference only – evaluation is completed online via Qualtrics and is completed separately by both the Field Instructor and Student)**

Student Name:

Field Agency:

Field Instructor Name:

Who is completing this evaluation? (student or Field Instructor)

Email Address:

Additional Email Address to send a copy of the completed evaluation

Overall Comments: **Field Instructors**, we'd love your overall assessment and thoughts about the student, field instructor, agency, or anything else you'd like to say. This evaluation may be shared with the MSW program for which the student is applying or other applications such as scholarships, employment, etc. It will also be used to determine the student's grade.

Your comments are much appreciated! (And we really do read them!) **Students**: Please sum up the semester. Tell us how your practicum went this term and assess how well your learning objectives were met. Tell us about your field instructor, agency, and overall experience.

The Following questions relate to the **Learning Agreement**. Please consider the student's learning agreement as you complete the questions.

The learning agreement is based upon the Council on Social Work Education, (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS) which include 9 social work competencies and their accompanying practice behaviors.

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.

### **Rating Scale**

**Does not demonstrate:** The student has not developed or does not satisfactorily demonstrate the practice behavior.

**Beginning skills and competency:** Under close supervision, the student is consciously and consistently working to develop and demonstrate the practice behavior.

**Moderate skills and competency:** With regular supervision, the student is beginning to integrate the practice behavior into daily work.

**Advanced skills and competency:** The student independently and routinely demonstrates the practice behavior as an integral part of daily work.

**Mastered skills and competency:** The student demonstrates mastery of this practice behavior and performs at a level comparable to professional colleagues.

### **UVU BSW Motto – “Show up and get along.”**

How well does the student demonstrate the ability to:

- The UVU BSW motto is “Show up and get along.” As for “showing up,” this means the student shows up on time for assigned shifts and performs tasks/duties on time.
- The UVU BSW Mottos is “Show up and get along.” As for “getting along,” this means the student gets along with team members by demonstrating professional workplace behavior and decorum. The student is friendly, polite, honest, and works well with the team. The student exhibits empathy and treats others the way they would want to be treated.
- Optional comments about “showing up and getting along.”

### **UVU BSW Oath – “Do no harm.”**

The UVU BSW oath is to “do no harm.” This means the student strives to use only evidence-based practices, strictly follow the NASW Code of Ethics, adhere to the Utah DHS Code of Conduct, never use experimental, unconventional nor untested interventions, use “best practices” wherever possible and to make it their first priority to never cause harm to a client, the agency, the community nor the profession. The student follows agency policies and procedures and seeks advice from a supervisor before taking any course of action for which the student hasn’t already been trained or advised.

How well does the student demonstrate the ability to do no harm?

- Optional comments about “doing no harm.”

### **UVU BSW Slogan – “Mistakes are for learning.”**

The UVU BSW slogan is to "Mistakes are for learning." Students are expected to approach their educational journey with a growth mindset, recognizing that errors and missteps are integral parts of the learning process. Students are encouraged to actively engage in self-reflection and critical analysis of their professional interactions and decisions. Identifying mistakes involves a willingness to acknowledge and take responsibility for errors, viewing them not as failures but as opportunities for growth. This process includes seeking constructive feedback from educators, peers, and supervisors, as well as engaging in ongoing self-assessment. To learn from mistakes, social work students are expected to demonstrate a commitment to continuous improvement. This involves developing a proactive stance toward professional development, staying informed

about current best practices, and integrating feedback into their future practice. Additionally, students are encouraged to cultivate resilience and adaptability, understanding that the field of social work is dynamic, and learning is a lifelong endeavor. Students accept feedback and corrective instruction from field instructors and colleagues.

How well does the student demonstrate that mistakes are for learning?

- Optional comments about “doing no harm.”

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

Competency 1 Practice Behaviors. How well does the student demonstrate the ability to:

- 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.
- Demonstrate professional behavior, appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.
- Comments about THIS competency if there’s something that hasn’t already been said.

### **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Competency 2 Practice Behaviors. How well does the student demonstrate the ability to:

- Advocate for human rights at the individual, family, group, organizational, and community system levels.
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
- Comments about THIS competency if there’s something that hasn’t already been said.

### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Competency 3 Practice Behaviors. How well does the student demonstrate the ability to:

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
- Comments about THIS competency if there’s something that hasn’t already been said.

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

Competency 4 Practice Behaviors. How well does the student demonstrate the ability to:

- Apply research findings to inform and improve practice, policy, and programs.

- Identify ethical, culturally informed, antiracist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
- Comments about THIS competency if there's something that hasn't already been said.

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

Competency 5 Practice Behaviors. How well does the student demonstrate the ability to:

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
- Comments about THIS competency if there's something that hasn't already been said.

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

Competency 6 Practice Behaviors. How well does the student demonstrate the ability to:

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
- Comments about THIS competency if there's something that hasn't already been said.

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

Competency 7 Practice Behaviors. How well does the student demonstrate the ability to:

- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
- Comments about THIS competency if there's something that hasn't already been said.

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

Competency 8 Practice Behaviors. How well does the student demonstrate the ability to:

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
- Comments about THIS competency if there's something that hasn't already been said.

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

Competency 9 Practice Behaviors. How well does the student demonstrate the ability to:

- Select and use culturally responsive methods for evaluation of outcomes.
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.
- Comments about THIS competency if there's something that hasn't already been said.

### **Professional Behaviors**

Please rate the student's professional behaviors as Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree or Strongly Agree. Thank you for your candid assessment of the student's professionalism.

- Demonstrates trustworthiness, honesty, and high personal standards in dealings with others.
- Exhibits dependability. Reports consistently and on time, for work, appointments, and meetings.
- Approaches the job with confidence and a positive attitude, smiles while working, sees the best in situations & others.
- Consistently meets or exceeds goals and expectations.
- Listens carefully/sincerely to others, taking time to understand and ask appropriate questions without interrupting.
- Exhibits appropriate use of self by being sincere, warm, caring and empathic to clients and colleagues while maintaining professional boundaries.
- Displays compassion in response to client's needs and concerns.
- Use effective interviewing skills (questioning, paraphrasing, objectivity) when working with clients and their families.
- Takes responsibility for his/her actions and quality of work without blaming others or making excuses.
- Exhibits maturity and self-control, even in situations involving conflict or stress (e.g., calm, patient, empathic, resolution-oriented, etc.).
- Treats clients, co-workers, and others of different backgrounds, beliefs, and gender with fairness, respect, and sensitivity.
- Ensures accuracy and clarity when documenting information for client records or legal reports.
- Demonstrates strong observation and analytical skills when meeting with clients in order to accurately assess the nature and degree of the problem.
- Encourages client's right to self-determination by asking questions more than giving direction/instruction.
- Employs exceptional conversation skills by using humor, dignified respect, empathy, reflective listening, etc., when appropriate.
- Speaks positively about those who are not present, avoids gossip.
- Resolves conflicts using empathy and seeing the other's point of view.
- Accepts correction without defensiveness. Acknowledges mistakes.

- Apologies for mistakes, offense or wrongdoing.
- Completes tasks without reminders.
- Consistent presentation of a polished and professional appearance with appropriate workplace attire.
- Able to meet deadlines and work under pressure.
- Collaborates and works effectively with colleagues. Is a team player.
- Able to navigate conflicts with tact and professionalism.
- Gives credit to team members.
- Respects the opinions and contributions of others.
- Demonstrates a thorough understanding of the NASW Code of Ethics & consistently adheres to it.
- Would you eagerly hire the student if the opportunity arose?
- Optional: Do you have any comments about the student's professionalism that haven't already been said?
- Optional: Any final comments about the student, the BSW program, anything at all?

You are encouraged to discuss the results of this evaluation with your student/field instructor.



7. I was given individual responsibility for my own case(s).	<input type="checkbox"/>						
8. The work load expected by the agency was appropriate.	<input type="checkbox"/>						
9. Because of my experience in the agency, I am able to better understand what it means to be a generalist practitioner.	<input type="checkbox"/>						
10. I would recommend this agency placement to other students.	<input type="checkbox"/>						
11. I would recommend this field instructor to other students.	<input type="checkbox"/>						
12. I feel like I was treated as valuable, professional colleague in the agency.	<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



**\*\*\* 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"/>				
2. Early contacts with the Field Director were clear.	<input type="checkbox"/>				
3. Communication with the Field Director throughout the practicum was sufficient.	<input type="checkbox"/>				
4. The Field Manual helped me fulfill my responsibilities.	<input type="checkbox"/>				
5. The Field Director made clear to me my roles and responsibilities.	<input type="checkbox"/>				
6. The Field Director was responsive to my needs.	<input type="checkbox"/>				
7. The site visits promoted a practicum that was educationally driven.	<input type="checkbox"/>				
8. The student was well-prepared educationally for this practicum.	<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"/>				
10. I would recommend this field education program to a colleague.	<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



**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:*

**Action(s) to be taken by BSW Program/BSW Field Team:**  
*Target Completion Date:*

Student Signature & Date:

Field Instructor Signature & Date:

Field Director Signature & Date: